



## **2016-17 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, governors, teaching assistants, lunch time organisers, the School Business Manager and admin staff as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the safeguarding staff or 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.
- c) Include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- 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.
- e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

### 4.0 FRAMEWORK

“Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them, or placing the interests of adults ahead of the needs of children.....Children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.” Working Together to Safeguard Children - March 2015 (Updated February 2017)

- 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 a point of contact.  
**Gillian Barrett** – 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 in this policy.

5.2 The Headteacher and Designated Safeguarding Lead arrange support and training to ensure that every member of staff and every governor knows:

- the name of the designated person(s) and her 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**

<b>Part 1 Dealing with your concern</b>
<b>Part 2 Child Care Services or Police Action following referral.</b>
<b>Part 3 The Child Protection Conference System.</b>

5.3 The Head Teacher (**Sharon Hardy**) has responsibility for supervising the work of the Designated Child Protection lead. (**Rachael Parsons**)

5.4 The roles and responsibility of the named governor responsible for Child Protection is **Cathryn Francis**.

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

<b>Early Help Team - 01706 925 127 or e mail <a href="mailto:early.help@rochdale.gov.uk">early.help@rochdale.gov.uk</a></b>
<b>MASS - Tel: 0300 3030440</b>
<b>Out of Hours, Emergency Duty Social Worker – Tel: 01706 354836 MASS Out of Hours - 0300 303 8875</b>
<b>Local Authority Designated Officer (Allegations of Professional Abuse) - Tel: 01706 925365</b>
<b>Police, PPPIU – Tel: 0161 856 4810 (CP) 0161 856 8757 (DV)  Rochdale Police Station - 0161 872 5050</b>
<b>NSPCC 24/7 – 0808 800 5000</b>
<b>NSPCC Whistleblowing - 0800 0280285</b>
<b>Safeguarding Unit (Conference &amp; Reviewing Officers – Tel: 0300 3030350</b>

## **ROLE OF THE DESIGNATED SAFEGUARDING LEAD**

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. 'Keeping Children Safe in Education'- September 2016

At all Saints' the Designated Safeguarding Lead (Rachael Parsons) will receive regular Safeguarding supervision from the Headteacher.

## 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 documents produced by RBSCB
- (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) ensure 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 prospectus/welcome information.

## 7.0 TRAINING AND SUPPORT

- 7.1 Training for all staff must be provided at least annually and the DSL will attend training on a yearly basis.  
All staff will receive a safeguarding induction upon starting their role and 'Basic Introduction to Safeguarding' training 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.
- “Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.” Keeping Children Safe in Education – September 2016
- 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.”..... all professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care.....” Working Together to Safeguard Children March 2015 (Updated February 2017)
- 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 detailed records of concerns about children: noting the adult recording the concern, the pupil/s involved, date, event/s, body map if appropriate, any further discussion/investigation, contact with family, child's voice including verbatim quotes where appropriate, any services or agencies contacted or referrals made and action taken. These detailed concerns are immediately recorded and stored on a concern sheet or on safeguarding database CPOMS even where there is no need to refer the matter to Social Services.
  - (b) Concerns are passed onto the **Designated Child Protection Person Mrs Rachael Parsons, Headteacher Sharon Hardy or Early Help Lead Mary Jane Keaney.**
  - (c) School ensures all records are kept secure and in locked locations separate from other school records, on the 'Rainbow' drive on the schools computer – a secure drive that can be only accessed by the Head Teacher –the Deputy Head Teacher- Early Help Lead – SLT and on CPOMS where all staff can log incidents but other records, chronologies and historical information can only be viewed and edited by SLT and our Early Help Lead.
  - (d) Records will be kept by the school or transferred to the receiving school in line with the LA protocol for transfer of child protection records.
  - (e) School will 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/Independent Reviewing Officer), 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 (**Rachael Parsons**) 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](http://www.rbscb.org))

At All Saints' an essential part of our safeguarding ethos and practice is to provide tailored support and intervention for pupils and families through an Early Help model. This may be provided in a range of ways in response to need e.g. through sessions with children or parents, support for parents' self-referral, referral to external support agencies, liaison between families and agencies where appropriate etc. At All Saints' we have termed this level of support before the completion of an Early Help Assessment "Early Help Monitoring.'

