



2015-16 UPDATED ALL SAINTS' CE PRIMARY SCHOOL SAFEGUARDING POLICY

Safeguarding & Child Protection Policy

SAFEGUARDING AND CHILD PROTECTION POLICY FOR ALL SAINTS' CE PRIMARY

1.0 PURPOSE OF A CHILD PROTECTION POLICY

- 1.1 An effective whole school Child Protection policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with Child Protection issues. An effective policy also makes explicit the schools commitment to the development of good practice and sound procedures. This ensures that child Protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child.

2.0 INTRODUCTION

- 2.1 All Saints' CE Primary schools mission statement is:
All Saints' is a welcoming school community which aims to engage the full potential of all its pupils. Within a framework of Christian teaching, the values of love, truthfulness and forgiveness underpin all that we do at All Saints'. Our aim is to develop confident, capable and caring children.
- 2.2 All Saints' CE Primary schools fully recognises the contribution it can make to protect children and support pupils in school.

There are three main elements to our policy:

- a) Prevention through the positive school atmosphere, teaching and pastoral support offered to pupils.
 - b) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
 - c) Support to pupils and school staff and to children who may have been abused.
- 2.3 Our policy applies to all staff and volunteers working in the school, community education staff and governors, Learning Support Assistants, Mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

3.0 SCHOOL COMMITMENT

- 3.1 We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse.

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to through circle time, school council, relationships with classroom staff through individual conversations/group discussion/representation to the school council
- b) Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
(As above plus Head Teacher Deputy Head Teacher)
- c) Include in the curriculum, activities and opportunities for PSHCE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
(As in a) and b))
- d) Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
(As in a) and b) and c)
- e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4.0 FRAMEWORK

'Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation... ..contributing to the assessment of a child's needs and where appropriate to ongoing action to meet those needs. They will also be well place to give a view on the impact of treatment or intervention on the child's care or behaviour'. (*Working Together to Safeguard Children 2006*)

- 4.1 Child Protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Rochdale Borough Safeguarding Children Board (RBSCB).
The Education Safeguarding Officer and Operational Lead for Rochdale is **Jude Crabtree**.
Sue Eastwood – Head of Schools is the Strategic Lead for Rochdale.

5.0 ROLES AND RESPONSIBILITIES

5.1 All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

5.2 recognise the role of the designated teacher(s) and arrange support and training ensure every member of staff and every governor knows:

- the name of the designated person(s) and her/his role
- that they have an individual responsibility for referring child
- protection concerns using the proper channels and within the time scales set out in **The Rochdale Borough Safeguarding Children Board Child Protection Procedures**

Part 1 Dealing with your concern

Part 2 Child Care Services or Police Action following referral.

Part 3 The Child Protection Conference System.

The procedures are located in the Head Teacher's Office, in the staff room, Foundation stage and the Main Office.

5.3 the responsibility of the Head Teacher is to act as the Designated Child Protection Person.

5.4 The roles and responsibility of the named governor responsible for Child Protection is **Jana Gramatzi 07786540730**

5.5 Who is available within the Local Authority to offer advice and support?

Attendance & Safeguarding Team – Tel: 01706 715638

Early Help Team - 01706 925 127
MASS - Tel: 03003030440
Out of Hours, Emergency Duty Social Worker – Tel: 01706 354836
Police, PPPIU – Tel: 0161 856 8067/9442
Safeguarding Unit (Conference & Reviewing Officers – Tel: 0800 226 5500

6.0 PROCEDURES

6.1 Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the procedures set out in the document produced by RBSCB (2007)

- (a) ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse
- (b) ensures that parents have an understanding of the responsibility placed on the school and staff for child protection, for example by setting out its obligations in the school brochure

7.0 TRAINING AND SUPPORT

- 7.1 'Our school will ensure that the Head Teacher and/or Designated Child Protection Person and the nominated governor for Child Protection attend training relevant to their role' at intervals of no longer than 2 years. The Designated Child Protection Person will also attend Multi-Agency Child Protection training within this time scale' All staff will receive induction and an update every three years delivered by Local Authority representatives so that they know
- their personal responsibility,
 - the relevant procedures,
 - the need to be vigilant in identifying cases of abuse
 - how to support a child who tells of abuse

8.0 CONFIDENTIALITY

- 8.1 'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection'.
- 8.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, (including Children's Social Care Services), must always have regard to both common and statute law.
- 8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of a case, and legal advice should be sought if in doubt.

