

SAFEGUARDING AND CHILD PROTECTION POLICY/ PROCEDURES FOR NORDEN PRIMARY SCHOOL

POLICY REVIEWED: September 2017

At Norden, we safeguard and promote pupil welfare and our Safeguarding and Child Protection policy and procedures link closely with other policies in school e.g. anti-bullying, e-safety, school security, pupils with medical needs, safer recruitment and selection etc in order to keep our pupils safe and well cared for.

This policy has been reviewed in line with the Rochdale Council's template for Child Protection policies and procedure in school (received October 2015)

1 PURPOSE OF A CHILD PROTECTION POLICY

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

2 INTRODUCTION

At Norden Community Primary School, we believe that children have a fundamental right to be protected from harm and they have a right to expect schools to provide a safe and secure environment. We fully recognise the contribution Norden Community Primary can make to protect children and support pupils in school.

Any fears or worries that children and young people bring into the classroom should not go unnoticed by staff.

It is a guiding principle of the law and child protection procedures that the protection and welfare of the child must always be the first priority. The protection of children and young people is a shared community responsibility. Failure to provide an effective response can have serious consequences for the child. Teachers and other education staff are in a unique position to identify and help abused children.

Norden Community Primary School fully recognises the contribution it makes to Child Protection and its duty to safeguard and promote welfare (Appendix 1)

Our policy applies to all staff, governors and volunteers working in the school. Teaching Assistants, Lunchtime organisers, school administrators, site staff and club leaders as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact school governors. Our staff are required to work to our established Child Protection policy and procedures; there is a clear code of behaviour in dealing with Child Protection issues and Norden Community Primary is committed to the development of good practice and sound procedures. Concerns and referrals will be dealt with sensitively, professionally and in ways which prioritise the needs of the child.

There are three main elements to our Child Protection policy:

- a. Prevention:** We have a positive school atmosphere and offer excellent teaching and pastoral support to our pupils
- b. Protection:** Our staff, governors and visitors will follow the agreed procedures. School Leadership will ensure that our staff are adequately trained and effectively supported in carrying out the procedures set down in order to respond appropriately and sensitively to Child Protection concerns and disclosures.
- c. Support:** We will offer support to pupils and staff who may have been abused

3 SCHOOL COMMITMENT

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 who are suffering significant harm.

The school will therefore:

- a) establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to. This will be achieved through the building and maintaining of respectful and trusting relationships between staff, governors, visitors and children as an integral part of our ethos and mission at Norden Community Primary. Through general lessons, PSHEE delivery and assembly times, children will be encouraged to share any worries or questions with an adult at school and know that this is accepted, encouraged and actively promoted within our school community of Norden Community Primary.
- b) ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty. Children are regularly made aware through talk times in class e.g. P4C PSHEE lessons, themed weeks e.g. Anti-Bullying, Safer Internet Day and weekly assemblies that all adults at school irrespective of their job title are ready and willing to listen and help any child at Norden Community Primary. Children are also encouraged to use the worry boxes in each unit area to inform staff of any concerns that they have if they do not wish to approach a member of staff directly.
- c) include in the curriculum, activities and opportunities for PSHEE which equip children with the skills they need to stay safe from abuse and how to communicate their fears or concerns about abuse. The Assistant Head, PSHEE co-ordinator and Computing co-ordinator can sign post staff to relevant resources e.g. Childline materials, internet safety resources, anti-bullying resources etc. Childline posters are also displayed throughout school (including in our Stay and Play extended school's provision) for children's reference. Staff can refer to other relevant school policies on Internet Safety, Anti-Bullying, Drugs and the use of medicines at school.
- 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. Further information can be found in the school's PSHEE policy and resources can be located on in the PSHEE cupboard.
- e) ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4 FRAMEWORK

Education staff have a crucial role to play in helping to identify welfare concerns and indicators of possible abuse and neglect at any early stage, referring these concerns to the appropriate organisation e.g. the Police, Social Care, Rochdale Safeguarding Children Board. We need to contribute to the assessment of a child's needs using the Children's Needs and Response Framework and, in particular, using and

embedding the use of Early Help Assessment as an intervention tool. This will also be well placed to give a view on the impact or intervention on the child's care or behaviour.

