



# St. John Vianney School

Steps to Independence & Education for Life

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## **SAINT JOHN VIANNEY RC SCHOOL**



### **THE MISSION STATEMENT OF SAINT JOHN VIANNEY SCHOOL**

#### **Our Mission Statement**

At St John Vianney School we celebrate the uniqueness of every child and the God given gifts they bring each day to our learning community.

Inspired by the example of Jesus Christ we are a school where every child and young person is highly valued and encouraged to give their best.

Building on our Roman Catholic foundations we aim to foster an engaging, nurturing and safe environment, within which our children thrive and achieve their full potential.

Our St John Vianney family is dedicated to fostering independence and educating resilient, lifelong learners, who are empowered to enrich their own lives and those of others.

## Safeguarding Children and Young People Policy Document

### CONTENTS

		<b>Page</b>
<b>Section 1</b>	<b>Policy</b>	3
<b>Section 2</b>	<b>Role of the Headteacher and Designated Safeguarding Lead</b>	17
<b>Section 3</b>	<b>Role of the Governors</b>	20
<b>Section 4</b>	<b>Role of all School Staff/Supply Staff</b>	21
<b>Section 5</b>	<b>Dealing with disclosures and concerns about a child or young person</b>	24
<b>Appendix 1</b>	<b>Understanding &amp; Identifying Abuse &amp; Neglect</b>	28
<b>Appendix 2</b>	<b><i>Specific Safeguarding issues (KCSIE 2023)</i></b>	29
<b>Sub-headings</b>	1. <i>Bullying and Cyberbullying</i>	29
	2. <i>Children Missing from Education</i>	30
	3. <i>Children Missing from Home or Care</i>	30
	4. <i>Child Sexual Exploitation (CSE)/Child Criminal Exploitation (CCE)</i>	31
	5. <i>Domestic Violence</i>	32
	6. <i>Controlling Behaviour</i>	32
	7. <i>Coercive Behaviour</i>	33
	8. <i>Drugs</i>	33
	9. <i>Fabricated or Induced Illness</i>	33
	10. <i>Faith Abuse</i>	34
	11. <i>Female Genital Mutilation</i>	35
	12. <i>Forced Marriage</i>	36
	13. <i>County Lines Criminal activity</i>	37
	14. <i>Gang and Youth violence</i>	38
	15. <i>Honour Based Abuse</i>	39
	16. <i>Preventing Radicalisation</i>	39
	17. <i>Contextual Safeguarding</i>	40
	18. <i>Mental Health</i>	40
	19. <i>Private Fostering</i>	41
	20. <i>Child on Child Abuse</i>	41
	21. <i>Relationship Abuse</i>	43
	22. <i>Self-Harm</i>	44
	23. <i>Consensual and non-consensual sharing of indecent images and videos</i>	44
	24. <i>Trafficking</i>	46
	25. <i>Hate Crime</i>	47
	26. <i>Serious Violence/Crime</i>	48
	27. <i>Sexual violence and sexual harassment</i>	48
<b>Appendix 3</b>	<b>Referral process</b>	51
<b>Appendix 4</b>	<b>Contacts and advice</b>	53
<b>Appendix 5</b>	<b>Seven golden rules for information sharing</b>	56



St John Vianney School is committed to safeguarding and promoting the welfare of all its children and young people. We are committed to a practice which protects them and creates a culture of vigilance.

The Child Protection and Safeguarding Policy has been developed from national safeguarding guidance and legislation including Keeping Children Safe in Education (KCSIE) 2024 and from the Catholic Safeguarding Advisory Service (CSAS).

To further ensure compliance St John Vianney School receive termly advice and guidance during safeguarding supervision for its lead safeguarding staff from KD Safeguarding, a reputable safeguarding specialist organisation, who train and support schools.

St John Vianney is a catholic, non-maintained SEND School of the Diocese of Salford. All of the children who attend are aged between 5-18 years of age and all have Education Health Care Plans (EHCPs), which identify their individual needs at School. The School by its very distinctive nature will draw upon the guidance in this policy, but when required adapt its use to ensure a personalised approach to dealing with all its children is fostered and that any support and associated actions are always delivered in the context of the School's mission statement and the teachings of the Catholic Church.

The children and young people at St John Vianney have access to appropriate curriculum opportunities, including emotional health and wellbeing, to support the development of the skills needed to the help them recognise risk and seek help, develop their self-esteem and build resilience.

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.

St John Vianney will also exercise diligence and prevent any organisation or speaker from using the school's facilities to disseminate extremist views or radicalise pupils and staff.

## **Section 1**

### **Our Safeguarding Policy**

This policy has been updated in response to the release of DFE 'Working Together to Safeguard Children' 2023, the School Bus Model 'Child Protection and Safeguarding Policy' and KCSIE 2024.

This policy will be reviewed and updated annually by the DSL, the Headteacher and the Governing Body (at the 'Pupil Progress' committee and at a Full Governors' meeting) in line with KCSIE requirements-

- Updates to government policy documents and legislation; eg the release of the revised 'Working Together to Safeguard Children' document.
- Updates based on recommendations from Safeguarding Reviews within school, which are to include the effectiveness of the Child Protection and Safeguarding Policy in delivering safeguarding.
- Any other modifications which help improve clarity and effectiveness of this document.

St John Vianney operates a 'whole school approach' with the child at the centre. All school staff and governors are given opportunity to contribute to amendments before ratification.

This policy applies to "Everyone who works with children within St John Vianney School – including teachers, teaching assistants, support assistants, catering staff, lunchtime organisers, administration staff, school nurse, therapists, school social worker, connections advisor, supply staff, volunteers and school caretaking staff who all have a responsibility for keeping children safe." (Working Together to Safeguard Children DfE 2018)

### **Safeguarding and promoting the welfare of children**

No single practitioner 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. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- Taking action to enable all children to have the best outcomes (Keeping Children Safe in Education 2024)

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

## Definitions

**Child Protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Neglect:** A form of abuse and is 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. Appendix 1 signposts help for understanding and Identifying Abuse and Neglect.

**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. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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 capability as well as overprotection and limitation of exploration and learning or preventing the child from 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.

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**Sexual abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Child Sexual Exploitation is a form of sexual abuse (see section Appendix 2 section 4).

**Neglect:** The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example,

as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Child on Child abuse:**

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- "Deep fakes" and "deep nudes" refer to digitally manipulated and AI-generated nudes and semi-nudes. Indecent images also include indecent "pseudo-images", which are images that have been created or manipulated using computer software and/or AI.
- initiation/hazing type violence and rituals (this could 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)

**Sexting:** (consensual and non-consensual sharing of nudes and semi-nudes)  
Defined as the creation of sexually explicit content by a person under the age of 18 that is shared with another person under the age of 18.

**Sexual Harassment:** Sexual harassment is the 'unwanted conduct of a sexual nature' that can occur online and offline.



## **Victims and alleged perpetrator(s)**

For the purposes of this policy, we, in places, use the term 'victim'. It is a widely recognised and understood term. It is important that everyone at SJV can recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, our staff should be conscious of this when managing any incident and be prepared to use any term, with which, the individual child is most comfortable. We also in this policy, in places, use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. However, Staff at SJV are expected to think carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well.

## **Purpose of the policy- Intent**

'Safeguarding is not something that is imposed upon us, but is something at the heart of Christian theology.' Bishop John Arnold (Bishop of Salford)

- To protect children and young people who are educated at St John Vianney School.
- To provide staff, volunteers and governors with the overarching principles that guide our approach to safeguarding and child protection.

This policy and its appendices should be read alongside the following policies, procedures and appendices:-

- Allegations of Abuse Against Staff Policy
- Physical Intervention Policy
- Online Safety Policy
- Health and Safety Policy
- Behaviour Policy
- Safer Recruitment Policy
- SEND Policy
- Whistle Blowing Policy
- Data Protection Policy
- Staff Code of Conduct
- Intimate Care Policy and Procedures

(All the above-mentioned policies, procedures and appendices will be subject to review/ratification minimally on a bi-annual basis), and as required by changes in legislation).