9.0 RECORDS

- 9.1 Well Kept records are essential to good Child Protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies;
- (a) School keeps written records of concerns about children (noting the date, event and action taken, even where there is no need to refer the matter to Social Services immediately ;) on a concern sheet(pink)
 - (b) Concerns are passed onto the Designated Child Protection Person **Mrs Rachael Parsons - Deputy Head Teacher** or **Mrs Sharon Hardy - Head Teacher**.
 - (c) School ensures all records are kept secure and in locked locations separate from other school records and on the 'Rainbow' drive on the schools computer – a secure drive that can be only accessed by the **Deputy Head Teacher –the Head Teacher- CAF Lead – SMT**.
 - (d) Records need to be kept for 25 years after the child has left the school. (A summary of the schools chronological involvement needs to be kept after records have been sent to high schools. Such records can be kept in safe storage if necessary).

- (e) notify the local Social Services team and/or the Education Welfare Services if:
- it should have to exclude a pupil on the child protection register either for a fixed term or permanently
 - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend);
- (f) work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences.

10.0 CHILD PROTECTION CONFERENCES

A Child Protection Conference is a multi-agency meeting held on behalf of the Local Safeguarding Children Board (LSCB) to decide if a child/ren are at risk of significant harm and if so recommend a child protection plan, as required by government.

Before a decision to hold a Child Protection Conference is made, a multi-agency investigation will have been carried out (enquiries under section 47 of the 1989 Children Act). As part of this investigation, children and parents will have met a social worker to discuss the concerns.

The conference will:

- Be chaired by an independent Chairperson (Child Protection Co-ordinator), on behalf of the Local Safeguarding Children Board. This is a person who has had no previous involvement with the family
- Clarify why the meeting has been called and share information.
- The Designated Child Protection Person from school or Early Help Lead member of staff **Mary Jane Keaney** will attend Child Protection conferences.
- The Local Authority will make available training and support to staff who attend conferences if necessary and will train staff to produce relevant, concise and professional reports for Child Protection Conferences.

11.0 SUPPORTING PUPILS AT RISK

- 11.1 'Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support. (Guidance for schools available at www.rbscb.org)

11.2 This school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation:
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued:
- (c) The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act),
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's ; best interests to do so:
- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.

11.3 This policy should be considered alongside other related policies in school

- Anti-bullying
- Special Education Needs
- Health and Safety
- Staff Codes of Conduct – Guidance for Safe Working Practice for the Protection of children and Staff in Education Settings (2008).
- Behaviour Management Policy

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be particularly vulnerable and in need of support or protection.

12.0 Protecting children from radicalisation: the prevent duty (DfE June 2015)

12.1 The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our School is committed to:

- Establishing a single point of contact in terms of safeguarding
- Assess risk of students being drawn into terrorism
- Develop an action plan to reduce the risk
- Train staff to recognise radicalisation and extremism
- Refer vulnerable people to Channel
- Prohibit extremist speakers and events
- Manage access to extremist material - ICT filters
- Be confident about British Values

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence or harm to others.

We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures

Further departmental advice available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

12.2 Female Genital Mutilation

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers¹⁰, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

¹⁰ Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term ‘teacher’.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report cases where they discover that an act of FGM appears to have been carried out to the police. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. Further guidance available below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf

13.0 SAFER SCHOOLS, SAFER STAFF

School adheres to the procedures set out in the Education Department's Policy and Procedure document when an allegation is made against a member of staff. (This process is managed by the head teacher or, if the allegation concerns the head teacher, a designated governor)

Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health, the Educational Psychology Service and the Education Welfare Service.

Keeping records and notifying Social Services as soon as there is a recurrence of concern.

Ensure the criminal backgrounds of applicants for vacant posts and volunteers etc. are checked in accordance with DfES circular 11/95 'Misconduct of Teachers and Workers with Children and Young People'.

When a pupil on a child protection register leaves, we will transfer Information to the new school immediately and inform the relevant Social Services Team

Designate a governor for child protection who will oversee the schools

Also, go to www.rbscb.org for Allegations Management Procedures.

WHOLE SCHOOL POLICY ON CHILD PROTECTION

ALL SAINTS' CE PRIMARY SCHOOL

A. Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Child Protection Person & Back-Up or Deputy DCPP	Nominated Governor
2015-2016	R Parsons S Hardy	Jana Gramatzi

B. Training for Designated Staff in School (DSLs) should refresh their multi-agency training every 2 years)

Name of Staff Member / Governor	Date when last attended Safeguarding Training	Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team)
S Hardy	Dec 2015 'Working together to safeguard children'	RBSCB
R Parsons	May 2016 'Safeguarding Leading Network'	REAL Trust

C. Whole School Staff Safeguarding Children Training (all staff should receive induction and a training update at regular intervals)

SCHOOL CHILD PROTECTION PROCEDURES

1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School?

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Safeguarding Lead (DSL) in school; this should *always* occur as soon as possible and certainly within 24 hours.