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)

5 ROLES AND RESPONSIBILITIES

- a. **All** adults working within or on behalf of children have a responsibility to safeguard and promote the welfare of children.
- b. At Norden Community Primary School, we will ensure that we have designated senior members of staff, who has undertaken relevant training, including the course provided by the LA for newly appointed designated teachers.

Our Designated Safeguarding Lead is Linda Cotton, Head Teacher

Our Deputy Designated Safeguarding Lead is Katie Ellam, Assistant head

- c. **The role of the Designated Safeguarding Lead at Norden Community:** The Designated Safeguarding Leads will ensure every member of staff, volunteer and governor knows the name of the designated person and her role. Notices in the main entrance and Nursery area signpost visitors to the school to the designated teacher (including contractors etc.) Students (e.g. on work experience, from local colleges and universities) and new members of staff will be briefed verbally by the Deputy Head with the relation to Child Protection procedures/confidentiality prior to the start of their time at Norden Community Primary and also given written guidance as to procedures and protocols in place at our school.

She will ensure that all 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.

She will ensure that all staff understand that they have an individual responsibility for referring child protection concerns to the designated safeguarding lead responsible for child protection.

She will provide or ensure training for all staff on a three yearly cycle (unless procedures change in the interim due to new guidance or legislation) so that they know their personal responsibility, the relevant procedures, the need to be vigilant in identifying cases of abuse and how to support a child who tells of abuse.

She will 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 brochure.

She will notify 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
- there is an unexplained absence of a pupil on the child protection register of more that two days duration from school (or one day following a weekend)

She will work to develop effective links with relevant agencies and co-operate as required with their enquires regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences.

She will keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter immediately. These records may

include a body map to illustrate injury/injuries observed and will include relevant written documentation provided by the staff member who reported the disclosure or suspicion of abuse initially. Concern sheets and body maps are available to the staff in the staffroom

ensure all records are kept secure, separate from the main pupil file and in locked locations.

adhere to the procedures set out by the Local Authority when an allegation is made against a member of staff. (This process is managed by the Headteacher or, if the allegation concerns the Headteacher, a designated governor).

d. The role of the Headteacher

The Headteacher will recognise the role of the designated safeguarding leads and arrange support and training. (see later section) The designated safeguarding lead has undertaken additional training via the multi-agency provision in Rochdale and will continue to be updated on an annual basis. The Headteacher will ensure we have a designated governor responsible for child protection who will oversee the schools child protection policy and practice. They will ensure safe recruitment practices are always followed.

- e. The Designated Governor for Safeguarding and Child Protection is Mrs S Moore-Holmes.** The governing body is responsible for ensuring that our school has effective policies and procedures in place and for monitoring school's compliance with guidance and regulations. Neither the governing body nor individual governors have a role in dealing with individual cases or a right to know details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff. The designated governor will meet with the Designated Safeguarding Lead at school annually to discuss this policy and procedures and feedback to the governing body. In the case of an allegation made against the Headteacher of the school, this will be dealt with by the Chair of Governors or in their absence, the Vice Chair.

In line with data protection and confidentiality procedures, governors will not be given information relating to specific Child Protection incidents/situations.

Education Safeguarding Officer - 01706 925384

Education Welfare Service - Tel: 01706 925115

Multi Agency Screening Service - Tel: 0300 303 0440

Out of Hours, Emergency Duty Social Work Team - Tel: 0300 303 8875

**Local Authority Designated Officer (Allegations of Professional Abuse) -
Tel: 01706 925365**

Safeguarding Unit – 0300 303 0350

External Agency

**Police Protection and Investigation Unit (PPIU) - Tel: 0161 856 4810 (CP)
0161 856 8757 (DV)**

Immediate risk to a child: phone 999

6 SAFEGUARDING POLICY AND PROCEDURES

Where it is believed that a child is suffering from, or is at risk of significant harm, we will always follow the Rochdale Borough Multi-Agency Safeguarding Children procedures. These procedures are attached to this policy as Appendix A. They can also be found at www.rbscb.org

Staff will be kept informed about any updates to the Child Protection Procedures via meetings i.e. whole staff briefings, Lunchtime Supervisors meetings, staff meetings etc.

New staff, students and volunteers will be briefed by the Designated Safeguarding Lead about what to do if they have a Child Protection concern about one of our pupils whilst they are working in our school.