## **Legal Framework**

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:-

- Children Act 1989
- Children's Act 2004
- Education Act 2002
- Prevent Duty for England and Wales 2015 under section 26 of the Counter-Terrorism and Securities Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015)
- Children Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) code of practice
- Working Together to Safeguard Children 2018.
- Keeping Children Safe in Education 2023.
- Data Protection Act 2018
- Sexual Offences Act (2003)
- What to do if you're worried a child is being abused (2015)
- Information Sharing (2018)
- Human Rights Act 1998
- Equality Act 2010
- Domestic Abuse Act 2021
- Anti-social Behaviour, Crime and Policing Act 2014
- Voyeurism (Offences) Act 2019
- Marriage and Civil Partnership (Minimum Age) Act 2022

**Equality statement - St John Vianney School recognise that:-**

- The welfare of the child is paramount, as enshrined in the Children Act 1989.
- Under the Human Rights Act all children regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harassment, harm or abuse, including that of a sexual nature.
- The School will ensure children who may be LGBT, have a trusted adult who they can confide in (usually a member of the form team).
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Working in partnership with children, young people, their parents, carers, and other agencies is essential in promoting young people's welfare.
- Staff are required to have due regard for the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

**We will seek to keep children and young people safe through:**

## **1 Online Safety**

SJV will strive to create an e-safe environment through:

- Developing and implementing an effective Online Safety policy and related procedures.
- Using the 360 Degree School Online Safety tool as a point of reference.
- Staff following phone usage guidelines. Children and young people in SJV have no access to phones during school hours.
- Staff supervising Network and Internet use.
- Online Safety support for parents.
- Our internet monitoring system- 'Smoothwall' monitors and reports inappropriate online activity to the DSL and DDSL, which is reviewed weekly at SLT.
- Our Online filtering system 'Sophos' prevents children and young people accessing inappropriate material online in School.
- Providing a robust PSHE curriculum, including e-safety and RSE.

## **2 Safer recruitment**

SJV will ensure safer recruitment through:

- Recruiting staff, supply staff and volunteers safely, ensuring all necessary checks are made and that our Safer Recruitment Policy is followed, ensuring this practice is adopted also for volunteers who regularly work in the school.
- Maintaining the Single Central Record.
- Making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), overseas checks, barred list checks and prohibition checks, together with references and interview information.

Interview and shortlisting panels always include a member who is safer recruitment trained.

## **3 Staff training, support and supervision**

SJV will provide supportive staff training through:

- Providing effective management for staff through supervision, support and appropriate, timely and relevant safeguarding and child protection training.
- A training matrix will be maintained to ensure all staff have received safeguarding and child protection training relevant to their roles.
- All staff should receive appropriate safeguarding and child protection training, including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

**All staff**

All staff including supply staff members will undertake safeguarding and child protection training at induction, including whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

We will further strengthen our safeguarding training through the school's CPD plan via Educare online training, termly twilights and in staff briefings. Staff will also receive regular safeguarding and child protection updates (eg through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

### **The Headteacher, DSL and Deputies**

The Headteacher, DSL and Deputies will undertake Level 3 DSL child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They will also undertake 'Prevent' awareness training.

### **Governors**

All governors receive training, including online training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

## **4 Information handling and sharing**

SJV will safely handle and share information by:

- Recording information professionally and securely and sharing information about safeguarding and good practice with, children, their families, staff and volunteers via leaflets, posters and one to one discussions.
- Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families and carers appropriately.

- Securing GDPR compliance through our development work with Global Policing.

## **5 Reporting Allegations against staff including supply teachers, volunteers and contractors, and about safeguarding.**

SJV aims to provide an open, supportive environment in which all those in the school, or linked to it, should feel able to raise concerns about inappropriate staff conduct, or poor or unsafe practice and potential failures in the school's safeguarding regime.

The school has clear procedures on how to raise concerns, including allegations against staff and volunteers (Allegations of Abuse Against Staff Policy), and will respond to these swiftly, taking any necessary measures to deal with them.

Any allegation of abuse, whereby a member of staff is accused of abusing a pupil, will be reported to the Headteacher. Should the initial allegation first be made to any other member of staff, then that member of staff will either request the person raising the allegation to report it to the Headteacher or, if that is not possible, to pass details of the allegation to the Headteacher.

Where staff at SJV have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's low-level concerns procedure. At SJV the expectation is to report this concern to the Headteacher immediately.

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.

Whistleblowing occurs when a person raises a concern about dangerous, illegal activity or any wrong doing within the school eg:

- Potentially vital information about health and safety risks
- Possible fraud
- Harm of children or vulnerable adults
- Concern or worry about someone's behaviour

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.

Any concerns regarding a member of staff (including volunteers) should be raised with the Headteacher in instances where the member of staff has:

- 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.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 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.

Members of staff and volunteers can raise concerns in accordance with the school's Whistleblowing Policy.

If it is felt that adequate measures have not been taken, or someone feels unable to follow the procedures, the following should be contacted:

Trafford's Local Authority Designated Officer and the Safeguarding Team of the Salford Diocesan team; e-mail [safeguarding@dioceseofsalford.org.uk](mailto:safeguarding@dioceseofsalford.org.uk)  
Tel 0161 817 2206

The NSPCC helpline is available for support and guidance. The number is 0800 028 0285

## **6 Providing an anti-bullying environment**

SJV will strive to create an emotionally safe environment through:

- Valuing, listening to and respecting our C&YP.
- Providing a range of opportunities for pupil voice.
- Creating and maintaining an anti-bullying environment using our policy and procedure to help us deal effectively with any bullying that does arise.

## **7 Providing a physically safe environment**

SJV will strive to create a safe physical environment through:

- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers by applying health and safety measures in accordance with legal and regulatory guidance.
- Daily site manager and weekly staff checks across the site.
- Termly H&S governor site visits.

## **8 Physical intervention**

SJV will strive to ensure safe handling through:

- Reporting all cases of physical restraint to the DSL.

- Documenting and analysing clearly all incidents of physical restraint.
- Bi-annual training for all staff in the use of physical restraint procedures.
- Appointing a Designated Safeguarding Lead, a Deputy DSL and a Governor and Deputy Governor for Safeguarding and Child Protection.

## **9 Children with special educational needs and disabilities**

SJV will create a safe environment through recognising abuse and neglect in this group of children. These can include:

- Avoiding assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Recognising the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Recognising the additional risks that children with SEND face online; for example, from online bullying, grooming and radicalisation and in supporting them to stay safe online.
- Working to minimise communication barriers and difficulties which pose difficulties for children and young people to raise issues and concerns.
- Always taking into account the above factors when making referrals for our SEND children.

Further information to support SEND pupils from specialist organisations can be found at:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) – SENDIASS offers information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service ([councilfordisabledchildren.org.uk](http://councilfordisabledchildren.org.uk))
- Mencap – Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- NSPCC - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC - Safeguarding child protection/deaf and disabled children and young people.

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

St John Vianney School keeps an accurate SCR, which records information on all staff, including supply staff and teacher trainees on salaried routes, who work at the school.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A status and prohibition from management check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received, which indicates that all of the necessary checks have been conducted and the date that confirmation was received. If information does not arrive in a timely manner the school will not allow the staff member to work alone in school and will ensure full supervision of the individual is maintained on the premises whilst paperwork concerns are resolved.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

If risk assessments are conducted to identify whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

## **11 Multi-agency working**

St John Vianney School will contribute to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

St John Vianney 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 John Vianney School will 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 Childrens' Social Services from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.



St John Vianney School will also be mindful of the importance of inter-agency working in identifying and preventing CSE.

St John Vianney School 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**

The school recognises 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 Headteacher, DSL or deputy DSLs.

## **Contact details**

### **Headteacher**

Name Mr A Moloney

Phone /email 0161 881 7843 a.moloney@stjohnvianneyschool.co.uk

### **Designated Safeguarding Lead**

Name Mr J Cassidy

Phone/email 0161 881 7843 j.cassidy@stjohnvianneyschool.co.uk

### **Deputy Designated Safeguarding Lead**

Name Mrs J Griffin

Phone/email 0161 881 7843 j.griffin@stjohnvianneyschool.co.uk

### **Lead Governor for Safeguarding**

Name Mr S O Hanrahan

Phone/email 0161 881 7843 [admin@stjohnvianneyschool.co.uk](mailto:admin@stjohnvianneyschool.co.uk)

**To get in touch with the TSSP please contact the following:**

### **General enquiries**

Trafford Strategic Safeguarding Partnership

Telephone: 0161 911 8687 or email: [tssp@trafford.gov.uk](mailto:tssp@trafford.gov.uk)

### **Workforce development**

Telephone: 0161 912 4950 or email: [tssp.learning@trafford.gov.uk](mailto:tssp.learning@trafford.gov.uk)

### **If you are concerned about a child:**

If the matter is a child safeguarding concern or a LADO enquiry please contact the Trafford Children's First Response Team.