The Designated Safeguarding Lead is: Rachael Parsons

The Deputy Designated Safeguarding Lead is: Sharon Hardy

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'Child Protection' then a discussion with their DSL/line manager will assist in determining the most appropriate next course of action¹:

Staff should never:

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves.

2. Feedback to Staff Who Report Concerns to the Designated Safeguarding Lead

The Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

3. MASS Referral

Thresholds for Referral to the Multi Agency Screening Service (MASS)

Where a Designated Safeguarding Lead or line manager considers that a referral to the MASS may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered using the CNRF (Windscreen wiper diagram- Childrens needs and response framework)

(i) Is this a Child In Need? Level 4

Under section 17 (s.17(10)) of the Children Act 1989, a child is in need if:

- (a) S/he is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- (b) His/her health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) S/he has a disability

(ii) Is this a Child Protection Matter? Level 5

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) **there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.**

¹ Detailed information on possible signs and symptoms of abuse can be found at www.rbscb.org in the Rochdale Borough Multi-Agency Safeguarding Children procedures.

Therefore, it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a Child Protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

The Designated Safeguarding Lead will make judgements around 'significant harm', levels of need and when to refer. (Children's Needs and Response Framework)

4 Making Referrals to the MASS (Guidance for the Designated Safeguarding Lead)

Ideally all MASS referrals should be accompanied by the Childs CAF detailing prior Early Help work.

(ii) Child Protection

Use the multi-agency referral form (MARF) (www.rbscb.org) for referrals to the Multi Agency Screening Service where it is considered that a child may be at risk of or suffering significant harm. If a CAF is in place then this information can form part of the CP referral but the school must complete the front sheet of the multi-agency referral form.

- A parent should, **under most circumstances, be informed** by the referrer that a Child Protection referral is to be made. The criteria for not informing parents are:
 - (a) Because this would increase the risk of significant harm to a child(ren), to another member in the family home or to a professional; or
 - (b) Because, in the referrer's professional opinion, to do so might impede a criminal investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.
 - (d) The referral is of a sexual nature and in the referrer's professional opinion, to do so might put the child at further risk and may impede a criminal investigation that may need to be undertaken

See the Rochdale Borough Multi-Agency Safeguarding Children procedures on the RBSCB website for the occasions when parents/carers should not be informed.

5. The MASS Responses to Referrals and Timescales

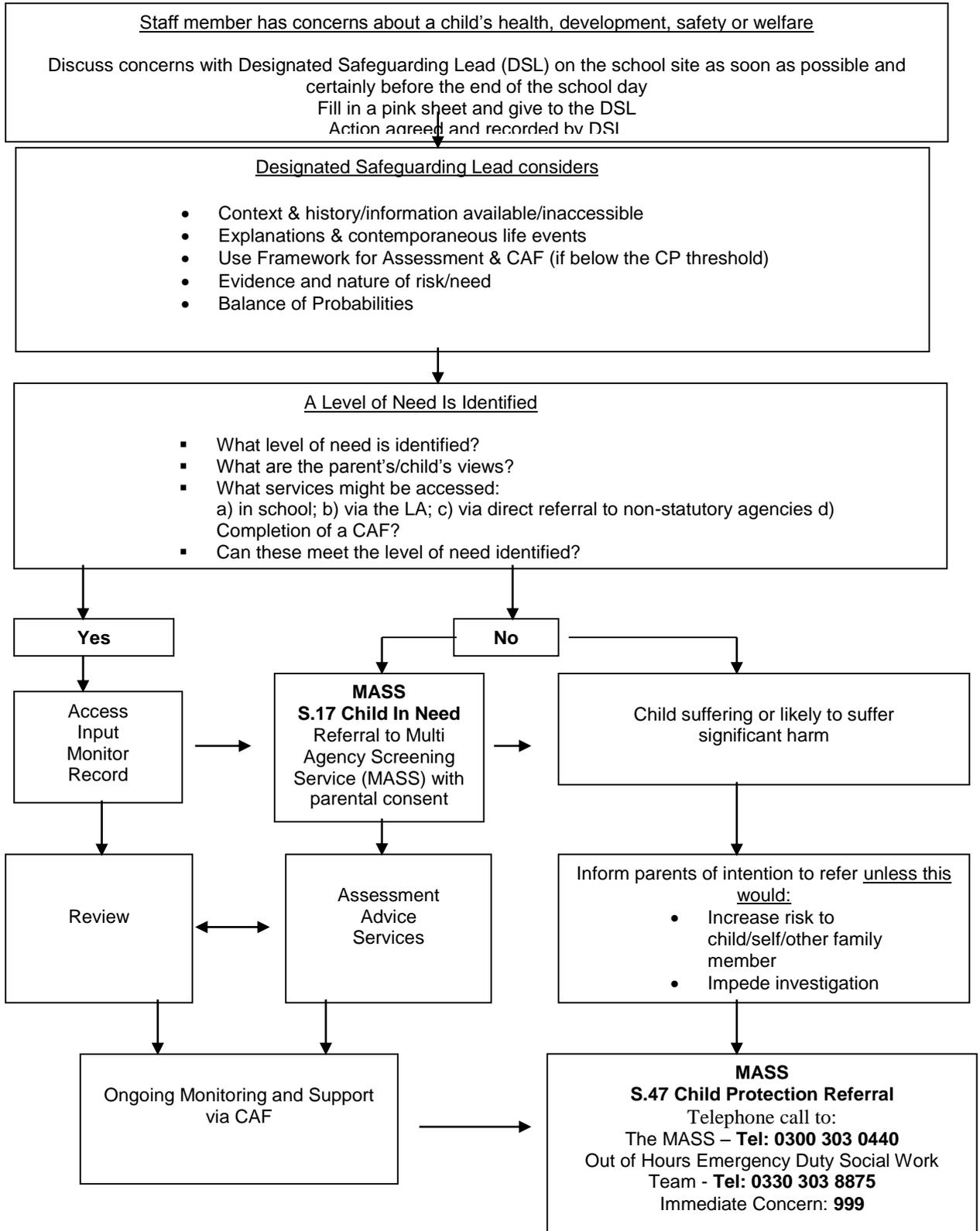
In response to a referral, the MASS may decide to:

- Provide advice to the referrer and/or child/family;
- Refer to Early help services;
- Undertake an Assessment;
- Convene a Strategy Meeting for referrals under Section 47 of the Children Act;
- Provide support services under Section 17;
- Convene an Initial Child Protection Conference;
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;

6. Feedback from the MASS

The MASS has 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent Child Protection referral, and where this places school / a child(ren) in a vulnerable position, you should ask to speak to the relevant Team Manager at MASS (0300 303 0440) or the Education Safeguarding Officer (01706 925384)

APPENDIX 1: TAKING ACTION ON CHILD PROTECTION CONCERNS IN SCHOOL



**The Designated Safeguarding Lead in School is S Hardy
The Deputy DSL is J BARHAM**

APPENDIX 2: TALKING AND LISTENING TO CHILDREN

If a child wants to confide in you, you **SHOULD**

- Be accessible and receptive;
- Listen carefully and uncritically, at the child's pace;
- Take what is said seriously;
- Reassure children that they are right to tell;
- Tell the child that you must share the information;
- Make sure that the child is ok ;
- Make a careful record of what was said (see *Recording*).

You should **NEVER**

- Investigate or seek to prove or disprove possible abuse;
- Investigate, suggest or probe for information;
- Ask leading questions of children/young people
- Confront another person (adult or child) allegedly involved;
- Speculate or accuse anybody;
- Make promises about confidentiality or keeping 'secrets';
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror, etc;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to share the information with the correct person (the Designated Safeguarding Lead).

Children with communication difficulties, or who use alternative/augmentative communication systems

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children;
- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Recordings should

- State who was present, time, date and place (using full names and full job designations);
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- Schools have **no investigative role** in Child Protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses);
- Never prompt or probe for information, your job is to listen, record and share information;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?';
- If the answer is yes, or if you're not sure, record and share immediately with the Designated Safeguarding Lead/Head Teacher/line manager.

If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit, etc e.g. Top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that'
- Timescales are very important: '**When was the last time this happened?**' is an important question.

What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the ‘what happens next’ question;
- We should never make face-value judgements or assumptions about individual children. For example, we ‘know that [child.....] tells lies’;
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;

Think about what support **you** could access if faced with this kind of situation in school.

Important Sources of Further Information

1. ‘Keeping Children Safe in Education’, DfE (Statutory Guidance revised in July 2015) replaces ‘Safeguarding Children & Safer Recruitment in Education DCSF (2007) and former DCSF Guidance, and makes clear roles and responsibilities of education professionals, establishments and organisations².
All staff in education settings should have read at least Part 1 of this statutory guidance.
2. The Rochdale Borough Multi-Agency Child Protection procedures can be found on the Rochdale Borough Safeguarding Children Board website www.rbscb.org and make explicit what action should be taken at the point of referral to the Multi Agency Screening Service (MASS) or the police and thereafter³
3. Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2015);
4. What to do if you are worried a child is being abused – Advice for practitioners (DfE, 2015)
5. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

² Includes the most up to date guidance on the requirement for staff working with children/young people to have enhanced DBS checks and Safe Recruitment and Selection processes in place.

³ The Rochdale Borough Multi-Agency Safeguarding Children procedures are available electronically and can be accessed via the RBSCB web site: www.rbscb.org