	"United in faith, we are the Wythenshawe Catholic Academy Trust. We come together as a Catholic Family to enlighten minds, enrich souls and become the best people that God wants us to be: through work, service, prayer and fun. Journeying together with Jesus Christ, we learn to love and love to learn.
1	**Introduction**
1.1	**Safeguarding at Saint Paul's Catholic High School.**
1.1.1	This policy has been developed to ensure that all adults in Saint Paul's Catholic High School are working together to safeguard and promote the welfare of children and young people. This policy has been ratified by the Governing Body at a meeting on 19/07/2017 and will be reviewed in July 2018.
1.1.2	This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. It identifies actions that should be taken to redress concerns about child safety and welfare including protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions and behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.
1.1.3	The policy applies to the whole school community, including the Headteacher, Governors, teaching staff, non-teaching staff, volunteers and temporary staff.
1.1.4	Pupils and parents are also made aware of the arrangements set out in the policy which is available on the school's website.
1.1.5	The Head teacher Mr Alex Hren or in his absence, the authorised member of senior staff Mrs Sarah Williams Deputy Head teacher, has the ultimate responsibility for safeguarding and promoting the welfare of children and young people.
1.1.6	Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It is an integral part of all activities, functions, culture and ethos of Saint Paul's Catholic High School. This policy complements and supports other relevant school and Local Authority policies.
1.1.7	Under the Education Act 2002 schools/settings have a duty to safeguard and promote the welfare of their pupils and, in accordance with guidance set out in 'Working Together to Safeguard Children' (2015) and 'Keeping Children Safe in Education' (2016), Saint Paul's Catholic High School will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address this.
1.2	**School Ethos**

1.2.1	Saint Paul's Catholic High School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know that they will be listened to and taken seriously.
1.2.2	Our school is committed to the principles outlined in 'Working Together to Safeguard Children' (2015) and implements policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of children, young people and staff.
1.2.2	The school is committed to the delivery of early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment. The Manchester Early Help Strategy is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. We will implement Manchester's Early Help strategy when necessary.
1.2.3	The children have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to the help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child car and parenting skills.
1.2.4	Access to cross-curricular activities will provide opportunities to develop self-esteem and self-motivation and to help pupils respect the rights of others, particularly those groups who may be considered a minority.
1.2.5	Saint Paul's Catholic High School will exercise diligence and prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils and staff.
1.3	**Terminology**
1.3.1	**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment; preventing the impairment of health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and undertaking that role so as to enable children to have optimum life chances and enter adulthood successfully.
1.3.2	**Child protection** refers to the processes undertaken to protect children who have been identified of suffering, or at risk of suffering significant harm.
1.3.3	**Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid of voluntary capacity.
1.3.4	**Pupil or child** refers to all young people who have not yet reached their 18th birthday.
1.3.5	**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
2	**School responsibilities in relation to Safeguarding**
2.1	**Roles and Responsibilities**
2.1.1	**The Governing Body** of the school will ensure that:

	• All systems and processes will operate with the best interest of the child at heart.
	• A member of the Governing Body is identified as the designated governor for Safeguarding and receives appropriate training. The identified governor is Maureen Sweeney and will provide the governing body with appropriate information about safeguarding and will liaise with the designated member of staff. All governors are responsible for safeguarding and child protection within school.
	• A senior member of the school's leadership team is designated to take lead responsibility for safeguarding within the school. This will be explicit in the role-holders job description. This person will have the appropriate status and authority to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child protection matters.
	• The school's safeguarding policy is reviewed and updated annually and the school complies with local safeguarding procedures. The Governing body will ensure that there are mechanisms in place to consult with staff about the Safeguarding policy.
	• All staff, including temporary staff, and volunteers who have regular contact with children and young people receive appropriate training and information about the school's safeguarding processes and safer working practices as part of induction.
	• Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against any potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalisation and extremism.
	• There is a designated teacher appointed to promote the educational achievement of children who are looked after and that they are appropriately trained for the role.
	• The school operates safe recruitment and selection practices including appropriate use of references and checks on new staff and volunteers. The Governing body should prevent people who pose a risk of harm from working with children, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
	• Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with "Keeping Children Safe in Education" (2016) and Local Authority procedures.
	• There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. The Governing body are aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence.
2.1.2	**The Head Teacher** of the school will ensure that: • The policies and procedures adopted by the Governing body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff including volunteers. • Safe recruitment and selection of staff and volunteers is practiced. • A Designated Senior Member of staff for child protection is identified and receives appropriate on-going training, support and supervision. • Sufficient time and resources are made available to enable the designated member of staff to discharge their responsibilities, including attending inter-

		agency meetings, contributing to the assessment of children and young people, supporting colleagues and delivering training as appropriate.
		• All staff and volunteers receive appropriate training which is regularly updated.
		• All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements.
		• All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
		• Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligation clear in the school prospectus.
		• Ensure that the Safeguarding and Child protection policy is available on the school's website.
		• Ensure that the school co-operates with appropriate agencies and risk based approaches to ensure young people are safeguarded against potential grooming activities which may attempt to draw them into harmful activities eg CSE and radicalisation and extremism.
2.1.3		**The Designated Safeguarding Lead** will ensure that:
		• Act as the first point of contact with regards to all safeguarding matters.
		• The Safeguarding Lead will take the lead responsibility for safeguarding and child protection. This is explicit in the role-holders job description.
		• Whilst activities can be delegated to an appropriately trained deputy (child protection officer), the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility will not be delegated.
		• During term time the designated safeguarding lead will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. The safeguarding lead will arrange adequate and appropriate cover arrangements in exceptional circumstances where the designated safeguarding lead is not available during school hours and for any out of hours/out of term activities.
		• The designated safeguarding lead and child protection officer undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years. In addition, the designated safeguarding lead will attend further safeguarding training throughout the year to ensure they remain up to date.
		• Provide relevant information to the LA on how the school carries out its safeguarding duties.
		• Provide support and training for staff and volunteers
		• Ensure that the schools actions are in line with the MCSB Safeguarding Inter Agency Procedures. (Guidance on these procedures may be found on MSCB website at www.manchesterscb.org.uk)
		• Make effective referrals to the Children and families Services and any other agencies where there are concerns about the welfare of a child.
		• Keep copies of all referrals to children and families services and any other agencies related to safeguarding.
		• Ensure that all staff and volunteers receive information on safeguarding policies, procedures and safer working practices from the point of induction.
		• Ensure that deputy designated safeguarding leads and wider members of the safeguarding team receive appropriate training to undertake this role.
		• Manage and keep secure the school's safeguarding records.