Telephone: 0161 912 5125 or email: [FirstResponse@trafford.gov.uk](mailto:FirstResponse@trafford.gov.uk)

### **If you are concerned about an adult:**

If you are concerned about an adult If the matter is relating to an adult safeguarding concern please contact the Initial Assessment Team

Telephone: 0161 912 5135 or email: [IAT@trafford.gov.uk](mailto:IAT@trafford.gov.uk)

### **CEOP**

[www.ceop.police.uk](http://www.ceop.police.uk)

**NSPCC Report Abuse in Education Helpline** 0800 136 663

**NSPCC helpline** 0808 800 5000

## **Section 2      Roles and Responsibilities**

The responsibility for safeguarding falls on everyone who works at St John Vianney School, including the SLT. All adults are expected to support the schools' Child Protection and Safeguarding practice and policy, with overall responsibility falling to the Headteacher. All staff including volunteers, have a statutory obligation to report to the Designated Safeguarding Lead (DSL) if they are suspicious of abuse/neglect of a pupil or if a pupil discloses abuse or allegations of abuse.

### **Role of the Headteacher**

The Headteacher, Mr Moloney has the overall responsibility to safeguard the wellbeing of pupils' from St John Vianney and to maintain public trust in the teaching profession. He must ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

The Headteacher has the responsibility to provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part 1 and part 5 of the 'Keeping Children Safe in Education 2024' (KCSIE) guidance, Behaviour Policy, Online safety training and Policy, and the identity of the DSL and the Deputy DSL.

The Headteacher must also put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.

The Headteacher, when informed of a serious allegation against a member of staff will discuss this immediately with the designated safeguarding lead(s) (as long as it does not involve them) and follow the 'Allegations of Abuse against Staff' policy.

The Headteacher will ensure that St John Vianney has a clear set of values and standards, upheld and demonstrated by all staff and Governors throughout all aspects of school activity. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE/RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum by our staff.

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

The Headteacher is responsible for ensuring that staff have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures

periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the [National Education Network](#). Broader guidance on cyber security including considerations for governors and trustees is found at [Cyber security training for school staff - NCSC.GOV.UK](#).

The Headteacher will seek assurance that any external provider using School property, has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). The guidance on [Keeping children safe in out-of-school settings](#) details the safeguarding arrangements that we expect these providers to have in place.

The Headteacher will ensure when St John Vianney places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and that we are satisfied that the placement meets the pupil's needs.

### **Role of the Designated Safeguarding Lead- Mr J Cassidy**

St John Vianney School has appointed a Designated Safeguarding Lead, Mr Cassidy who takes lead responsibility for safeguarding and child protection. His name and picture are posted in the reception area of school.

Duties are outlined in Keeping Children Safe in Education 2024 and include;

- Managing all safeguarding and child protection issues, through:-
    - Acting as the main point of contact for communication with school staff and external agencies where appropriate including the police, local authority, Integrated Care Boards (Health support) and other relevant agencies.
    - Keeping safeguarding information secure, including plans, reviews and referrals. Maintaining detailed, accurate and secure, records and reports relating to all safeguarding incidents, including the rationale for those decisions. This includes instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme etc.
    - Ensuring a culture of listening to children and taking account of their wishes and feelings.
    - Liaising with Headteacher on any Child Protection referrals, the Deputy DSL for effective safeguarding outcomes and staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. This includes being aware of the requirement for children to have an 'Appropriate Adult' present when interviewing children.
- <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

- Attending and contributing to child protection case conferences and review.
- Leading the evaluation, review and revision of the school safeguarding policy and procedures, ensuring the policy is available to staff and parents.
- Leading the induction of staff and volunteers, staff training, including that offered by LA, and ensuring staff are aware of safeguarding policy and procedures including the seven golden rules of information sharing (Appendix 5).
- Liaising with the local authority, the Local Safeguarding Partnership including Integrated Care Boards and other agencies to support information sharing. Understanding (and participating) in early help assessments and processes and keeping these under review with the option of escalating to the LA.
- Contacting immediately Social Services, the Police and/or other agencies, as appropriate if a young person is in immediate or imminent danger.
- Referring cases of suspected abuse to the local authority, and if required to the Police. Parents will be informed unless there are safeguarding reasons for not doing so.
- Reporting crimes to the Police; professional abuse to the LADO and suspected radicalisation to Channel. In these cases the Headteacher will be involved in making these reports.
- Escalating any concerns to the appropriate line managers if the response to the initial referral is inadequate.
- Providing advice, information and support relating to safeguarding issues to staff/adults in the school and the assistance from other pastoral staff to pupils.
- Providing support for parents and carers to keep their children safe online.
- Ensuring pupil files are transferred within 5 days to a pupil's new educational establishment. Our pupil files are copied when transferring to a new school (as advised by Global Policing). We ensure a transfer receipt has been signed for and a safeguarding sharing information meeting has taken place beforehand, where required.
- Monitoring pupils' internet use and attempts to access restricted sites, using Smoothwall whilst ensuring the filtering and monitoring of IT provision in school is effective and is regularly reviewed in line with published filtering and monitoring standards.
- Organise access to children for Social Worker's undertaking s.47 assessments and s.17 assessments, where parental consent has been given.
- For pupils in private foster care, homeless, or have a family member in prison, the DSL will signpost carers to appropriate agencies, make referrals to Early Help or Children's Services and coordinate a School wide response, involving the SENCO and therapeutic interventions.

## **Deputy Designated Safeguarding Lead (DDSL)- Mrs J Griffin**

St John Vianney School has appointed a Deputy Designated Safeguarding Lead who deputises for the DSL in his absence. Their role is to support the DSL and to carry out the duties listed above. Their name and picture are also posted in the reception area of school.

## **Section 3**

### **Role of the Governing Body**

The Governing Body must have regard to guidance in Keeping Children Safe in Education 2024 and will therefore:-

- Ensure that the policies, procedures and training in the school comply with the law at all times.
- Ensure that appropriate policies and procedures are in place in order for appropriate action to be taken in a timely manner to safeguard and promote pupil welfare. This should include a safeguarding policy and staff behaviour policy (Code of Conduct).
- Appoint an appropriate senior member of staff to the role of Designated Safeguarding Lead and at least one Deputy DSL.
- Ensure that these policies, along with part 1 of Keeping Children Safe in Education and the role of the DSL will be provided to all staff on induction.
- Take a proportional risk-based approach to the level of information that is provided to temporary staff and volunteers.
- Put in place appropriate safeguarding responses to children who go missing from education.
- Appoint a nominated safeguarding governor (Mr S O’Hanrahan) and a deputy safeguarding governor (Mr M Barnes).
- The Governing Body at SJV Governors receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our School is effective and supports the delivery of a robust whole school approach to safeguarding. Governors at the start of each year are expected to undertake a directed online Safeguarding training course.
- Governors should ensure the filtering and monitoring of IT provision in school is effective and is regularly reviewed.
- Governors should ensure that the School’s Child Protection policy reflects that additional barriers can exist when recognising abuse and neglect in children with SEND at our School.
- It is important that Governing Bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

## Section 4

### Role of SLT/School Staff/Supply Staff

- The SENCO will support looked after children, previously LAC and care leavers in liaison with virtual head.
- St John Vianney staff and supply staff have a responsibility to provide a safe environment in which children can learn.
- All staff understand that children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges, both online and offline. Staff are expected to understand that there may be communication barriers and lack of cognitive understanding when reporting concerns. Staff have a responsibility to remain professionally curious about a child's mood or behaviour change and changes in appearance, including any injuries.
- All staff and supply staff members should be aware of policies and systems within the school which support safeguarding and these should be explained to them as part of staff induction policy. This should include the, safeguarding policy, and role of the Designated Safeguarding Lead (DSL).
- All staff and supply staff are required to read at least part 1, Annex B and part 5 of Keeping Children Safe in Education (2024).
- All staff and supply staff will undergo safeguarding and child protection training at induction. The training will be regularly updated. In addition all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff must complete safeguarding Educare modules half termly.
- All staff and supply staff should have a sound knowledge of what to do if a child makes a disclosure of abuse or neglect, to provide a supportive and timely response (use of Child Protection Online Management System -CPOMS).
- Staff and supply staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. Knowing what to look for is vital for the early identification of abuse and neglect. If staff members are unsure, they should always speak to the DSL.
- Staff and supply staff must report all significant safeguarding concerns to the DSL, in accordance with Section 5 of this policy.
- Staff and supply staff should identify and report emerging problems, to prevent concerns escalating and to safeguard children. Staff will do this by liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and in some cases, acting as lead professional (as referenced in Keeping Children Safe in Education, 2024. When concerned about the welfare of a child, staff members should **always** act in the interest of the child.

