



**Cardinal Newman  
Catholic School**

**SAFEGUARDING AND  
CHILD PROTECTION  
HANDBOOK  
2018-19**





## The role of schools in keeping children safe from harm

Schools have a critical role in keeping children safe from harm and some of the tragic events in recent years have brought the role of schools in this regard into sharp focus. We are the only universal service that has consistent daily contact with children and although our primary purpose is to teach, at Cardinal Newman Catholic School we recognise that children's capacity to take advantage of the learning opportunities provided for them is inextricably linked to the prevailing stability of their physical, mental and emotional health. However no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time *everyone* who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. The term 'Children' includes everyone under the age of 18.

Every school is required to appoint a Designated Senior Lead for Child Protection (DSL). At Cardinal Newman our DSL is **Claire Jarman**. In the first instance you should report any concerns to the Child Protection Officer, **Cindy Goddard** on ext. 359 or leave a message with Karen Karadzas ext. 248

The DSL, Child Protection Officer and deputies

- Act as a source of support, advice and expertise within the school
- Liaise with other agencies about child protection concerns and referrals
- Attends refresher training every two years
- Ensure all staff have child protection training

At CNCS, there is also a **Child Protection Team (CPT)** which meets fortnightly both to discuss individual cases and to plan strategically for child protection within the school. The team comprises of: Cindy Goddard, Lorna Marsh, Karen Karadzas, Wes Horscroft, Claire Jarman, Linda Fairbairn, Alex Eades, Celine Lawden and the Pastoral & Attendance Manager of each year group.

**All** school and college 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 the teenage years. In the first instance staff should discuss early help requirements with the Child Protection Officer. Staff may be required to support other agencies and professionals in an early help assessment.

**Safeguarding** involves:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;

...and undertaking that role so as to enable those children to have the optimum life chances such that they enter adulthood successfully.

**This booklet is designed to help you**

- Recognise your role in safeguarding children from harm
- Define the different categories of child abuse
- Explain how you should respond to child welfare concerns at CNCS
- Keep yourself safe

**What is child abuse?**

**Child Abuse consists of anything which individuals, institutions or processes do, or fail to do, which directly or indirectly harms children or damages their prospects of safe and healthy development into adulthood."**

*(National commission of enquiry into the prevention of child abuse)*

**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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.**

*(Keeping Children Safe in Education 2018)*

The four categories of child abuse are;

- Neglect
- Physical abuse
- Sexual abuse
- Emotional abuse

Definitions and indicators of these can be found in Part 1 of the Keeping Children Safe in Education that makes up the second part of this booklet.

## **What should I do if I suspect abuse or have concerns?**

### **The golden rules are:**

#### **DO**

- Listen and accept
- Try not to interrupt
- Tell the child that they have done the right thing by telling you
- Inform the child of what you are going to do
- Make accurate notes using all the child's words as soon as possible
- Inform Cindy Goddard on ext 359 or [c.goddard@cncs.co.uk](mailto:c.goddard@cncs.co.uk) or Karen Karadzas on ext. 248 or [k.karadzas@cncs.co.uk](mailto:k.karadzas@cncs.co.uk) (Please do not email and assume this has been picked up. A telephone call is essential or go to the Safeguarding office opposite CF11)

#### **DON'T**

- Promise confidentiality
- Investigate
- Ask leading questions
- Ask the child to repeat the disclosure over and over

#### **Recording the information**

- Brief notes at the time, if possible but writing it down is essential.
- Write-up using child's own words (keep original notes). Try to keep opinion out of the record but if it is included you must make it clear that this is what it is.
- Record date, time and behaviour
- Seek support for yourself

**In Annex A you will find further details on the different categories plus:**

Preventing Radicalisation

Female Genital Mutilation

CSE - Child Sexual Exploitation

Domestic Violence (Additional note: Operation Encompass – A Police operation being rolled out across the country where schools are automatically informed if Police have attended a DV incident in a home where children are present)

Children and the court system

Children missing from education

Children with family members in prison

CCE – Child Criminal Exploitation: County Lines

Homelessness

So-called 'honour-based' violence

Peer on peer abuse

Sexual violence and sexual harassment between children in schools and colleges

Where to go for additional advice and support.

**Notes on self-harming and eating disorders**

Self-harm can be an indicator of abuse but it can also indicate poor mental health. We need to check out the cause before we can look at what help is needed. When it is brought to our attention that a child is self-harming, experiencing issues with food, or even suspected of this, please refer immediately to the CP Team. Our policy is to contact parents to let them know and recommend that they take their child to the GP. The Wellbeing Team will also discuss the child to see if we can signpost on to additional support

**Forced Marriage**

You have the right to choose who you marry, when you marry or if you marry at all.