Cared for Children who attend All Saints' will be given a tailored package of support. Further support may be sought through consulting Rochdale's Virtual Headteacher.

- 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.

- This policy should be considered alongside other related policies in school, these include:
  - Allegations of Abuse Against Staff
  - Anti-bullying, including on-line bullying
  - Attendance
  - Behaviour Management Policy
  - Child Missing in Education
  - E-safety
  - First Aid and Administration of Medicine Policy/Supporting Pupils with Medical Needs
  - Health and Safety
  - Safer Working Practice Guidance
  - Special Educational Needs
  - Whistleblowing
  - Other school policies

As well as accessing the government guidance on the issues listed below via GOV.UK (taken from Keeping Children Safe in Education 2016 Part 1) - bullying including cyber bullying - children missing education - child missing from home or care - child sexual exploitation (CSE) - domestic violence - drugs - fabricated or induced illness - faith abuse - female genital mutilation (FGM) – and Annex A - forced marriage- and Annex - gangs and youth violence - gender-based violence/violence against women and girls (VAWG) - hate - mental health - missing children and adults - private fostering - preventing radicalisation – and Annex A - relationship abuse - sexting - trafficking.

## 11.2

We recognise that, statistically, children with Special Educational Needs and/or Disabilities, behavioural difficulties or emotional difficulties or issues are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, special educational needs, 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)

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



## 12.1 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) and Multi Agency Statutory Guidance on Female Genital Mutilation - April 2016 will place a statutory duty upon teachers, 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 commenced in October 2015. 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 eg. if there is a risk of increased harm to the child. 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf)

[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)

## 12.2 CHILD SEXUAL EXPLOITATION

Child sexual exploitation (CSE) is a form of child sexual abuse and involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

There is a strong commitment from all key partners under the banner of Project Phoenix to improve our collective knowledge and understanding of child sexual exploitation in Greater Manchester and to develop a consistent and effective approach to identifying and responding to it. Therefore Phoenix has agreed to use the definition developed by the Children’s Society in collaboration with young people, which is:

‘Someone taking advantage of you sexually, for their own benefit. Through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people’s benefit or enjoyment (including: touching or kissing private parts, sex, taking sexual photos)’.

As in all cases, concerns that a child may be at risk of sexual exploitation will be discussed with All Saints’ DSL and a decision made as to whether there needs to be consultation with and a CP referral to Rochdale MASS. Rochdale has a dedicated CSE team - ‘Sunrise’ based within the MASS and this team tackles sexual exploitation and related harm in the borough of Rochdale. The team includes professionals from the police, children’s social care, sexual health and Early Break. They provide a safe and confidential environment where young people can go for help, advice and support. Children are offered a range of therapeutic interventions including one-to- one counselling, group-work sessions and drop-in support. They also remind people about child sexual exploitation, so they know

what it is and that it's happening. Within school it is essential that all professionals receive training so that they know what signs to look out for.

More information can be found at

<http://www.gmp.police.uk/live/Nhoodv3.nsf/section.html?readform&s=48A2B8F926CFF8D7802580A70043809A>

## 12.3 CHILDREN MISSING FROM EDUCATION

### **Children Missing Education (DfE statutory guidance) Updated September 2016**

Our school follows Rochdale Council CME guidance which outlines Rochdale Borough Council's systems for identifying and maintaining contact with children missing from education and the steps taken to identify those at risk. In accordance with guidance, a child missing from education is defined as someone of compulsory school age who is not on a school roll, not being educated otherwise (e.g. at home, in independent schools or in alternative provision) or who has been out of any educational provision for four weeks or more. There are a number of reasons why children fall out of the education system, including when they: • fail to start appropriate provision and hence never enter the system ; • cease to attend, failing to return after exclusion or withdrawal; or • fail to complete a transition between providers (e.g. after moving to a new Local Authority). Difficulties can also arise when children enter or leave provision where information is not routinely exchanged (e.g. between Independent Schools, Voluntary Organisations) or where arrangements straddle more than one Local Authority and where moves are between different countries