- **All school staff and supply staff should be prepared to identify children who may benefit from early help.** Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to leaving SJV. Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.
- All staff must read and understand the Staff Code of Conduct, which includes how we support the management of low-level concerns, allegations against staff and whistleblowing.
- All Staff must promote dialogue and understanding, and ensure all pupils feel listened to and understood.
- All Staff must empower pupils and allow them to understand their rights to safety and privacy, and to help them understand what they can do to keep themselves protected from harm.
- All Staff must avoid victim-blaming attitudes, and challenge it in a professional way if it occurs.
- All staff are made aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This must not prevent SJV staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL), if they have concerns about a child. Staff at SJV are required to build trusted relationships with children and young people, which facilitate effective communication.
- **Any child may benefit from early help,** but all school and college staff should be particularly alert to the potential need for early help for a child who:
  - is disabled and has specific additional needs
  - has special educational needs
  - has mental health need
  - is a young carer
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
  - is frequently missing/goes missing from care or from home
  - has experienced multiple suspensions and/or is at risk of being permanently excluded from school
  - is at risk of modern slavery, trafficking or exploitation
  - is at risk of being radicalised or exploited
  - has a parent in custody, or is affected by parental offending



- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- is a privately fostered child
- The School expects all staff to support the development of its safeguarding culture. There is an expectation of all staff to disclose relationships either in or out of school and online that may have implications for safeguarding children. (Safer Recruitment Consortium Guidance; Safer working practice 2022).

### **Managing Abuse, neglect and exploitation at SJV.**

- All St John Vianney School staff must be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- SJV staff will be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues.

### **Pupils**

- All pupils at St John Vianney are aware of staff they can talk to if they have any concerns. The names of the DSL, DDSL and the wider pastoral team are visible in the School reception. In addition PSHCE and other activities around the Child Protection and Safeguarding agenda (including guest speakers, plays and enrichment trips and visits) play a key role in the School, providing our pupils with information around safeguarding as a preventative measure.

## **Section 5**

### **Dealing with disclosures and concerns about a child or young person (including the referral process see flowchart Appendix 3)**

#### **Step 1 – Record concern / Support from the DSL**

Please see guidance on next page on how to manage a disclosure.

If a member of staff has a concern about a child, they should complete a detailed incident report on CPOMS (Child Protection Online Management System).

The member of staff should also discuss this with the Designated Safeguarding Lead (DSL) or Deputy DSL.

Staff involved should:-

Make careful notes and observations of any information disclosed to them by the child.

- Staff members should write up their conversation as soon as possible in the child's own words. Remember that notes are only considered contemporaneous if they are written up within 24 hours. Stick to the facts, and do not put your own judgement on it. Record any questions you have asked (evidence that the child has not been led).
- Make careful notes and observations of the behaviour and emotional state of the child, outlining their concerns in the incident box.
- Tick the safeguarding category box.
- Highlight any injuries using the body map.
- Record time and date.
- Upload any additional files or emails.
- Suggest/identify other agencies that may need to be involved.
- Record the pupil voice.
- Record action already taken by staff.

#### **Step 2 – DSL to consider, make a decision and take action.**

The DSL or Deputy DSL in school may undertake several courses of action and record the decisions on CPOMS action taken section. Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Actions may include:-

- Contacting the child's parent where this would not put the child at further risk of harm.

- Contacting Children’s Social Care Services in the child’s local authority.
- Contacting the police.
- Uploading any relevant documents into the action taken section.
- The Designated Safeguarding Lead (DSL) may feel further monitoring and observing is required at this time. The DSL may give staff members a role in observing and monitoring the child.

It is the responsibility of all staff to follow up their concerns and to make a referral if they feel it is needed and this action has not been undertaken by the school. If a staff member makes a referral they must inform the DSL of the referral as soon as possible. (Working Together to Safeguard Children 2018).

### **Step 3 – Referral / Information sharing**

If a referral to Children’s Social Care Services has been made, this should be followed up in writing within 48 hours. This will include a detailed and completed referral form appropriate to the child’s local authority as well as any other information i.e. CAF, Early Help, chronology, observations. This information should be kept securely on CPOMS.

The DSL will work alongside external agencies including police and social work teams, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.

### **Step 4 – Follow up / Record outcome**

A decision on the next course of action will be made by Children’s Social Care Services the next working day. The school should be informed about the course of action. If the school is not informed they have a responsibility to follow this up.

Where the DSL feels immediate action is required they must be notified of the action taken within 1 working day and contact the LA of the child involved if not. The school will not wait for LA action before protecting a child.

The school should record the decision made by Children’s social care services on CPOMS. The school may re-refer if they feel the child is at risk of harm. Any staff involved in the reporting of concerns or making a referral should maintain confidentiality at all times. Information should not be shared with anyone other than the Designated Safeguarding Lead or Deputy DSL in school and other appropriate people involved with the concern (as identified by the DSL).

If the LA decides an investigation is not required the school may offer early help.

<b>Guidance when a child makes a disclosure.</b>	
<b><u>Staff should try to;</u></b>	<b><u>Staff should try to avoid</u></b>
<ul style="list-style-type: none"> <li>• Tell the child you are glad they told you and acknowledge that they have been very brave telling you. Reassure them that what has happened is not their fault.</li> <li>• Questions should be limited to those which are needed to confirm or allay suspicion, i.e. how the injury occurred. It's okay to use open questions such as what, where, how. Or tell, explain, describe.</li> <li>• The emphasis should be on LISTENING TO THE CHILD</li> <li>• Be honest about your position, who you will tell and why.</li> <li>• Make sure the child knows what you are doing next.</li> <li>• Make careful, factual, thorough and accurate notes.</li> <li>• Refer to the Designated Safeguarding Lead</li> </ul>	<ul style="list-style-type: none"> <li>• Leading questions or intimate examinations could hamper any investigation by the Police or Children's Social Care Services.</li> <li>• DO NOT ask a child to undress or show any signs of abuse they say has been inflicted upon them</li> <li>• DO NOT take a photograph of injuries. This should only be done by a trained medical person</li> </ul>

### **Notifying Parents**

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

St John Vianney will share with parents any concerns. If we believe that notifying the parents/carers would increase the risk to the child, or may jeopardise a police investigation, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## **Confidentiality**

In relation to informing parents/carers please note that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition, that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' (Appendix 5) for sharing information, and will support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or Deputy).

## **Appendix 1**

### **Understanding and Identifying Abuse and Neglect**

*What to do if you are worried a child is being abused 2015* describes some of the signs that might be indicators of abuse or neglect.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

## Appendix 2

### Other Specific Safeguarding Issues for Keeping Children Safe in Education

*The following sections address specific safeguarding concerns which could be identified at St John Vianney School. Staff should look to use this section as reference document to these specific areas. Where there is a specific response undertaken by the School this is highlighted in each section; in other areas staff should ensure they follow the School referral process highlighted in Appendix 3.*

#### 1. Bullying Including Cyberbullying

There is no legal definition of bullying, however, it is usually defined as behaviour that is repeated; Intended to hurt someone either physically or emotionally; Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include: physical assault, teasing, making, threats, name calling and cyberbullying – (bullying via mobile phone or online, for example email, social networks and instant messenger) (Preventing and Tackling Bullying 2017).

Some forms of bullying are illegal and should be reported to the police. These include: violence or assault, theft, repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages, hate crimes (Preventing and Tackling Bullying 2017).

#### **St John Vianney Response:-**

St John Vianney has a separate policy to address bullying, the Anti bullying policy. Bullying is included in the Safeguarding and Child Protection policy as all staff have a responsibility to support children who are bullied and make appropriate provision for a child's needs. Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health.

Bullying including online bullying and online sexual abuse can occur at school or away from school. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher and the DSL will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Link to guidance; "Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies", (2017)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

## **2. Children Missing from Education – Unexplainable and or/persistent absences from education**

Children missing from education are children of compulsory school age who are registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training).

In the event of elective home education, in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024, a school must make a return to the local authority when a pupil's name is deleted from the admission register.

Children being absent from education for prolonged periods and/or on repeat occasions, can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly 'County Lines'. It is important St John Vianney School's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

### **St John Vianney Response:-**

St John Vianney will monitor pupils' attendance through their daily register. If a pupil fails to attend on the agreed or notified date, the Admin team will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority (through the DSL) at the earliest opportunity. The School will endeavour to hold more than one emergency contact number for each pupil or student as good practice. St John Vianney School has a safeguarding duty in respect of our pupils, and therefore will investigate any unexplained absences.