2.1.4		- Ensure that all staff and volunteers understand and are aware of the school's reporting and recording procedures and are clear about what to do if they have a concern about a child. - Liaise with the Head teacher about any safeguarding issues. - Ensure that the Safeguarding Policy is regularly reviewed and up-dated. - Keep up to date with changes in local policy and procedures and are aware of any guidance issued by the DFE concerning Safeguarding. - Send a pupil's child protection or safeguarding file separately from the main file to a new establishment if a pupil leaves the school. Keep a copy of the file. **The Child Protection Officer** will ensure that: - The child protection officer is available in school for staff to discuss any safeguarding concerns. - Students and parents of the school can access support from the child protection officer as required. - The child protection officer is the first point of contact for child protection issues in school. - They undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. - Provide support and training for staff and volunteers. - Ensure that the schools actions are in line with the MCSB Safeguarding Inter-Agency Procedures. (Guidance on these procedures may be found on MSCB website at manchesterscb.org.uk) - Make effective referrals to the Children and families Services and any other agencies where there are concerns about the welfare of a child. - Keep copies of all referrals to children and families services and any other agencies related to safeguarding. - Manage and keep secure the school's safeguarding records. - They attend child protection meetings, child in need meetings and relevant meetings with external agencies. - They monitor and assess the schools early intervention strategies and refer to appropriate staff and external agencies to support vulnerable children and families.
2.1.5		**All staff** will ensure that: - They understand that the welfare of children is everyone's responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. - No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. At all times the **best interests of the child** will be considered. - They provide a safe environment in which children can learn. - They are aware of the systems within the school which support safeguarding. - They have read and understand Part one and Annex one of "Keeping Children Safe in Education" (2016) and are aware of the signs and indicators of abuse. - They access annual safeguarding training and or updates. - They are aware of how to share concerns about pupil welfare. All staff should be aware of who the Designated Safeguarding Lead and Child Protection Officers are and understand their role.

	• Staff should ensure that they are aware of the CPOMS system and if they are unsure they should seek advice from the safeguarding team.
3	
3.1	**Teaching children to stay safe**
3.1.1	**Curriculum**
3.1.2	All children have access to an appropriate curriculum which is broad and balanced and differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.
3.1.3	Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the pupils.
3.1.4	Form time activities, themed assemblies, ICT and Religious Education lessons will provide opportunities for children and young people to discuss and debate a range of subjects including lifestyles, e-safety, forced marriage, family patterns, religious beliefs and practices and human rights issues. This will be further supported through Debate Mate.
3.1.5	Saint Paul's Catholic High School takes account of the latest advice and guidance provided to help address specific vulnerabilities and forms of exploitation eg, CSE, Radicalisation and Extremism, Forced Marriage, Female genital Mutilation.
3.2	All pupils know there are adults in school whom they can approach in confidence if they are in difficulty or feeling worried and that their concerns will be taken seriously and treated with respect.
3.2.1	E-Safety
3.2.2	Most of our pupils will use digital devices in and outside school. However, we know that some men, women and young people will use these technologies at some time to harm children. The harm might range from sending hurtful or abusive texts and emails to enticing children to engage in extremist behaviour, sexually harmful conversations, webcam or face-to-face meetings.
3.2.3	Saint Paul's Catholic High School's E-safety policy explains how we try to keep pupils safe in school.
3.2.4	Cyber-bullying by pupils, via texts and emails, will be treated seriously, just as any other type of bullying and will be managed through our anti-bullying procedures, and also may be considered as a child protection issue depending on the nature of the incident.

3.3	Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school.
3.3.1	**Filters and monitoring systems**
	The school has in place systems which monitor:
	• The internet, network and email traffic of the school
	• The domain names and or IP addresses of internet sites visited and
	• IP addresses of email received
3.3.2	• Data storage by individuals.
	The school has filters in place which can identify improper use. This is monitored by the E-Safety Co-ordinator. Any activity which raises concern will be assessed and managed in line with school policy and procedures. If concerns are raised regarding a staff member, the Headteacher will be notified immediately.
4	
4.1	**Staff training**
	All staff will receive appropriate and relevant safeguarding training. This will be continuous to ensure that all staff have up to date information regarding safeguarding issues. A record of all safeguarding training completed by staff will be maintained by the Designated Safeguarding Lead.
5	
5.1	**Child Protection Procedures**
5.1.1	**Recognising abuse and neglect**
5.1.2	All staff should be familiar with the definitions of abuse set out below as defined in 'Working together to safeguard children' (2015). These include, but are not limited to Emotional abuse, Physical abuse, Sexual abuse and Neglect.
5.1.3	**Definition of Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.
5.1.4	**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 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