## 12.4 FORCED MARRIAGE

Forced marriage is a human rights abuse. It can constitute both child abuse and sexual abuse. The United Nations considers it a form of trafficking, sexual slavery, and exploitation. Some, however, still see it as a private, personal, domestic, family, religious, or cultural issue. A clear distinction must be made between a forced marriage and an arranged marriage.

The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the child/young person.

Forced marriage, whether a religious or civil ceremony, cannot be justified on religious grounds. Every major faith condemns it and freely given consent is a prerequisite of Christian, Jewish, Hindu, Muslim and Sikh marriages. In forced marriage, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse.

Forced marriage is primarily, but not exclusively, an issue of violence against females. Most cases involve young women and girls aged between 13 and 30, although there is evidence to suggest that as many as 15% of victims are male. All Saints' follows Rochdale Multi-Agency Safeguarding Children procedures for cases of dealing with forced marriage for a child/young person under 18 years of age and any individual in school/college who receives information, or has reason to believe that a child/young person is at risk of or subject to a forced marriage, should speak with the DSL in school/college who should then make a CP referral to MASS in line with the procedures.

([http://greatermanchesterscb.proceduresonline.com/chapters/p\\_force\\_marriage.html](http://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html))

## 12.5 HONOUR BASED VIOLENCE AND GENDER BASED VIOLENCE

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

## 12.6 SPECIFIC SAFEGUARDING ISSUES INCLUDING GENDER BASED VIOLENCE AND SEXTING

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but many not be limited to bullying, including cyber bullying, gender based violence/sexual assaults and sexting.

At All Saints' we continue to ensure that any form of abuse or harmful behaviour is always dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration of that individual child's emotional and mental health and wellbeing.

**Sexting** is when someone sends or receives sexually explicit texts, images or videos. Once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession or distributing indecent images of the person under 18 on to someone else, younger people are not even aware that they could be breaking the law, as these are offences under the Sexual Offences Act 2003.

For more information and guidance on sexting, please refer to :  
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Should any member of staff receive any information or disclosures about this practice they must report this to the DSL, following the usual reporting procedures. Victims of sexting or other forms of **peer on peer abuse** will be supported through pastoral intervention and/or the intervention of other relevant External Agencies. Perpetrators of sexting will be dealt with appropriately and supportively by involvement of appropriate External Agencies.

**Gender based violence** is a form of abuse which is inflicted and targeted linked to gender. It can include being sexually touched/assaulted or being subject to initiation/hazing type violence. Should any member of staff receive any information or disclosures about this practice they must report this to the DSL, following the usual reporting procedures. Victims of gender based violence will be supported through pastoral intervention and/or the intervention of other relevant External Agencies. Perpetrators of gender based violence will be dealt with appropriately and supportively by involvement of appropriate External Agencies.

Advice from expert and professional organisations should always be sought to provide support and guidance on specific safeguarding issues.

For more information about domestic violence, drugs, fabricated illness, faith abuse, gangs and youth violence and trafficking please refer to the following guidance:

Domestic Violence:

<https://www.gov.uk/domestic-violence-and-abuse>

Drugs:

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Fabricated illness:

<https://www.gov.uk/government/publications/safeguarding-children-in-whomillness-is-fabricated-or-induced>

Faith abuse:

<https://www.gov.uk/government/publications/national-action-plan-to-tacklechildren-abuse-linked-to-faith-or-belief>

Gangs and youth violence:

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-ongangs-and-youth-violence>

Trafficking:

<https://www.gov.uk/government/publications/safeguarding-children-who-mayhave-been-trafficked-practice-guidance>

## 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 will be essential in order to provide effective Safeguarding Procedures for all children but particularly those at risk.