We will inform parents and carers of the school's duties and responsibilities under Child Protection Procedures via the school's prospectus, school website and newsletter.

7 TRAINING AND SUPPORT

Norden Community Primary School will ensure that the Headteacher, the Deputy Designated Safeguarding Lead and the nominated governor for Child Protection attend training relevant to their role annually. The Designated Safeguarding Lead and Deputy Safeguarding Lead will also attend Multi-Agency Child Protection Training within this timescale.

All staff in school will receive basic Child Protection training on at least a three yearly cycle with an induction to school procedures and regular updates as required (for example as with regard to Child Sexual Exploitation Awareness training) This training may be delivered by the Safeguarding Lead in school or by representatives from Rochdale's Safeguarding Team.

Staff will be kept informed on current Child Protection issues on a 'need to know' basis to ensure confidentiality and protection of the child's welfare at school.

The Senior Management Team (Headteacher, Deputy Headteacher and Assistant Headteacher) form the internal support network for staff if there any concerns or queries with the RBSCB, Social Care and Police Protection Unit as external support networks (contact details can be found above in section 5 of this policy)

8 CONFIDENTIALITY

- a. 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.
- b. All staff in school are made aware of the importance of confidentiality through the Rochdale Council publication 'Safer Working Practices.' This document is provided annually for staff in September at the start of term and a staff list is kept with the requirement of staff to sign to confirm that they have read this booklet. Governors attend initial governor training provided by Rochdale Authority and the issue of confidentiality is covered as part of this training. The Deputy Head meets with all new staff members and students before they commence their job/training at Norden Community Primary and briefs them as to the importance of confidentiality whilst working in school.
- c. An adult in school should ***never*** guarantee confidentiality to a child as the 'secret' may be a disclosure and this information must always be passed on to the relevant person in school (Designated Safeguarding Lead) in order to prioritise the well-being and safety of the child concerned.
- d. If a child asks an adult to keep a secret, the adult will inform the child sensitively that they are not able to keep secrets as sometimes we need to pass on information to others to help keep the child safe (e.g. in the case of the 'secret relating to a child protection concern and not what the child has bought their parent for Christmas) If the information is Child Protection related, the adult concerned will reassure the child and tell them that they will speak to the Designated Safeguarding Lead (i.e. Mrs Cotton) in order to help keep them safe.
- e. Who ***needs*** to be given information relating to the child where there are Child Protection concerns? The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead ***must*** be informed and they will then make a decision as to who else needs to be informed. This may be external agencies e.g. the Police, Social Care or Education Welfare Officer or it may be adults dealing with the child on a daily basis e.g. the classteacher. The Headteacher would also usually be informed of the concern. On occasions, other agencies may be contacted e.g. School Health for domestic violence incidents or a health concern. Parents would also be spoken to regarding a concern and certainly in the case of a referral being made on to Children's Social Care except where the child would be placed at risk of significant harm from a parent/carer or other family member should they be alerted to the referral. Other reasons for not informing parents/carers would be if to do so would

impede an investigation or doing so would cause undue delay that would not be in the child's best interest.

- f. Who should **not** be given information relating to the child about whom there are concerns? Information will only be shared on a 'need to know' basis and within the code of confidentiality at school. The wider staff may be asked to 'monitor' a child without the need to share all the detail of the concern. Where the Designated Safeguarding Lead feels that it would not be in the child's best interests to share concerns with parents/carers, she will contact Children's Social Care to discuss this and seek further advice.
- g. A Child Protection referral will be made to the Multi-Agency Screening Service (MASS)

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 to Children's Social Care, must always have regard to both common and statute law.

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 a 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 the case, and legal advice should be sought if in doubt.