5.1.5	inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
5.1.6	**Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
5.1.7	**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. **Indicators of abuse and neglect** include the following but are not exhaustive. Training will include more detailed indicators of each category. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. If a child shows a number of these symptoms, or any of them to a marked degree, they should immediately inform the Safeguarding Team and record their concern using CPOMS: • Recurrent or multiple injuries or burns • Delayed presentation of or reporting of an injury • Admission of excessive punishment from parents or carers • Inconsistent or absent explanation from parents or carers • Associated family factors such as substance misuse, mental health problems, and domestic violence and abuse • Other associated features of concern e.g. signs of neglect such as inadequate supervision, poor clothing, hygiene and or nutrition • Significant or sudden behaviour change

5.2		• Poor attendance or truancy • Persistently unable to contact parents or carers • Is concerned for younger siblings or a parent or carer, without explaining why • Becomes secretive and reluctant to share information • Talks of running away • Is reluctant to get changed for sports or wears clothes to cover injuries etc.
5.2.1		• Fear of physical contact or flinching • Continual self-deprecation or inability to accept praise • Suicide attempts, self-harming or risk taking behaviour • Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
5.2.2		• Medical problems such as chronic itching, pain in the genitals, sexually transmitted infections or pregnancy • Eating disorders, depression, anxiety • Being isolated or withdrawn
5.2.3		• Inability to concentrate and or decline in academic progress.
5.2.4		**Responding to concerns** All staff should be aware that 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.
5.2.5		All staff should be aware that safeguarding issues can also manifest themselves via peer on peer abuse.
5.2.6		If any member of staff believes a child is at risk of immediate danger or significant harm, the information must be passed verbally, immediately, to the safeguarding team. This should then be followed up by a written account of the concerns onto CPOMS. Where there are concerns about a child, but they are not considered to be at immediate risk of harm, the member of staff must record this information on CPOMS.
5.2.7		In the first instance advise should be sought from the safeguarding team. A referral can be made to children's services through the contact centre on **0161 234 5001.** Any referral should then be recorded and passed to the safeguarding team. The Safeguarding Team at Saint Paul's Catholic High School will be pro-active in responding to any safeguarding concerns that are raised. One or a combination of the following actions will be taken:
5.3		• A risk assessment will be carried out and the child will be discussed at the vulnerable pupils' meeting
5.3.1		• The information will be recorded on the pupil file for future reference • The child will be supported through the school's pastoral system • A decision will be made to refer the family for early help support
5.3.2		• A referral will be made to the police or children's social care. All staff have a responsibility to safeguard children. If a staff member is dissatisfied with the action taken by the Safeguarding Team and this cannot be resolved at this level, then they should raise it with the Headteacher and refer to the school's

	Whistleblowing policy. If it is believed that a child is at risk of harm then the member of staff should make a direct referral to children's social care (see 5.2.5)
	Managing disclosures of abuse or neglect
	All staff must be aware of what to do if a child tells them he or she is being abused or neglected.
	DO:
5.3.3	- Allow the pupil to speak freely and take them seriously - Remain calm and do not over react (the pupils may stop talking if they feel they are upsetting you) - Give reassurance that what has happened is not their fault. Give reassuring nods or words of comfort e.g. 'You are doing the right thing talking to me', I'm so sorry this has happened' - Tell the pupil what will happen next. Be honest about your position, who you will have to tell and why. The pupil may agree to go with you to the DSL Otherwise let them know that someone will see them as soon as possible - If it is believed the child is at risk of immediate danger or significant harm, the information must be passed verbally, immediately, to the safeguarding team. Record what the child has said using CPOMS as soon as possible and within the same working day. Within your record, include any questions you have asked - Keep the pupil fully informed about what you are doing and why - Give them information about confidential sources of help e.g. ChildLine, NSPCC, Kooth.
5.4 5.4.1 5.4.2	**DO NOT:** - Ask investigative questions or interrogate e.g.; how many times has it happened?' 'Does this happen to your brother / sister too?' 'What does your mother think about all this?' - Cast doubt on what the chid is saying - Agree to secrets or confidentiality - Automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused - Admonish the pupil for not disclosing earlier. Saying 'I wish you'd have told me earlier' or 'I don't believe what I am hearing' may be your way of supporting, but the child may interpret it that they have done something wrong - Push them to tell you more than they wish - Make notes in front of the pupil - Require the pupil write down their account - Delay in informing the DSL or Safeguarding Team of your concern.
5.4.3 5.5. 5.5.1	**Informing parents or carers** Our approach to working with parents and carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the pupils in our care. We aim to do this in partnership with our parents and carers. In most cases parents and carers will be informed when concerns are raised about the safety and

	welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.
5.5.2	Parents and carers will be informed if a referral is made to Children's Social Care service or any other agency. However, parents and carers will not be informed if it is believed that by doing so would put the child at risk or jeopardise a potential police investigation. In such cases the Designated Safeguarding Lead or Headteacher will seek advice from Children's Services. A member of the safeguarding team at St Pauls will attend all safeguarding meetings with outside agencies with the aim of sharing and gathering information.
5.5.3	**Record keeping and information sharing**
5.5.4	Saint Paul's Catholic High School will keep and maintain up to date information on children on the school roll including where and with whom the child is living, attainment, attendance, referrals to and support from other agencies. The school record will also include a chronology of any other significant events in the child's life.
5.5.5	The DSL keeps an up to date and accurate record of all concerns raised by staff. Concerns are recorded on CPOMS which is a confidential and secure online reporting and record keeping software. Chronologies and all associated documents are maintained on CPOMS. A hard copy is kept on the pupil's child protection file which is stored securely at all times and away from the child's main pupil file. The child protection files, both hard copies and electronic, are confidential and are not accessible by pupils, parents or staff. The Safeguarding Team and the Headteacher are the only staff who have access to these records. Any conversations and actions arising from liaison with pupil, parents, or external agencies is recorded and dated alongside the rationale for any decision making, including where a decision has been made to not share information or to not take further action.
5.5.6	A member of the Safeguarding Team will make contact with any school from where a pupil transfers, to specifically request that the school is alerted to any child protection issues relating to a pupil. This is to ensure that records are not lost and concerns are passed on upon transfer between schools. Where no reply has been received from a feeder school, arrangements will be made to confirm if such a file about a child exists. In cases where a pupil, for whom we hold a child protection file, transfers to a different school, the child protection file will only be forwarded to the pupil's new school within 5 working days once confirmation has been received that the pupil has started at the school. In such cases the file will be securely delivered to the school and separate to any other pupil records. In all cases where records are transferred an itemised receipt will be obtained.
6 **6.1** **6.1.1**	The Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately. All staff know that they have a duty to share any concerns they have about a child within a safeguarding context, and should report them immediately to the Safeguarding Team either in person initially or via CPOMs. The following 'golden rules' for information sharing should be followed and are set out in further detail in [Information sharing guidance for practitioners (2015)]():