Forced marriage is when you face physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure

(e.g. if you're made to feel like you're bringing shame on your family) and it can happen to very young girls.

As a school we need to be aware of children saying they are being taken away for 'special ceremonies' although this could also be an indication of planned FGM.

If you suspect that this is about to happen speak to the Child Protection Officer in school.

**Private Fostering.** The law regarding private fostering changed greatly following the death of Victoria Climbié in 2000 who was privately fostered by her Great Aunt. Legislation introduced after Victoria's death requires local authorities to be proactive in investigating potential private fostering arrangements.

Private fostering is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'.

A connected person is defined as a 'relative, friend or other person connected with a child'. The latter is likely to include person(s) who have a pre-existing relationship with the child, for example, a teacher who knows the child in a professional capacity.

Private foster carers can be from the extended family, e.g. a cousin or a great aunt, **but cannot be a relative** as defined under the [Children Act 1989, section 105](#):

*'A relative under the Children Act 1989 is defined as a 'grandparent, brother, sister, uncle or aunt (whether full blood or half blood or by marriage or civil partnership) or step-parent'.*

It is imperative that the local authority are notified if a child is living with someone who is not their parent or a 'connected person' for longer than 28 days. The local authority need to be satisfied that the placement is suitable and the child is safe. To be defined as 'private fostering', the child must be living with that person for longer than 28 days and this should be continuous but can include occasional short breaks.

## **Immediate Help**

If at any point there is a risk of immediate serious harm to a child a referral should be made to the **Front Door for Families** immediately. Anyone can make the referral. Please phone: **01273 290400**, however during the school day, please go via the Child Protection Team.

## **Personal safeguarding for all staff**

- You **must** wear your lanyard at all times and ensure Newman College students do the same.
- Do not share personal information about yourself with a student (phone number/address/social media contacts etc).
- Consider carefully how you use social media and the information you share.
- Do not give students your personal email.
- **Do not have any physical contact with a student (including hugging)**  
This can easily be misunderstood or feel intimidating for the student. An exception is appropriate reassurance if they are distressed. A touch between student's shoulder and wrist is acceptable if you deem it necessary and appropriate.
- **Do not offer a lift in your car to a student.**
- If you are doing 1:1 work with a student either leave your classroom/office door open and sit near the door so that people can see you and the student.
- Use of restraint - A member of staff may use such force as is reasonable in the circumstances to prevent a pupil from committing an offence, causing injury to a person or themselves, causing damage to property or prejudicing the maintenance of good order and discipline. This force can only be used where the staff member and the pupil are on school premises or somewhere where the member of staff has lawful control or charge of the pupil (for example, a school trip).
- If you go on a residential school trip, ensure you go into students bedrooms in pairs and male teachers only should enter boys' rooms and female staff only go into girls' rooms.
- **All staff going on residential trips, and this includes events such as the prom, will be expected to follow our Schools Code of Conduct for Employees that states that the standard of behaviour by staff will be no different to the behaviour expected by staff in school.**
- Students do get 'crushes' on members of staff. Be aware and try and avoid being on your own with the student. Report your concerns.
- If you have a concern about a member of staff's behaviour with a student(s) please refer this immediately to James Kilmartin or Claire Jarman. This is covered in our Whistleblowing Policy which can be found on the school website.
- If you have any concerns about the school's safeguarding practices, please raise your concerns with James Kilmartin or Claire Jarman.

09/07/2018

**CONFIRMATION OF RECEIPT OF THE SAFEGUARDING AND CHILD PROTECTION HANDBOOK**

Name: \_\_\_\_\_

Date of joining school: \_\_\_\_\_

Post: \_\_\_\_\_

I confirm that I have received and read the Safeguarding and Child Protection Handbook. I have been made aware of my duty to safeguard and promote children's welfare. I understand the procedure for reporting concerns about a pupil.

I know that the Safeguarding Lead is \_\_\_\_\_  
and the Child Protection Officer is \_\_\_\_\_

I should report any concerns I have regarding a student to  
\_\_\_\_\_

I know that the four main types of abuse are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

I have read **Part One**: Safeguarding Information for all staff & **Annex A** Further information.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please return this page to the Child Protection Officer

*Please cut along line (do not tear)*