9 RECORDS AND MONITORING

- a. 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.
- b. We use CPOMS as a recording system of any safeguarding or behavioural incidents or concerns. Staff are asked to log incidents on CPOMS as soon as is practical and alerts are sent to relevant other staff such as designated safeguarding leads, class teacher and SENCO.
- c. All incidents are dated and therefore a clear chronological record is kept.
- d. CPOMS allows for the use of body maps if necessary and any relevant document can be attached.
- e. The Designated Safeguarding Lead will make the decision to warrant a referral when the incident reported is deemed to require this or when a series of more minor incidents have been recorded. She will seek further advice from Social Care as to whether the concern meets the threshold for referral.
- f. Staff know that all Child Protection records are confidential and CPOMS must not be shared with anyone other than those relevant members of staff. They know that parents are not entitled to see these records without the relevant request being made according to data protection protocols.
- g. If a child leaves or transfers to another school that also uses CPOMS, a transfer will be completed. Otherwise, Child Protection records will be placed in a sealed envelope and marked for the attention of the Designated Safeguarding Lead at the receiving school. This envelope will be posted to the new school's address and marked as 'Private and Confidential.' Records will **not** be given to the child or their parent/carer. If the child leaves and we are not informed as to their new school details or which area they have moved to, we will contact the Education Welfare/Safeguarding Team at Rochdale Council and also contact the 'Missing in Education' Team at the Local Authority.

10 CHILD PROTECTION CONFERENCES

A Child Protection conference is called when professionals involved with a child believe they are suffering, or are at risk of suffering, significant harm. The conference is attended by professionals and parents and if, after information sharing and discussion, the child is deemed to be suffering, or at risk of suffering significant harm, they are likely to be made the subject of a Child Protection Plan. This plan identifies what parents/carers need to do to reduce or eliminate the risk to the child and what support will be provided to the family.

The Designated Safeguarding Lead will be required to attend Child Protection Conferences and provide a written report from school. The Designated Safeguarding Lead is a member of the Norden Community Primary Senior Leadership Team.

Training is offered for staff attending these conferences by the Local Authority Safeguarding Children Board and on how to produce concise, relevant and professional reports. Advice may also be sought from the child's social worker.

11 SUPPORTING PUPILS AT RISK

- a. 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 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 support¹.

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) 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.

- b. This policy should be considered alongside other related policies in school.

- Supporting Pupils with Medical Needs
- School Security
- Intimate Care
- PSHEE
- Drugs and Substance Abuse
- School Security
- Staff Codes of Conduct – Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (updated by Rochdale Borough Council in May 2015)
- Behaviour Management Policy
- Anti-bullying
- Special Educational Needs
- Health and Safety
- E-safety
- Allegations of Abuse Against Staff

¹ Guidance for schools on the management and support of young people who display problematic or sexually harmful behaviour, for example is available at www.rbscb.org

- c. 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 behaviour 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 abuse, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.

12 SAFER SCHOOLS, SAFER STAFF

- a. School is a busy place but time and priority must always be given to safeguard the well-being and safety of our pupils. Staff should put aside any worries that a potential concern may be seen as 'not important enough' to raise as a Child Protection concern.
- b. Staff needing to facilitate intimate care or medical intervention for pupils at Norden are guided by the relevant policies and given appropriate training before undertaking such duties.
- c. Support staff working on a 1-1 basis with children should ensure that work is carried out either in the classroom or in shared areas visible to other staff in school. Staff are advised not to work 1-1 with a child within a closed space without another adult or other children within the room. The Rochdale 'Safer Working Practices' Guide shared with staff annually advises on how to work safely with children and avoid the possibility of allegations being made against them.
- d. In the line of their work, staff do take photographs and videos of children for assessment, recording or celebration reasons. School has provided specific cameras and recorders for staff use and only these should be used for recording images of children. Staff are told that personal cameras and mobile phones must not be used to take images of our pupils in school. From time to time and without notice, the Designated Safeguarding Lead will check the images held on these school cameras to ensure staff professionalism and safety.
- e. School will follow other relevant guidance and policies regarding the safeguarding of staff and pupils e.g.
 - Safer recruitment guidance and ensuring staff involved in the selection and recruitment process of prospective staff are fully aware of procedures and protocols
 - Safer Working Practices document
 - Whistleblowing and the Management of Allegations against staff by pupils, and by staff against staff.

www.rbscb.org 'Working with Sexually Active Young People Under the Age of 18'

Norden recruits and selects safe staff at the point of recruitment to a post in school. A member of school staff (currently the Headteacher) and a member of the governing body (currently Janet Simmons) will have completed the Safer Recruitment training provided by the authority in order to ensure safer recruitment procedures.

School staff are made aware annually through the Rochdale Safer Working Practices document (May 2015) of the current procedures for dealing with allegations of abuse against staff.