6.1.2	• The Data Protection Act is not a barrier to sharing • Be open and honest • Seek advice • Share with consent where appropriate • Consider safety and well-being • Necessary, proportionate, relevant, accurate, secure and timely • Keep a record.
6.1.3	**Specific Safeguarding Issues** **Attendance**
6.1.4	Saint Paul's Catholic High School views attendance as a safeguarding issue and in accordance with the school's attendance policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, will take action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.
6.1.5 **6.1.6**	The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of a Manchester Early Help assessment or a parenting contract. We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and off-rolling and understand how important this practice is in safeguarding children and young people.
6.1.7 **6.1.8**	A child going missing from education is a potential indicator of abuse or neglect and as such children are at risk of being victims of harm, exploitation or radicalisation. School will follow the procedure for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to prevent the risks of going missing in future.
6.2 **6.2.1**	Staff should be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. The school will only place young people in alternative educational provision which is a registered provider and has been quality assured. Young people who require access to alternative provision will have a personalised learning plan designed to meet their needs. Their attendance will be monitored by Saint Pauls Catholic High School in accordance with the School Register Regulations.
6.2.2	The designated person will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered.
6.2.3	The safeguarding lead will ensure that the recommendations explained in "Keeping Children Safe in Education" (2016) are implemented in school. **Missing children**
6.2.4	Missing children take account for approximately two thirds of missing cases. Missing children and young people are at real risk of harm when missing such as

6.2.5	homelessness, becoming a victim or perpetrator of a crime, Sexual exploitation and mental health issues.
6.3 6.3.1	Children and young people often are reported missing due to running away from home. It is sometimes unclear what the child is running to or running away from. It is important that staff in school listen to children when they are raising concerns about issues at home or in school and follow the school safeguarding procedures to share any concerns.
6.3.2	Any member of staff who is concerned about the welfare of a child who is suspected of being missing from home should have an immediate conversation with safeguarding staff in school and follow up by recording the information on CPOMS. The first point of contact for missing children is the police. Effective information sharing is critical in ensuring success that missing children are found quickly.
6.4	St Pauls Catholic High School maintain good working arrangements with the Local Authority Safe in the City team to support vulnerable young people who are reported as being missing from home.
6.4.1	**<u>Vulnerability of pupils with SEND</u>**
6.4.2	Pupils with SEND are particularly vulnerable to risk of abuse and neglect. Such pupils may also become targets of bullying, including online bullying, and may not have the skills, confidence or ability to share their concerns, or find out information easily to help them stay safe.
6.4.3	We fully take into consideration and support **all** pupils, including the most vulnerable and those with SEND, so they can fully access the support, information available and opportunities at school to develop into self-aware, confident young people who have an awareness and understanding of safeguarding issues and know how to keep themselves safe and what to do if they are worried they may be being abused, have been abused, or are likely to be.
6.4.4	**<u>Peer on peer abuse</u>** Safeguarding issues may manifest themselves via peer on peer abuse, which means that children may be harmed by other children or young people. This is most likely to include (but not limited to) bullying (including online bullying), gender based violence/ sexual assaults and sexting. Sending videos and images around school or to a group of friends is a common means of abuse.
6.4.5 6.4.6	There will be occasions where a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.
6.4.7 6.5	Staff should treat peer on peer abuse as a safeguarding concern and refer to the Designated safeguarding lead in the first instance. **Staff should never pass off inappropriate comments between peers as 'banter'**. The school will act according to the nature of the abuse which includes informing parents, and could include early help or the police.

6.5.1	Members of staff who have concerns regarding peer on peer abuse should follow the school safeguarding procedures and share any concerns with safeguarding staff verbally and via CPOMS.
6.5.2	Any form of bullying by pupils will be dealt with in accordance with our anti-bullying policy.
6.5.3	Peer on peer abuse can be a one-off incident such as distributing an image around school. Such incidents will be dealt with seriously and may result in a referral to Children's Social Care or the police, depending on the incident.
6.5.4	Parents of both parties are informed and support for the victim put in place immediately, together with restorative justice to ensure reconciliation.
	Cyberbullying
6.5.5	Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved.
6.5.6	School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying.
6.5.7	St Paul's Catholic High School will take measures to prevent and tackle bullying amongst pupils and also bullying of staff, whether by pupils, parents or colleagues. It is important for young people to remember that there are offline consequences to online behaviour. Inline bullying often involves a large audience and this increases pressure on young people. Social Networks have a minimum age restriction, usually age thirteen. Accessing such sites too early can expose children to unnecessary bullying. Younger children are frequently signing up to social network sites and may not have the maturity to handle their online identity in a safe and responsible way. St Pauls Catholic High School will provide information and guidance for students to develop their knowledge of safe online activity to reduce the risk of cyberbullying. This will be achieved through the curriculum and assemblies.
6.6 6.6.1 6.6.2	It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change's in children's behaviour. Signs which may indicate cyberbullying :- - Students being upset after using the internet or mobile phone - Unwilling to talk or secretive about their online activities and mobile phone use - Spending much more or much less time texting, gaming or using social media - Many new phone numbers, texts or email addresses show up on their mobile phone, laptop or tablet - After texting or being inline they may seem withdrawn, upset or outraged. - Not wanting to go to school and/or avoiding friends and school mates - Avoiding formerly enjoyable social situations - Difficulty sleeping