Link to guidance; "Children Missing in Education, Statutory Guidance for local authorities" (2016);

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

## **3. Children Missing from Home or Care**

When a child goes missing or runs away they are at risk. Safeguarding children therefore includes protecting them from this risk. Local authorities are responsible for protecting children whether they go missing from their family home or from local authority care. There are particular concerns about the links between children running away and the risks of sexual exploitation.



Missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation, or to drug and alcohol misuse.

### **St John Vianney Response:-**

St John Vianney School has a role to play in providing relevant data such as attendance and absence data and sharing appropriate information about a child with relevant agencies (Statutory guidance on children who run away or go missing from home or care, 2014).

Link to guidance; "Statutory guidance on children who run away or go missing from home or care" (2014);

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/307867/Statutory\\_Guidance\\_-\\_Missing\\_from\\_care\\_3.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3.pdf)

## **4. Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)**

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Children who are sexually exploited are the victims of sexual abuse and should be safeguarded from further harm.

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 voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys.

Indicators can include: -

- children who appear with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- older boyfriends or girlfriends
- sexually transmitted infections or pregnancy
- changes in emotional well-being
- misuse of drugs and alcohol

- missing for periods of time or regularly come home late
- regularly missing school or education or not taking part in education
- non-consensual sharing of nudes and semi-nudes images and/or videos

Keeping Children Safe in Education (2024) suggests that for further guidance, staff should access “What to do if you’re worried a child is being abused” (2015);

[UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos.

Further information on signs of a child’s involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#) and further information on the signs of a child’s involvement in county lines activity is available in guidance published by the [Home Office](#) and The Children’s Society [County Lines Toolkit For Professionals](#)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

## **5. Domestic Violence**

Domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.

Staff at SJV are aware this form of abuse can have a detrimental and long-term impact on pupil health, well-being, development, and ability to learn.

Link to guidance; <https://www.operationencompass.org/> (includes information for schools on the impact of domestic abuse on children).

Domestic abuse guidance July 2022;

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1089015/Domestic Abuse Act 2021 Statutory Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089015/Domestic_Abuse_Act_2021_Statutory_Guidance.pdf)

## **6. Controlling Behaviour**

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

## **7. Coercive Behaviour**

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Adolescent to parent violence and abuse (APVA) is a hidden form of domestic violence and abuse that is often not spoken about. Staff should liaise with the DSL and follow the school safeguarding process if they have concerns regarding this.

Link to guidance; Adolescent to parent violence and abuse (APVA): [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/420963/APVA.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/420963/APVA.pdf)

Operation Encompass is in Greater Manchester, and involves the police reporting to schools before 9am on a school day when a child or young person has been involved or exposed to a domestic abuse incident the previous evening.

Link to Guidance; <http://www.operationencompass.org/wp-content/uploads/2017/03/A-Background-Information-Booklet-2017.pdf>

## **8. Drugs**

There are serious risks involved in drug use but most of those who try illegal drugs do not usually suffer any long-term harm to their health (website [Talk to Frank www.talktofrank.com](http://www.talktofrank.com) ).

### **St John Vianney Response:-**

St John Vianney School staff will follow the school internal safeguarding process with regard for "DfE and ACPO drug advice for schools" (2012). Staff will also consider the guidance from the DfE- "Searching, screening and confiscation Advice for headteachers, school staff and governing bodies" (2014);

Link; [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/554415/searching\\_screening\\_confiscation\\_advice\\_Sept\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf)

Link; "DfE and ACPO drug advice for schools" (2012); [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)

## **9. Fabricated or Induced Illness**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, 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

### **St John Vianney Response:-**

There are a number of factors that teachers and other school staff at St John Vianney 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 doctor's or a hospital appointment.
- Repeated claims by parent(s) 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/ early years staff have not themselves noticed eg headaches, tummy aches, dizzy spells, frequent contact with opticians and/or dentists 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 child or his or her parent(s) may relate conflicting or patently untrue stories about illnesses, accidents or deaths in the family. Where there is a sibling in the same institution, teachers/early years staff should discuss their concerns with each other to see if children of different ages in the same family are presenting similar concerns.

Link to guidance "Safeguarding children in whom illness is fabricated or induced";

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

## **10. Faith Abuse**

Staff should have an awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.

Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being blamed for bad luck, and subsequently abused. Fear of the supernatural is also known to be used to make children comply with being trafficked for domestic slavery or sexual exploitation.

Such abuse generally occurs when a parent/carer views a child as being "different", because of perceived disobedience, independence, bed-wetting, nightmares, illness or disability. A parent / carer may attribute this difference to the child being "possessed" or involved in "witchcraft". Children could be more vulnerable if there is family stress and/or a change in the family structure. Any concerns about a child which arise in this context must be taken seriously.

Staff can find further guidance via the Greater Manchester Safeguarding Partnership online procedures.

[http://greatermanchesterscb.proceduresonline.com/chapters/p\\_abuse\\_linked\\_spiritual.html](http://greatermanchesterscb.proceduresonline.com/chapters/p_abuse_linked_spiritual.html)

Link to guidance; "National action plan to tackle child abuse linked to faith or belief" (2012);

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/175437/Action\\_Plan\\_-\\_Abuse\\_linked\\_to\\_Faith\\_or\\_Belief.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf)

## **11. Female Genital Mutilation (FGM) and Forced Marriage**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs, including Virginity Testing and Hymenoplasty.

It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals need to be alert to the possibility of a girl being at risk of **FGM**, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Family members or the child discuss concerns with staff around FGM.
- A pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour.
- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and looking uncomfortable;
- Spending longer than normal in the bathroom or toilet;
- Complaining about pain between their legs, or talking of something somebody did to them that they are not allowed to talk about.

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. If there is believed to be immediate danger, the police will be contacted without delay.

Where FGM has taken place, since 31 October 2015, there has been a statutory reporting duty placed on teachers, 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.

### **St John Vianney Response:-**

**All Staff in St John Vianney School must personally report FGM to the Police and Designated Safeguarding Lead/Deputy Designated Safeguarding Lead.**

Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school DSL 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.

Link to guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

## **12. Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're

bringing shame on their family). Financial abuse (taking their wages or not giving them any money) can also be a factor.

Potential warning signs or indicators can include, but are not limited to;

- Absence and persistent absence
- Request for extended leave of absence and failure to return from visits to country of origin
- Fear about forthcoming school 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
- Not allowed to attend extra-curricular activities
- Sudden announcement of engagement to a stranger
- Contextual Prevented from going on to further/higher education

The **One Chance Rule**. The idea behind the **One Chance Rule** is that you might only have **one chance** to speak to a potential victim and, therefore, have **one chance** to save a life. The Designated Safeguarding Lead and Deputy Safeguarding Lead should be informed immediately so they can make a referral to the forced marriage unit if there is a concern about a pupil. Link to guidance,

Multi-agency statutory guidance for dealing with forced marriage, can both be found at the right to choose website:

<https://www.gov.uk/guidance/forced-marriage> School and college staff can contact the Forced Marriage Unit if they need advice or information:  
Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk).

In addition, 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.

### **13. County Lines Criminal Activity**

For the purpose of this policy, "**County Lines criminal activity**" refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity must immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

<https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit> The Children's Society in partnership with Victim Support and National Police Chiefs' Council.

#### **14. Gang and Youth Violence**

Staff in St John Vianney should be alert to the potential of children being affected by gang or youth violence. There could be a potential risk of harm to the child as a victim, a perpetrator or both - in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Potential indicators may include: -

- A sudden loss of interest in school
- Decline in academic achievement
- Starting to know new or unknown slang words
- Graffiti style 'tags' on possessions, school books, walls
- A new nickname
- Adopting codes of group behaviour

Link to guidance from Greater Manchester Safeguarding Partnership;  
[http://greatermanchesterscb.proceduresonline.com/chapters/p\\_sg\\_ch\\_yp\\_gang\\_act.html](http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ch_yp_gang_act.html)



## 15. Honour-Based Abuse

The terms "honour crime" or "honour-based abuse" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage. (The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage, 2014).

## 16. Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Protecting children from the risk of radicalisation is part of St John Vianney's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.

### St John Vianney Response: -

All staff should have due regard to the need to prevent people from being drawn into terrorism, under the Counter Terrorism and Security Act 2015. St John Vianney staff will work alongside local authorities to safeguard children from radicalisation. The Government Prevent Strategy also identifies school as a key place for children and young people to challenge extremism and ideology.