Occasional visitors to school e.g. visiting speakers, adult volunteers will not be left unattended by a member of school staff whilst working with children.

School has a signing in/out system at the school office whereby all visitors to school must be properly logged in/out of the premises. Visitors will always wear a visitor badge whilst on the school premises. They will always be in the presence of a member of school staff whilst on the premises (during term time).

13 IMPORTANT SOURCES OF FURTHER INFORMATION

1. 'Keeping Children Safe in Education', DfE (Statutory Guidance revised in July 2016) 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.

Policy reviewed by K Ellam Assistant Teacher (Deputy Designated Safeguarding Lead)

January 2018 (to be reviewed annually unless legislation or procedure changes before this date)

Appendices to this policy:

Appendix 1: Norden Community Primary School Protection Procedures

Appendix 2: Talking and Listening to Children

Appendix 3: Norden Community Primary Child Protection Training Record

Appendix 4: Information relating to the Prevent Duty and Female Genital Mutilation

Appendix 1

Norden Primary School 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.

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

The Designated Safeguarding Lead is: Mrs Linda Cotton (Headteacher)

The Deputy Designated Safeguarding Lead is: Mrs Katie Ellam (Assistant Head)

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 action⁴:

Staff should never:

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

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need/ think about the Children's Needs and Response Framework?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services/without referral to Children's Social Care or other targeted services?
 - By working with the child, parents and colleagues?
 - By completion of a CAF with parents/carers/child & other professionals
- What resources are available to me/the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care requesting that an assessment of need be undertaken? (**Section 17 Child in Need referral**)
- Is the level and/or likelihood of risk such that a Child Protection referral needs to be made (i.e. a child is suffering or is at risk of suffering significant harm? (**Section 47 Child Protection referral**))
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals, recording, etc)

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

Where a Designated Safeguarding Lead or line manager considers that a referral to MASS may be required, there are two separate thresholds that need to be carefully considered:

(i) Is this a Child In Need?

⁴ Detailed information on possible signs and symptoms of abuse can be found at www.rbscb.org in the Greater Manchester Child Protection Procedures

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?

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.**

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 Children's Social Care (Guidance for the Designated Safeguarding Lead)

(i) Child In Need/Section 17 Referrals

The DSL should look with other services as part of the Early Help Strategy to complete a Common Assessment Framework (CAF) and copy this to:

karen.donnelly@rochdale.gov.uk

- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate), this should be identified on the CAF
- Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a Child Protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

(ii) Child Protection/Section 47 Referral

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.

- You **do not require the consent** of a parent or child/young person to make a Child Protection referral
- 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 an 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.

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

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the referral or in any telephone contact with Children's Social Care .

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;