		• Low self-esteem
6.6.3		**Youth produced sexual imagery**
		Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet. This is known among professionals as "youth produced sexual imagery". This covers • A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18 • A person under the age of 18 sharing sexual images created by another person under the age of 18 with a peer under the age of 18 or an adult • A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
		The Protection of Children Act 1978 and the Sexual Offences Act 2003 state that it is an offence to possess, distribute, show and make indecent images of children (anyone under the age of 18). This includes imagery of the individual person if they are under 18.
6.6.4		In all such cases, we will follow UKCCIS, Sexting in schools and colleges guidance (2016) and conduct a risk assessment to inform the appropriate response. Staff who are made aware that there has been an incident of youth produced sexual imagery should follow the schools safeguarding procedures should alert the safeguarding staff and record the concerns on CPOMS. The safeguarding staff will: • Assess whether there is an immediate risk to a young person or young people • Decide if a referral should be made to children's services or the police • Whilst the DSL has the power to search the phone (Education Act 2011) without consent if there is reason the material can cause harm or if the phone holds evidence of a criminal offence, in cases of YPSI, staff will not view images unless it is absolutely necessary to do so to safeguard the pupil. Where this is considered necessary, the image will be viewed by a member of staff who is of the same gender and have a member of SLT present. • Establish if the imagery has been shared and on what platform • Establish other relevant facts about the young person which would influence the risk assessment
6.6.5		• If there is a need to contact another school • Whether to contact parents or carers of the pupils involved – in most cases parents should be involved.
6.7		An immediate referral to police and/or children's services should be made if: • The incident involves an adult
6.7.1		• There is reason to believe that the young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity for consent. • What you know about what the imagery suggests sexual acts which are unusual for the young person's developmental stage or are violent • The imagery involves sexual acts and any pupil in the image is under 13
6.7.2		• You have reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

6.7.3	If none of the above apply, then the school may decide to respond to the incident without involving the police or children's services. The issue would then be managed within the school pastoral support system and disciplinary framework.
	Child Sexual Exploitation
6.7.4	Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are engaging in sexual activity with the person who is exploiting them.
6.8 6.8.1	Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home and education at some point. It is essential that staff in school share any concerns regarding students via the school safeguarding procedures.
6.8.2 6.8.3	Indicators of Child Sexual exploitation are children: - Who appear with unexplained gifts or new possessions - Who associate with other young people involved in exploitation - Who have older boyfriends or girlfriends - Who suffer from sexually transmitted infections or become pregnant - Who suffer from changes in emotional wellbeing - Who misuse drugs and alcohol - Who go missing for periods of time or regularly come home late - Who regularly miss school or education or do not take part in education.
6.9 6.9.1	Members of staff who have concerns regarding Child Sexual Exploitation should follow the school safeguarding procedures and share any concerns with safeguarding staff verbally and via CPOMS.
	Domestic Violence
6.9.2	Domestic abuse is always a child protection issue.
6.9.3	Domestic abuse is the abuse of someone within an intimate or family relationship. It is the repeated, random and habitual use of intimidation to control another person – usually a partner, ex-partner or other family member. Abuse can be physical, emotional, psychological, financial, sexual or a combination of these. Anyone forced to alter their behaviour because they're frightened of someone's reaction is being abused.
6.9.4	If you are concerned that a young person is involved in an abusive relationship or is witnessing domestic abuse in the family home please contact safeguarding staff in school and record any concerns through CPOMS.
	Drugs
6.9.5	As part of the Statutory duty of Saint Paul's Catholic High School to promote pupils' wellbeing, schools have a clear role to play in preventing drug misuse as part of their pastoral responsibilities.

6.10 6.10.1 6.10.2 6.10.3 6.10.4 6.11 6.11.1 6.11.2	Staff at Saint Paul's Catholic High School have powers of search and confiscation as set out in Section 91 of the Education and Inspections Act 2006 which enables a member of staff to confiscate, retain or dispose of a pupils property as a disciplinary penalty, where reasonable to do so. Schools are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search. School would normally inform the individuals parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug. Any concerns regarding a pupils drug use should be shared with the safeguarding staff so that appropriate support can be identified for the pupil involved. This should be in accordance with the safeguarding procedures and reporting of incidents through CPOMS. **<u>Fabricated or induced illness</u>** Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include: • Fabrication of signs and symptoms. This may include fabrication of past medical history; • Fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents; • Induction of illness by a variety of means. School has an important part to play in the identification and management of suspected cases of fabricated or induced illness. There are a number of factors that school staff should be aware of that can indicate that a pupil may be at risk of harm. Some of these factors can be :- • Frequent and unexplained absences from school, particularly from PE lessons. • Regular absences to keep a doctors or hospital appointment • Repeated claims by parents that a child is frequently unwell and that he/she requires medical attention for symptoms which, when described, are vague in nature, difficult to diagnose and which teachers have not themselves noticed eg headaches, tummy aches, dizzy spells, frequent contact with opticians and/or dentist or referrals for second opinions. • The child may disclose some form of ill-treatment to a member of staff or might complain about multiple visits to the doctor. Either the parent or child may relate conflicting or patently untrue stories about illnesses, accidents or death in the family.

6.12	Fabricated or induced illness is often, but not exclusively, associated with emotional abuse. If a member of staff has concerns regarding a student that is linked to fabricated or induced illness, they should follow the school safeguarding procedures and share the concerns with safeguarding staff and record the concerns on CPOMS.
6.12.1	**Faith abuse**
6.12.2	Faith abuse includes: a belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray, the evil eye or djinns and dakini; ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of body parts is believed to produce potent magical remedies; and the use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other occasions where children will be harmed when an adult thinks their actions have brought bad fortune.