<b>Questions to consider</b>	<b>Potential risk factors</b>
<ul style="list-style-type: none"><li>- Radicalisation occurs in a similar way to 'Grooming'.</li><li>- Is the child or young person at risk of being radicalised?</li><li>- Are they likely to be exposed to terrorist ideology, or extremist ideas?</li><li>- Is the child or young person using language that suggests they are involved or exposed to terrorist ideology?</li><li>- Is the child behaving differently?</li></ul>	<ul style="list-style-type: none"><li>- Underachievement</li><li>- Possession of extremist literature</li><li>- Poverty</li><li>- Social exclusion</li><li>- Traumatic events</li><li>- Global or national events</li><li>- Religious conversion</li><li>- Change in behaviour</li><li>- Extremist influences</li><li>- Conflict with family over lifestyle</li><li>- Victim/witness to race/hate crimes</li></ul>

	- Rejection by peers, family, social or faith groups.
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**All staff members will access internal training using e-learning 'prevent' home office resources.**

[www.elearning.prevent.homeoffice.gov.uk](http://www.elearning.prevent.homeoffice.gov.uk)

Where there is a radicalisation concern, a referral may be made to the Channel Programme:

<https://www.gov.uk/government/publications/channel-guidance>

Link to educate against hate website, which provides teachers, parents, and school leaders with practical advice and information on protecting children from extremism and radicalisation:- <http://educateagainsthate.com>

At St John Vianney we are in liaison with the 'Prevent' teams within the LEAs in which we work. This ensures we are kept up to date with the differences in the delivery of the Prevent duty across Manchester and how it informs local practice. Our Prevent 'Self-Assessment Template, Action Plan and Risk Assessment' document is adopted from the Manchester templates.

## **17. Contextual safeguarding**

Safeguarding incidents can occur outside of school and families and can be associated with outside factors. School staff, particularly the DSL and the Deputy DSL, will always consider the context of incidents – this is known as contextual safeguarding. At St John Vianney School we know the context of our children's lives well; we have a secure understanding of the pupils' home lives and their welfare in the home environment through family liaison activity. We additionally identify other contextual factors such as; who our children mix socially with in and out of school, any extended family connections they may have, who they are transported to school with and who they may engage in online activity with outside of school.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to the Local Authority.

## **18. Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children and young people could be described as experiencing mental health

problems or disorders. In order to help their pupils succeed, staff in St John Vianney have a role to play in supporting them to be resilient and mentally healthy.

### **St John Vianney Response:-**

This can include identifying children who may benefit from additional support in school or through external services such as counselling or Healthy Young Minds /CAMHS/Emerge. Additionally staff have a role in supporting children to develop social skills, signposting relevant information, liaising with parents and carers and promoting a culture of positive mental health (Mental Health and behaviour in Schools, 2016).

Link to guidance "Mental health and behaviour in schools. Departmental advice for school staff" (2016);

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental\\_Health\\_and\\_Behaviour\\_-\\_advice\\_for\\_Schools\\_160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

## **19. Private Fostering**

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative - grandparent, brother, sister, uncle or aunt (whether of full or half blood or by affinity (marriage or civil partnership, or step parent) - with the intention that it should last for 28 days or more.

Link to Greater Manchester Safeguarding Partnership guidance;

[http://greatermanchesterscb.proceduresonline.com/chapters/p\\_privately\\_fost\\_ch.html](http://greatermanchesterscb.proceduresonline.com/chapters/p_privately_fost_ch.html)

## **20. Child on Child Abuse**

Child on Child abuse is any form of: -

- Physical
- Sexual
- Emotional
- Financial abuse
- Coercive control

When exercised between children and within children's relationships (both intimate and non-intimate).

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up."

At St John Vianney we recognise the gendered nature of 'child on child' abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but all peer on peer abuse is unacceptable and will be taken seriously.

Child on Child Abuse can take various forms, including:

- Serious bullying (including cyber-bullying)
- Relationship abuse, domestic violence, child sexual exploitation
- Physical abuse including hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Youth and serious youth violence
- Harmful sexual behaviour, and/or gender-based violence
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos.
- Sexting
- Upskirting

All staff are made aware that 'upskirting' is now a criminal offence. Upskirting is defined as, "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". The Voyeurism (Offences) Act 2019.

### **St John Vianney Response: - Procedure for dealing with allegation of Child on Child Abuse**

Incident/allegation to be recorded on CPOMS

The DSL will follow through the discussions of the incident/allegation and make a referral where appropriate, if the allegations indicate that a potential criminal offence has taken place the police and social services will become involved.

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 to the Police, 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.

Parents/Carers of both student(s) being complained about and alleged victim(s) will be informed and kept updated on the progress of the referral.

### **Supporting the victim and perpetrator**

We will support the victim and perpetrator by:

- Gaining their wishes and feelings.

- Providing advice, support and signposting to external agencies.
- Amending pupil risk assessments.
- Providing control measures to negate further abuse.
- Sharing information with parents and carers.
- Explaining that the law is in place to protect children and young people, rather than criminalise them.
- Considering intra-familial harms to siblings.

### **Minimising the risk of child on child abuse.**

We will minimise the risk of child on child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to staff confidentially by regularly updating pupils in assemblies and promoting the Safeguarding team around school.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Farrer & Co-This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse/>

## **21. Relationship Abuse**

Abusive behaviour in relationships between young people can take the form of physical, emotional sexual and financial abuse, where the young people have been or are in an intimate relationship. This includes long term boyfriend or girlfriend relationships to one-off encounters.

Abuse can involve control of where a young person is 'allowed' to go, what they can see or who to communicate with e.g. through social networking pages or mobile phone. Such control leads to isolation from the peer group and trusted friends in whom a young person might confide. Coercion may be used to force sexual activity. Young people may also be coerced into sending inappropriate images 'consensual and non-consensual sharing of nudes and semi-nudes images and or videos' via social media.

### **St John Vianney Response:-**

St John Vianney School staff have a duty to safeguard and promote the welfare of children under the Education Act 2002. Any adult in school who is concerned that a pupil may be experiencing relationship abuse must report their concerns to the Designated Safeguarding Lead in the school, in line with the school's Safeguarding policy and procedures.

## **22. Self-Harm**

Self-harm is the term used to describe a situation where an individual deliberately initiates behaviour with the intention that it will cause them harm.

People self-harm in different ways, and types of self-harm include: cutting; burning; banging or scratching one's own body; breaking bones; hair pulling; ingesting toxic substances or objects; ligature strangulation; cyber Self-Harm / 'Self-Trolling.

Self-harm is not necessarily about suicide, it can be used as a coping mechanism. It is not "just attention seeking" and should be taken seriously.

### **St John Vianney Response:-**

If a member of staff becomes aware that self-harm has occurred or the intent to self-harm has been expressed – the member of staff should try to keep calm, give reassurance to the child and initially ensure appropriate medical attention is sought. The member of staff must then contact the DSL or Deputy to pass on concerns, manage the issue and if necessary instigate the Greater Manchester Children's Safeguarding Board Self-Harm pathway (under 18's only);

[http://greatermanchesterscb.proceduresonline.com/pdfs/gen\\_pw.pdf](http://greatermanchesterscb.proceduresonline.com/pdfs/gen_pw.pdf)

If a young person has a self-inflicted injury (but has not taken medication / an overdose), he or she should not be sent to a hospital Emergency Department (ED) unless a first-aider has confirmed that the young person has injuries requiring emergency medical treatment, or this has been advised by a CAMHS team member or other medical practitioner. Injuries that require emergency medical treatment include: burns that are blistering or red, cuts that are deep and / or bleeding profusely, where the young person has lost consciousness or has recently overdosed or ingested harmful liquids (GMSP).

## **23. Consensual and non-consensual sharing of indecent images and videos**

Sharing Nudes and Semi Nudes images includes: -

The types of incidents which this advice covers are:

- a person under the age of 18 creates and shares nudes and semi-nudes of themselves with a peer under the age of 18.

- a person under the age of 18 shares nudes and semi-nudes created by another person under the age of 18, with a peer under the age of 18.
- a person under the age of 18 is in possession of nudes and semi-nudes, created by another person under the age of 18.

This advice does not cover

- the sharing of nudes and semi-nudes of under 18s by adults (18 and over) as this constitutes child sexual abuse and as a school we would always inform their local police force as a matter of urgency.
- children and young people under the age of 18 sharing adult pornography or exchanging sexual texts which do not contain images.

### **Definition; -**

This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's Air Drop, which works offline.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame.