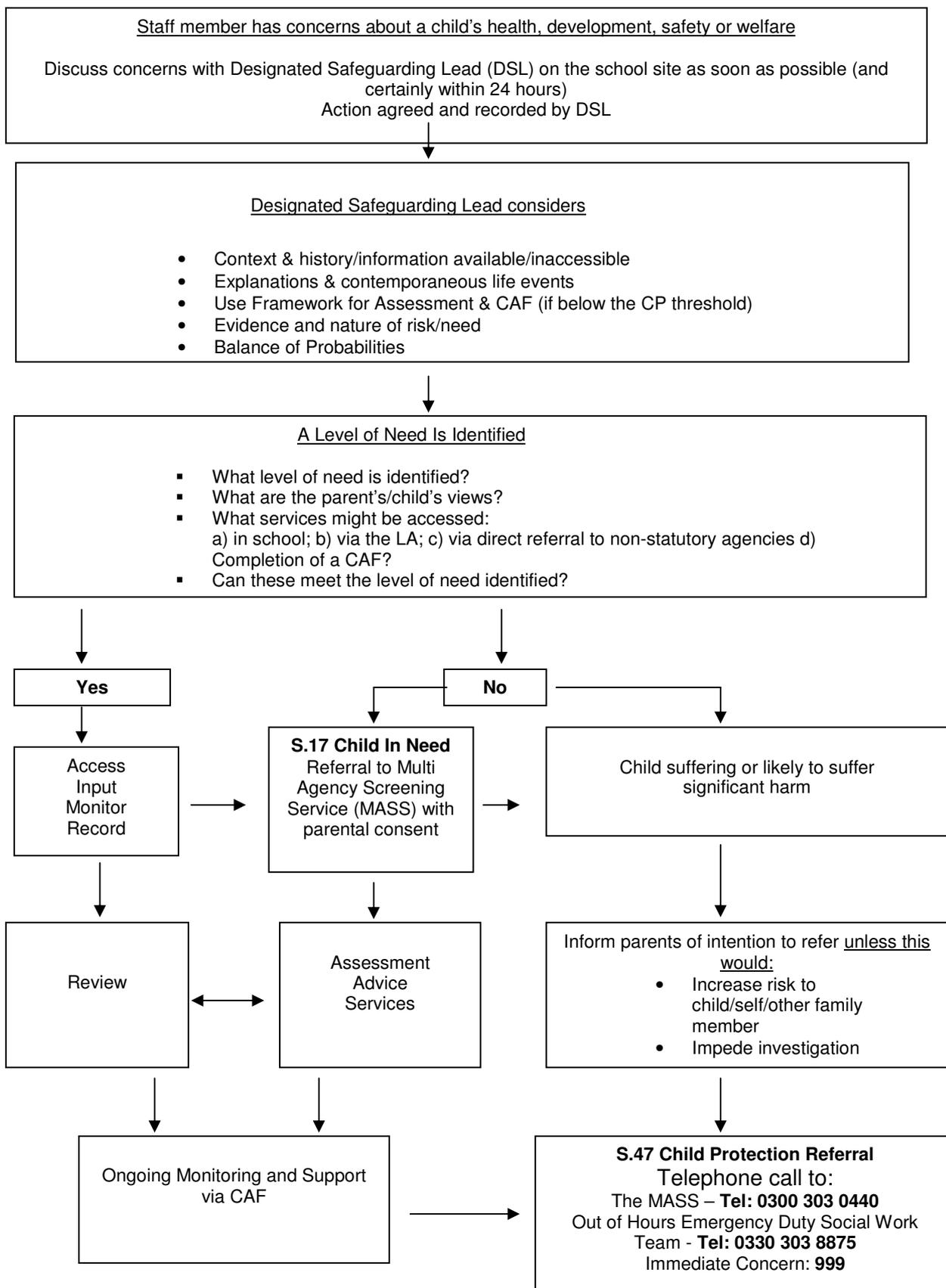
6. Feedback from the MASS

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)

7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the Rochdale Borough Multi-Agency Safeguarding Children definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parents'/carers' attitudes/response to concerns?
- How willing are they to co-operate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL



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 pass this information on;
- 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;
- Make promises about confidentiality or keeping 'secrets' to children;
- Assume that someone else will take the necessary action;
- Jump to conclusions, be dismissive or react with shock, anger, horror etc;
- Speculate or accuse anybody;
- Investigate, suggest or probe for information;
- Confront another person (adult or child) allegedly involved;
- Offer opinions about what is being said or the persons allegedly involved;
- Forget to record what you have been told;
- Fail to pass this information on to the correct person (the Designated Child Protection Person).

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 the full name of who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the 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 – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- 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 pass on immediately to the Designated Child Protection Person /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.

Appendix 3: Child Protection Staff Training Record

SCHOOL: Norden Community Primary School

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

Academic Year	Designated Child Protection Person (DCPP) & or Deputy DCPP	Nominated Governor
2017-18	Designated Safeguarding Lead: Mrs Cotton Designated Safeguarding Lead: Mrs Ellam	Mrs Moore-Holmes

B. Training for Designated Staff in School

Name of Staff Member / Governor	Date when last attended CHILD PROTECTION Training	Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team)
Mrs Cotton	September 2017	RBSCB
Mrs Ellam	September 2017	RBSCB

C. Whole School Child Protection Training (all staff should receive induction and a training update at regular intervals)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All teachers, teaching assistants, lunchtime organisers, office staff,	September 2017	Mrs Ellam
site manager, cleaning staff, kitchen staff	November 2015	Jude Crabtree RBSCB

D. Review dates for this policy

Review Date	Changes made	By whom
June 2017	Policy checked	Mrs Ellam

APPENDIX 4: PREVENT DUTY AND FEMALE GENITAL MUTILATION

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 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

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

Sexting

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.

- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern..

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