If a member of staff has concerns regarding a student in terms of faith abuse the school safeguarding procedures should be followed and the concerns reported to safeguarding staff and recorded on CPOMS. |
| **6.12.3** | **Gangs and youth violence**

The vast majority of young people and educational establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact. It is well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment.

Teachers have a range of powers in relation to discipline. These are there to protect teachers as they tackle problems, including violence, in the school environment. Such powers include: |
6.12.4	• A statutory power to discipline pupils, which includes the power to issue detentions and to confiscate inappropriate items (Education and Inspections Act 2006)
6.13.1	• A statutory power to use reasonable force to control or restrain pupils (Education and Inspections Act 2006)
6.13.2	• A power to search pupils without consent for a number of prohibited items including – knives and weapons; alcohol, illegal drugs and stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; any item banned by the school rules that has been identified in these rules as an item that may be searched for.
6.13.3	• A power for schools and local authorities to use parenting contracts and seek court-imposed parenting orders relating to children's behaviour.

Saint Paul's Catholic High School will aim to provide a curriculum that ensures that young people develop the social and emotional skills they need in order to meet their full potential. This may include teaching conflict resolution skills, understanding risky situations, and violence abuse so that young people know when to seek help. |

	Any concerns regarding gangs and youth violence should be shared with the safeguarding staff and recorded on CPOMS.
6.13.4	**Honour-based violence** Honour-based violence 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 practises such as breast ironing. **Female Genital Mutilation (FGM)** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female 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 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. • **Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Failure to report such cases will result in disciplinary sanctions as this is a mandatory duty.** They should also share concerns with the school safeguarding staff. Teachers can access support in reporting cases of FGM from the safeguarding staff. Concerns must be recorded on CPOMS after sharing the information.
6.14 **6.14.1** **6.14.2** **6.14.3**	**Forced marriage** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent. Some communities use religion and culture as a way to coerce a person into marriage. • Forced marriage is recognised in the UK as a form of violence against women and men and a form of child abuse. • All professionals working with suspected or actual victims of forced marriage and honour-based violence need to be aware of the **"one chance" rule**. That is, they may only have one opportunity to speak to a victims or potential victim and may possibly only have one chance to save a life. As a result, all professionals working within statutory agencies need to be aware of their responsibilities and obligations when they are faced with forced marriage cases. If the victim is allowed to leave without the appropriate support and advice being offered, that one chance might be wasted. • If you are concerned about a pupil and have a suspicion that they may be the victim of forced marriage share concerns with safeguarding staff in school immediately and then record concerns on CPOMS. • Staff in school may notice a difference in a pupil during the lead up to a school holiday. A pupil may talk about leaving the country for a special event or that they will not be returning to school. A pupil may not return from the school holidays and no contact has been received to explain the absence. Safeguarding staff should be informed of any concerns and recorded on CPOMS. **Preventing radicalisation**

6.14.4	The Government defines extremism as **'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.**
6.14.5	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 have a "due regard" to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent Duty. At Saint Paul's we believe that there is no place for extremist views of any kind in our school, whether from internal sources –pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils and the Code of Conduct for staff.
6.14.6 6.14.7 6.15 6.15.1	Staff at school will be aware of signs which may indicate a pupil is at risk of radicalisation. These can include: • Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out. • Graffiti symbols, writing or art work promoting extremist messages or images • Pupils accessing extremist material online, including through social networking sites • Parental reports of changes in behaviour, friendship or actions and requests for assistance • Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings • Pupils voicing opinions drawn from extremist ideologies and narratives • Use of extremist or 'hate' terms to exclude others or incite violence
6.15.2	• Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture • Attempts to impose extremist views or practices on others • Anti-Western or Anti-British views.
6.15.3	Staff at Saint Paul's will participate in training around Prevent issues to ensure that they are aware of the guidance in relation to protecting vulnerable young people.
6.15.4	Any concerns that become apparent in relation to extremism and/or radicalisation would be shared with safeguarding staff and recorded on CPOMS.
6.15.5	**Trafficking**

6.15.6	"Trafficking of persons" refers to the recruitment, transportation, transfer, harbouring or receipt of 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."
6.16	
6.16.1	Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived.
	Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pickpocketing, theft and working in cannabis farms.
6.16.2	Children and young people may be groomed or coerced into sexual exploitation and may be trafficked from town to town or city to city within the UK.
	Children who have been trafficked may be registered at a school for a term or longer before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked.
6.16.3	Staff at St Pauls will remain alert to the possibility of child trafficking and will share any concerns with the safeguarding staff and record concerns on CPOMS.
	Private Fostering
6.16.4	Private Fostering is when a parent has made an arrangement for their child under 16 years old (or under 18 if disabled) to live with someone for 28 days or more by private arrangement (without the involvement of a local authority) with someone who is not a parent or a close relative. A close relative can be defined as a brother, sister, aunt, uncle, grandparent or step parent, guardian or a person with parental responsibility).
7	
7.1	
7.1.1	We recognise that whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority. In some cases privately fostered children are affected by abuse and neglect, or may be being exploited and or at risk of trafficking, child sexual exploitation or modern-day slavery.
7.1.2	There is a mandatory duty to inform the Local Authority through Children's Services if we become aware or suspect that a child is subject to a private fostering arrangement. Staff should notify the designated safeguarding lead and record on CPOMS. The DSL will refer the details to Children's Social Care who will then undertake an assessment of the child's safety and wellbeing within the arrangement.
7.1.3	On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.
7.1.4	Safer working practices
7.1.5	**Expected standards of staff**