### **St John Vianney Response: -**

When an incident involving 'nudes and semi-nudes' comes to the attention of any member of staff in St John Vianney School:

- Staff will also be made aware that the laws imposed on the sharing of nudes and semi-nudes applies to digitally manipulated and AI-generated imagery.
- Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, they will refer this to the DSL as soon as possible.

- the DSL (or equivalent) will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- The DSL will undertake subsequent interviews with the children or young people involved (if appropriate).
- The DSL will then work to support the affected pupils and inform them of the reporting routes to remove a nude or semi-nude that has been shared online or to prevent an image from being shared online.
- The Parents and Carers will be informed at an early stage and involved in the process in order to best support the child or young person, unless there is a good reason to believe that involving them would put the child or young person at risk of harm.
- A referral will be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

Link to sharing nudes and semi-nudes guidance: advice for education settings working with children and young people 2020

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1008443/UKCIS\\_sharing\\_nudes\\_and\\_semi\\_nudes\\_advice\\_for\\_education\\_settings\\_Web\\_accessible\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1008443/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_Web_accessible_.pdf)

### **Adult involvement in Consensual and non-consensual sharing of indecent images and videos**

The school will remain aware that not all instances of 'Consensual and non-consensual sharing of indecent images and videos' will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff at SJV are made aware of the signs that an adult may be involved in the sharing of nude or semi-nude images. These include, but are not limited to, sexually and financially motivated reasons and where activities show signs of sextortion. Staff are familiar with a range of signs that pupils may show, which may be because of the sharing of indecent imagery.

### **24. Trafficking**

"Child trafficking": Human trafficking is defined by the Office of the United Nations High Commissioner for Refugees (United Nations Commissions Refugee Agency UNHCR) as a process that is a combination of three basic components (Greater Manchester Safeguarding Procedures GMSP guidance):

1. Movement (including within the UK)
2. Control, through harm / threat of harm or fraud



### 3. For the purpose of exploitation.

Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country. Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

Some signs a child has been trafficked include

- Spending a lot of time doing household chores
- Rarely leaves the house
- Lives in substandard accommodation
- Unsure which town or city they are in
- Unable or reluctant to give details of accommodation or personal details.
- Link to guidance, Greater Manchester Safeguarding Procedure;

[http://greatermanchesterscb.proceduresonline.com/chapters/p\\_sg\\_ch\\_trafficked.html](http://greatermanchesterscb.proceduresonline.com/chapters/p_sg_ch_trafficked.html)

## 25. Hate crime

A Hate Crime is any behaviour that someone thinks was caused by hostility, prejudice or hatred of:

- **Disability** - including physical impairments, Mental Health problems, learning disabilities, hearing and visual impairment
- **Gender identity** - includes people who are transgender, transsexual or transvestite
- **Race** - skin colour, nationality, ethnicity or heritage
- **Religion** - faith or belief including people without a religious belief
- **Sexual Orientation** - people who are lesbian, gay, bisexual or heterosexual

There are many different types of Hate Crimes. These can include:-

- **Physical attacks** - such as physical assault, damage to property, offensive graffiti

- **Threat of attack** – including offensive letters, abusive or obscene telephone calls or text messages, groups hanging around to intimidate and unfounded, malicious complaints
- **Verbal abuse or insults** – offensive leaflets and posters, abusive gestures, offensive comments and/or name calling

<https://educateagainsthate.com/>

<https://www.gov.uk/government/publications/hate-crime-action-plan-20>

## **26. Serious Violence/Crime**

Specific guidance is offered in recognising where pupils may be at risk from serious crime.

At SJV staff must look out for:

“All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.” (KCSIE 2024)

“All staff need to be aware of the associated risks and understand the measures in place to address these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.” (KCSIE 2024)

## **27. Sexual violence, sexual harassment and harmful sexual behaviour.**

SJV has a zero-tolerance approach to sexual violence and harassment. Sexual violence and sexual harassment can occur between two children of any age and sex. It can happen inside or outside of school and online. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. At SJV pupils are never made to feel they are creating a problem by reporting abuse. By responding quickly to an incident, the school can positively impact on reducing further incidents of sexual violence or harassment. Staff are made aware that children and young people who have experienced Sexual Violence may display a wide range of responses to their experience.

When referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline.

When referring to harmful sexual behaviour, children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected, to inappropriate, problematic, abusive and violent.

Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection.

HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB will be considered in a child protection context.

Ofsted's review of sexual abuse in schools and colleges revealed how prevalent sexual harassment and online sexual abuse is for children and young people and that, the issues are so widespread that they need addressing for all children and young people. Schools are advised to assume this is taking place, even though there may have been no reported cases. Staff need to be aware that children may not inform them of their abuse.

All reported acts of in-school sexual harassment will be reported on SIMS and reviewed at weekly SLT meetings. These reported acts may be escalated to a Safeguarding concern if they are of a persistent or serious nature.

The DSL will ensure all staff have adequate training in sexual violence and sexual harassment. The DSL will ensure staff know how to respond to disclosures of sexual violence and sexual harassment. The DSL will ensure the topic of 'Being Safe' in RSE is taught and covers all required aspects. The DSL will consider whether a Risk Assessment is required for the victim and whether the perpetrator themselves have been the victim of sexual violence and sexual harassment.

The DSL will ensure there are opportunities to listen to the 'voice of the child' directly, using a worry box or online in school reporting system. The DSL will signpost pupils to external agencies, who can support pupils who have been the victim of sexual violence and sexual harassment.

Where a report is found to be unsubstantiated, malicious or false the school will follow its behaviour policy to manage the allegation. The DSL will decide whether the person making the allegation needs help or may have been abused by someone else. We will consider if disciplinary action is appropriate or a referral to Child Services is needed.

### **For further information see Government guidance below**

The School is conscious that a sexual assault can result in a range of health needs and will signpost and refer to specialist NHS support if deemed

necessary. Sexual violence and sexual harassment between children in schools and colleges. Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads. March 2022

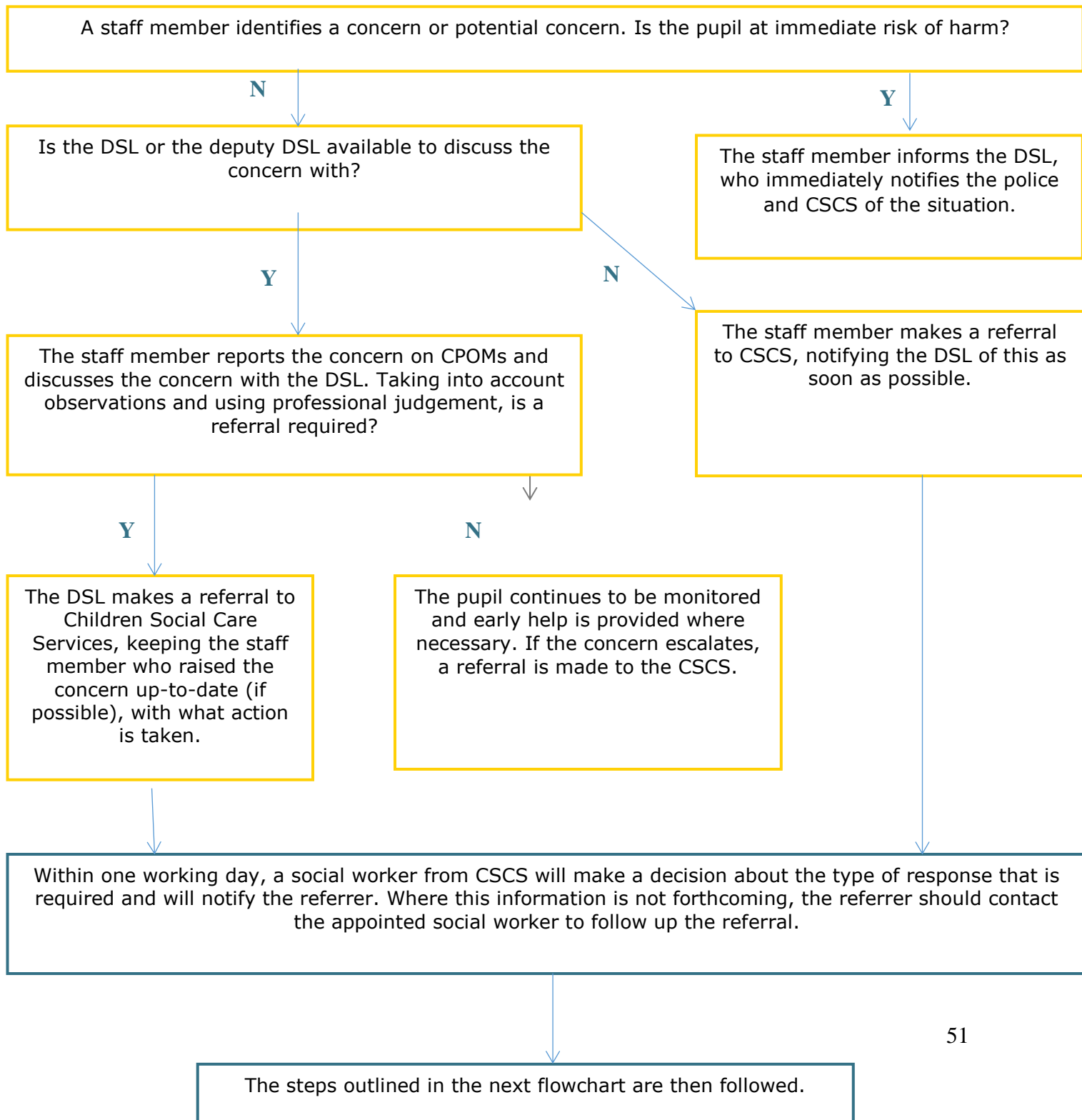
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)