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

Ensure the criminal backgrounds of applicants for vacant posts are checked in line with safer working practice.

Volunteers will be supervised to ensure adherence to 'Safer Working Practice' guidance.

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

We will designate a governor for child protection who will oversee the school's Safeguarding processes and duties.

Guidance can be found at [www.rbscb.org](http://www.rbscb.org) for Allegations Management Procedures.

<b>ALL SAINTS' CE PRIMARY SCHOOL</b>
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**A. Named staff/personnel with specific responsibility for Child Protection**

Academic Year	Designated Child Protection Person & Back-Up or Deputy DCP	Nominated Governor
2016-2017	Rachael Parsons and Sharon Hardy	Cathryn Francis

**B. Working Together to Safeguard Children**

Name of Staff Member / Governor	Date when attended Multi-agency Safeguarding Training	Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team)
S Hardy	Dec 2015	RBSCB
R Parsons	Oct 2015 & Dec 2016	RBSCB

**D. Annual Review date for this policy**

Review Date	Changes made	By whom
July 2017	<ul style="list-style-type: none"> <li>- Guidance on CSE, Peer-on-peer abuse, gender &amp; honour-based violence, sexting.</li> <li>- Update of details of personnel.</li> <li>- Reference to updated guidance 'Working Together to Safeguard Children – March 2015 – Updated February 2017) and 'Keeping Children Safe in Education' – September 2016</li> </ul>	R Parsons S Hardy

# 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. Concerns should be recorded in written form according to school protocol and systems. Staff recording concerns must ensure that all relevant detail is included, dates, times, names etc are accurately recorded and that body maps are completed where appropriate.

**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 action<sup>1</sup>:

**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- Children's 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

RBSCB Children's Needs and Response Framework states :- Level 4: Children who have complex needs, whose health and development IS being affected.

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<sup>1</sup> Detailed information on possible signs and symptoms of abuse can be found at [www.rbscb.org](http://www.rbscb.org) in the Rochdale Borough Multi-Agency Safeguarding Children procedures.

**(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.**

RBSCB Children's Needs and Response Framework states :- Level 5 Children at risk of or suffering SIGNIFICANT HARM with immediate needs for Protection and or Substitute Care.

These definitions establish that it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a Child Protection referral under section 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 Completing Referrals to the MASS  
(Guidance for the Designated Safeguarding Lead)**

**Ideally all MASS referrals should be accompanied by the Child's EHA paperwork or chronology/records detailing prior Early Help work.**

**(ii) Child Protection**

Use the multi-agency referral form (MARF) ([www.rbscb.org](http://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 an Early Help Assessment 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**