7.1.6 7.1.7	Expected standards for all staff are set out in Saint Paul's Catholic High School Staff Handbook. Alongside this, all staff are expected to adhere to the Teacher Standards 2012 and Safer Recruitment Consortium, 'Guidance for Safer Working Practice for Adults Who Work with Children' (2015). 'All staff' includes anyone working in the school. In accordance with the Teacher Standards 2012, **all** staff (including support staff and the Headteacher), have a duty to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
7.2 7.2.1	All staff are expected to identify pupils who may require extra help, or who are suffering, or are likely to suffer, significant harm. All staff have a duty to take appropriate action in accordance with this policy.
7.2.2	All staff are expected to follow the Code of Conduct set out in the Staff Handbook and conduct themselves professionally and appropriately at all times, always maintaining professional boundaries.
7.2.3	All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be professional at all times and beyond reproach, maintaining professional boundaries. All Staff have a responsibility to ensure that the unequal balance of power between staff member and pupil is not used for their personal advantage or gratification.
7.2.4	In addition, staff should understand that, under the Sexual Offence Act 2003, it is an offence for a person over the age of 18 to have a sexual relation with a person under the age of 18, where that person is in a position of trust, even if that relationship is consensual. This means that any sexual activity between a member of school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.
7.3 7.3.1	**Poor practice amongst staff** The school takes seriously any complaint or concern raised by parents, pupils or other staff regarding poor practice towards pupils, which does not initially reach the threshold for child protection action.
7.3.2 7.3.3	Upon investigation of the complaint or concern, it is likely that the school's disciplinary procedures will be followed if the complaint or concern is substantiated. Our complaints and disciplinary procedure will be followed where a pupil or parent raises concern about poor practice towards a pupil. Examples of poor practice includes: • Singling out a pupil • Using sarcasm or humiliation as a form of control • Bullying or belittling a pupil or discriminating against them in some way. These practices are not exhaustive.
7.3.4	The Headteacher, Senior staff and Governors manage complaints. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.
7.3.5	**Communication with pupils using Information Technology**

7.3.6	Communication between staff and pupils should take place within clear and explicit professional boundaries. This includes use of mobile phone text messaging, emails, social media websites, digital cameras, blogs, videos, webcams and websites. Staff should not give pupils their personal contact details e.g. mobile phone number, or details of any blogs or personal websites e.g. Facebook and not to any past pupil who is under 25 years old. This also applies when staff are on a school trip.
7.3.7	Staff should only make contact with pupils for professional reasons and only in accordance with the school's policy. They should not request or respond to any personal information from the pupil other than that which is appropriate to their professional role. **All communications should be open and transparent.** Any concern or doubt about levels of communication with or from another pupil should be discussed with the Designated Safeguarding Lead or a member of the Senior Leadership Team.
7.4	
7.4.1	Staff should understand that texting a pupil is rarely an appropriate form of response when in a crisis situation or at risk of harm. Texting should only be used when all other strategies have been exhausted and this has been agreed with the Headteacher or Designated Safeguarding Lead.
7.4.2	When staff are out with pupils on a school trip, staff should use the school mobiles to communicate with pupils, not their personal mobile phones. They should not give pupils their mobile phones, unless in the exceptional circumstance of the school mobiles being lost, stolen or broken and this has been agreed with the Headteacher or Designated Safeguarding Lead. Staff should ensure the school phones are fully charged. Staff should not use the internet or web based communication channels to send personal messages to pupils. Staff should ensure that if a social networking site is used, details are not shared with pupils and privacy settings are set to maximum. It is also advised that staff should avoid using an identifiable profile picture or their full name as known in school.
7.4.3	**Photography and images** The vast majority of people who take or view photographs or videos of children, do so for entirely innocent, understandable and acceptable reasons. However, some people may abuse children through taking or viewing images. There may also be children who may be placed at risk by photographs being taken and shared, for example, children who are looked after or adopted or have been subject to previous abusive situations, so we must ensure that we have safeguards in place. To protect pupils at Saint Paul's Catholic High School we: • Seek their consent by parents for photographs to be taken or published e.g. on our website or in newspapers or publications • Seek parental consent on an annual basis • Use only the pupil's first names with an image • Ensure pupils are appropriately dressed • Encourage pupils to tell us if they are worried about any photographs that are taken of them

7.4.5	- Ensure that photographs will only be taken on a school device - Ensure that photographs are only taken for reasons defined e.g. educational activity, evidence progress, promotional and celebratory - Ask that parents do not share any images of other children that may feature in the background of photographs that they have taken of their child.
7.4.6 **7.4.7**	**Images for school publications:** - The school will only take and use images that are appropriate and are considered not to be open to misuse - If an image of a pupil is used, the pupil's full name **will not** be published. If a name is published, **no image will be used** without specific consent - Pupils will be made aware of why their picture is being taken and how it will be used - Pupils will be given the option to not have their image used if they are the sole focus of the picture - Pupils and parents should be encouraged to recognise the value of group photographs or recordings of school events - Images will be kept securely and held by the school for the duration of the pupil's time there, after which they will be destroyed - Images of pupils from the school will not be used to illustrate controversial subjects.
7.4.8 **8** **8.1**	**Images for the school website:** School websites are part of the internet and are more easily accessible than paper based school publications. The school will make sure that only appropriate images are used. Image filenames will avoid using children's names.
8.1.1 **8.1.2**	**Images taken by parents, carers or family members:** Parents, carers or family members and friends can take images of their child and friends participating in school activities for family and personal use. However, parents will be strongly advised prior to any event not to share any images of other children that may feature in the background of photographs that they have taken of their child. Parents should ask for their permission before photography is allowed. Before they are allowed to take images during school activities, parents or carers will be asked to sign an agreement that any images they take will not be used inappropriately. In addition, parents or family members wishing to take images during an activity will be asked to sign a dated register agreeing not to share any images of other children that may feature in the background of photographs that they have taken of their child. Photography and video filming will be limited to designated areas. Safer Recruitment and Managing Allegations Safer Recruitment and selection
8.1.3	The school's recruitment and selection policies and processes adhere to the DfE guidance "Keeping Children Safe in Education" July 2016.
8.1.4	The school has named members of staff who are included in recruitment panels. The members of staff are the Head teacher and Human Resources Manager.