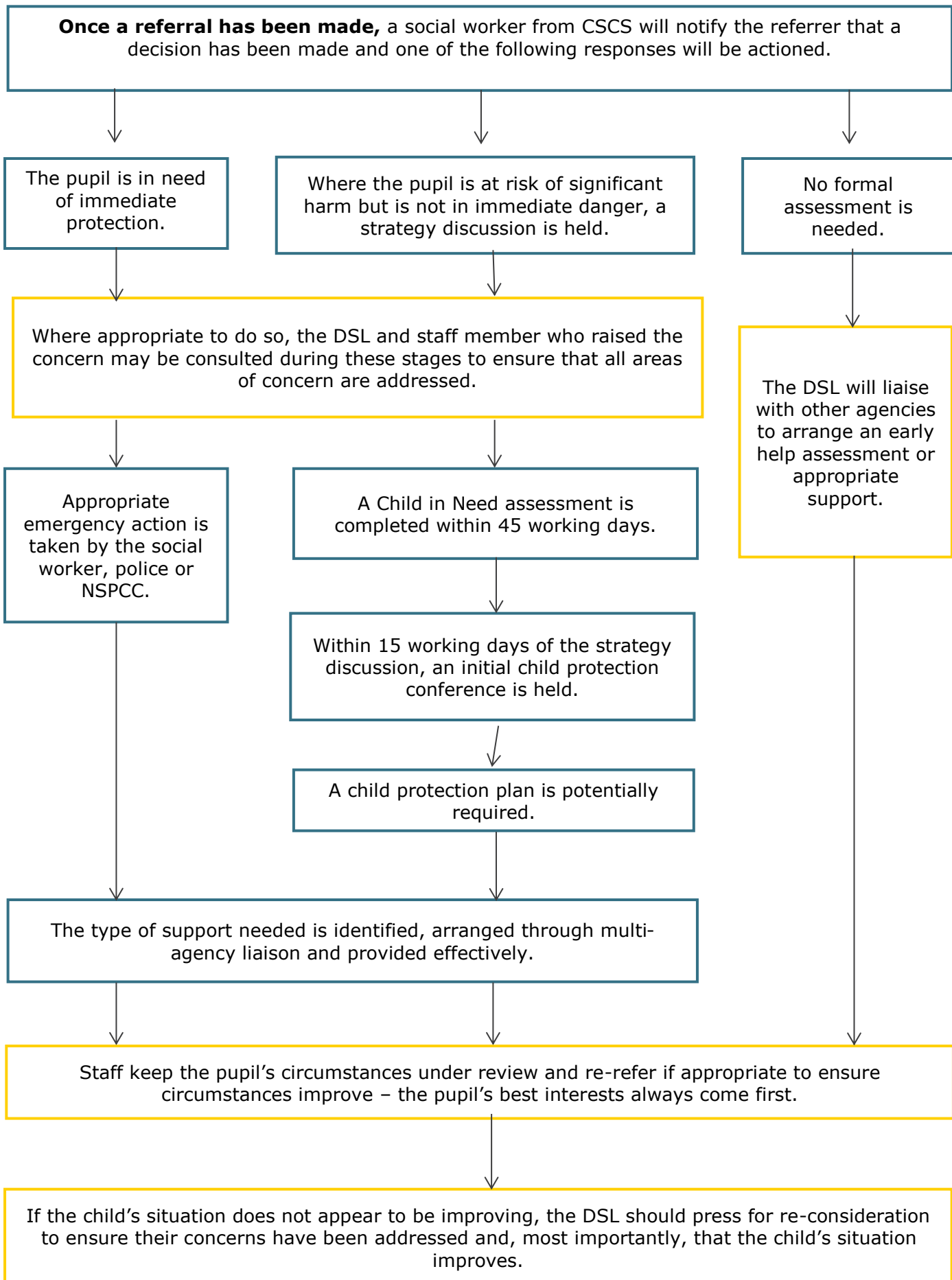
## Appendix 3 Referral Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by St John Vianney School are outlined in yellow, whereas actions taken by other agencies are outlined in blue.

### Before a referral is made





## **Appendix 4: Contacts and Advice**

The DSL is Mr J. Cassidy. In the absence of the DSL, child protection matters will be dealt with by the Deputy DSL Mrs J Griffin.

Contact details – 0161 881 7843 [admin@stjohnvianneyschool.co.uk](mailto:admin@stjohnvianneyschool.co.uk)

The designated governor for safeguarding is Mr S O Hanrahan.

Contact details – 0161 881 7843 [admin@stjohnvianneyschool.co.uk](mailto:admin@stjohnvianneyschool.co.uk)

### **Making a referral – contacts needed**

In the event of a referral being made to Children’s Social Care Services, it is the child’s own Local Authority who will be contacted.

In the event of an adult within the school being accused of the abuse of a child, Trafford Authority should be contacted;

Tel: 0161 912 5125

### **Trafford**

Multi Agency Referral & Assessment Team (MARAT) Tel: 0161 912 5125  
Talbot Road Stretford  
M32 0TH

### **Manchester**

Multi Agency Support Hub Tel: 0161 219 2895  
E-MAIL MCSreply@manchester.gov.uk

### **Stockport**

Multi Agency Safeguarding Support Hub (MASSH) Tel: 0161 217 6028

### **Tameside**

Multi Agency Request for Services Tel: 0161 342 4101

### **Salford**

Bridge Referral Salford Tel: 0161 603 4500  
3<sup>rd</sup> Floor Salford Civic Centre  
Chorley Road Swinton  
M27 5DA

### **Cheshire East**

Social Care Tel: 0300 123 5012  
Children’s Assessment Team  
Dalton House Dalton Way  
Middlewich  
CW10 0HU

Additionally, referrals, when deemed necessary by the HT and DSL, would be made to the **Diocese of Salford Schools' Commission Office-**

jenny.clayton@dioceseofsalford.org.uk / 0161 817 2206 / 07436 157006

Email; [safeguarding@dioceseofsalford.org.uk](mailto:safeguarding@dioceseofsalford.org.uk)

### **Expert organisations**

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)
- [help@nspcc.org.uk](mailto:help@nspcc.org.uk) - 8.00am-8.00pm Monday to Friday
- [Supporting practice in tackling child sexual abuse](#). The CSA Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

### **Support for victims**

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

### **Toolkits**

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

### **Further information on confidentiality and information sharing**

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

### **Further information on sexting**

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)



## Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)  
[CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

## Support for School and Teachers teaching PSHE and Online Safety

The Department has produced a one-stop page for teachers on GOV.UK, which can be accessed here: [Teaching about relationships sex and health](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance. The following resources may also help schools and colleges understand and teach about safeguarding:

- DfE advice for schools: [teaching online safety in schools](#);
- UK Council for Internet Safety (UKCIS)<sup>1</sup> guidance: [Education for a connected world](#);
- UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#);
- The UKCIS [external visitors guidance](#) will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors;
- National Crime Agency's CEOP education programme: [Thinkuknow](#);
- Public Health England: [Rise Above](#)
- [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.  
<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>
- LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online. This is provided in a fun way, without scaring them or explaining the motives of sex offenders.

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<sup>1</sup> UK Council for Internet Safety Education subgroup is made up of sector experts who collaborate to produce advice and guidance to support schools and colleges keep their children safe online.

## **Appendix 5**

### *The seven golden rules to sharing information*

- 1.** Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 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.
- 2.** Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3.** Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- 4.** Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
- 5.** Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- 6.** Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
- 7.** Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.