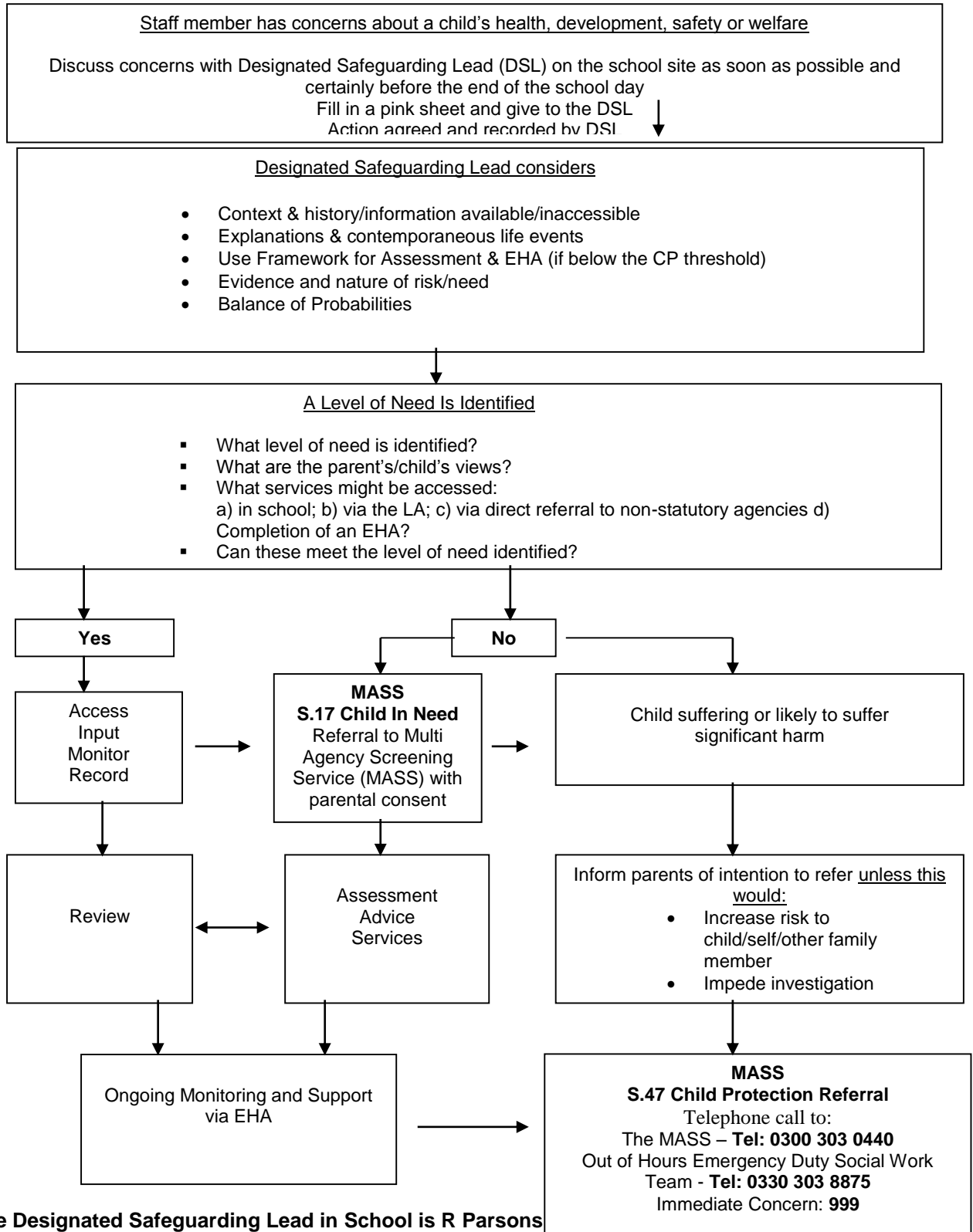
In response to a referral, the MASS may decide to:

- 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 R Parsons  
The Deputy DSL is S Hardy**



## 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 (black or blue) 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 and using verbatim quotes in speech marks where possible and/or appropriate;
- 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 September 2016) - makes clear roles and responsibilities of education professionals, establishments and organisations<sup>2</sup>.  
All staff in education settings should have read at least Part 1 of this statutory guidance. The Headteacher, DSL, members of SLT and ideally class teachers should also read and be familiar with Keeping Children Safe in Education Part 2.
2. The Rochdale Borough Multi-Agency Child Protection procedures can be found on the Rochdale Borough Safeguarding Children Board website [www.rbscb.org](http://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 thereafter<sup>3</sup>
3. Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, Updated February 2017);
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. \*\*\*\*2011 Education Act – couldn’t see reference directly to Safeguarding.

Keeping Children Safe in Education – September 2016

Working Together to Safeguard Children - Updated February 2017

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<sup>2</sup> 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.

<sup>3</sup> The Rochdale Borough Multi-Agency Safeguarding Children procedures are available electronically and can be accessed via the RBSCB web site: [www.rbscb.org](http://www.rbscb.org)