8.2 **8.2.1**	- At least one member of any recruitment panel will be safer recruitment trained - We seek references for all shortlisted candidates including internal ones before interview in order to explore any issues of concern with the referee and take up with candidate at interview - All out interviews include at least one value based question which helps us to make judgements about the candidates' suitability for employment - Our Single Central Record follow the requirements as specified in DfE Keeping children safe in education (2016) - DBS criminal record checks, including barred list checks and prohibition checks for teachers and managers are undertaken by the HR team in accordance with requirements prior to taking up post - All other vetting and background checks on anyone working in any capacity are made in accordance with the requirements set out in Part DfE Keeping children safe in education (2016). All visitors, including visiting speakers, are subject to the schools safeguarding protocols while on site. All visitors will be required to provide their DBS details. If this is not possible the visitor will be supervised at all times. Saint Paul's Catholic High School operates a responsible booking protocol and will carry out appropriate checks and will exercise due diligence to prevent an organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils or staff.
8.3 **8.3.1** **8.3.2** **8.3.4** **8.3.5** **8.3.6**	**Induction of staff** At Saint Paul's Catholic High School new staff, including temporary staff and volunteers receive induction which includes safeguarding training. For those staff joining throughout the year, they receive information about our school procedures for raising concerns about a child, and they are also required to undertake online basic awareness safeguarding training as soon as they start, or prior to taking up post if possible. They are also provided with the following policies for which they must sign. - A copy of the School's Employee handbook - A copy of the School's Child protection policy - The staff code of conduct - A copy of the School's Acceptable user policy (AUP) - The identity of the DSLs and information about their role - A copy of Part 1 Keeping Children Safe in Education (September 2016) including a requirement to read Annex A - Whistleblowing procedures - School Visitor Policy - An understanding of the importance of reading staff bulletins for important safeguarding updates from the Safeguarding Team. Whistleblowing It is important that all professionals have the confidence to come forward to speak or act if they are unhappy with anything and that they will be supported by the school to do this.

8.3.7 8.3.8	Whistleblowing occurs when a person raises a concern about dangerous, illegal activity or any wrong doing within the school e.g: • Potentially vital information about health and safety risks • Possible fraud • Harm of children or vulnerable adults • Concerned or worried about someone's behaviour.
8.4	It is essential these issues are addressed immediately, so, 'blowing the whistle' as early as possible is important in order to prevent further harm being done.
8.4.1	Any concerns regarding a member of staff (including volunteers) should be raised with the head teacher in instances where the member of staff has :
8.4.2	• Behaved in a way that has harmed a child, or may have harmed a child; • Possibly committed a criminal offence against or related to a child; or • Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
8.4.3	**All concerns of poor practice, breach of safer working practices and staff code of conduct or possible child abuse by colleagues must be reported immediately to the Headteacher.** Complaints about the Headteacher should be reported to the Chair of Governors.
8.4.4	All staff should feel they are able to raise concerns about poor or unsafe practice and potential failure in safeguarding arrangements with the Senior Leadership Team, knowing they will be taken seriously.
8.4.5	However if a staff member feels unable to do this or that their genuine concerns are not being addressed, they can contact The NSPCC whistleblowing by telephoning the helpline on **08000 280285** or email **help@nspcc.org.uk**
8.4.6	<u>**Managing Allegations**</u>
8.4.7	The school follows the government guidance "Keeping Children Safe in Education" (September 2016) when dealing with allegations made against staff and volunteers.
8.4.8	All allegations made against a member of staff and volunteers, including contractors or security staff working on site, will be dealt with quickly and fairly and in a way that provides effective protection for the child while at the same time providing support for the person against whom the allegation is made.
8.4.9	The Headteacher will ensure that the individual staff member is supported and aim to minimise the stress, which is natural when such allegations arise. The concerned staff member will be informed as soon as possible about the concern or allegation and given an explanation of the likely course of action.
9	The Headteacher will ensure they provide effective support for anyone facing an allegation and provide the colleague with a named representative if they are suspended who will keep them updated of progress of the case.
9.1	Suspension is a neutral act; it is not mandatory, nor is it automatic, and will only be used if there is no alternative, or if by keeping the staff member in school could pose further risk of harm to a child.

Any allegation of abuse made against a member of staff will be dealt with swiftly, fairly and consistently in a way that provides effective protection for the pupils and also supports the person against whom the allegation has been made.

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Any safeguarding concern reported to the Headteacher about a staff member's behaviour will be discussed with the Local Authority Designated Officer prior to informing the member of staff about the allegation. This initial discussion with LADO is necessary in order to consider the nature, content and context of the allegation and agree the appropriate next steps.

The full procedures for dealing with allegations against staff can be found in DfE, Keeping Children Safe in Education (2016).

Safeguarding policies

The school policies listed below should be read alongside this policy:
- Related safeguarding policies that should be read alongside this include:
- Attendance
- Prevent Strategy
- Special needs and inclusion policy
- SEND policy
- Physical Intervention policy
- Anti-bullying policy
- Behaviour policy
- E-safety and IT policy
- British values and our catholic ethos
- Equal opportunities, diversity and inclusion policy
- WCAT Data protection
- Lock down and emergency evacuation procedure.

This policy has been ratified by the Governing Body at its meeting on Wednesday 19th July 2017
And will be reviewed in July 2018