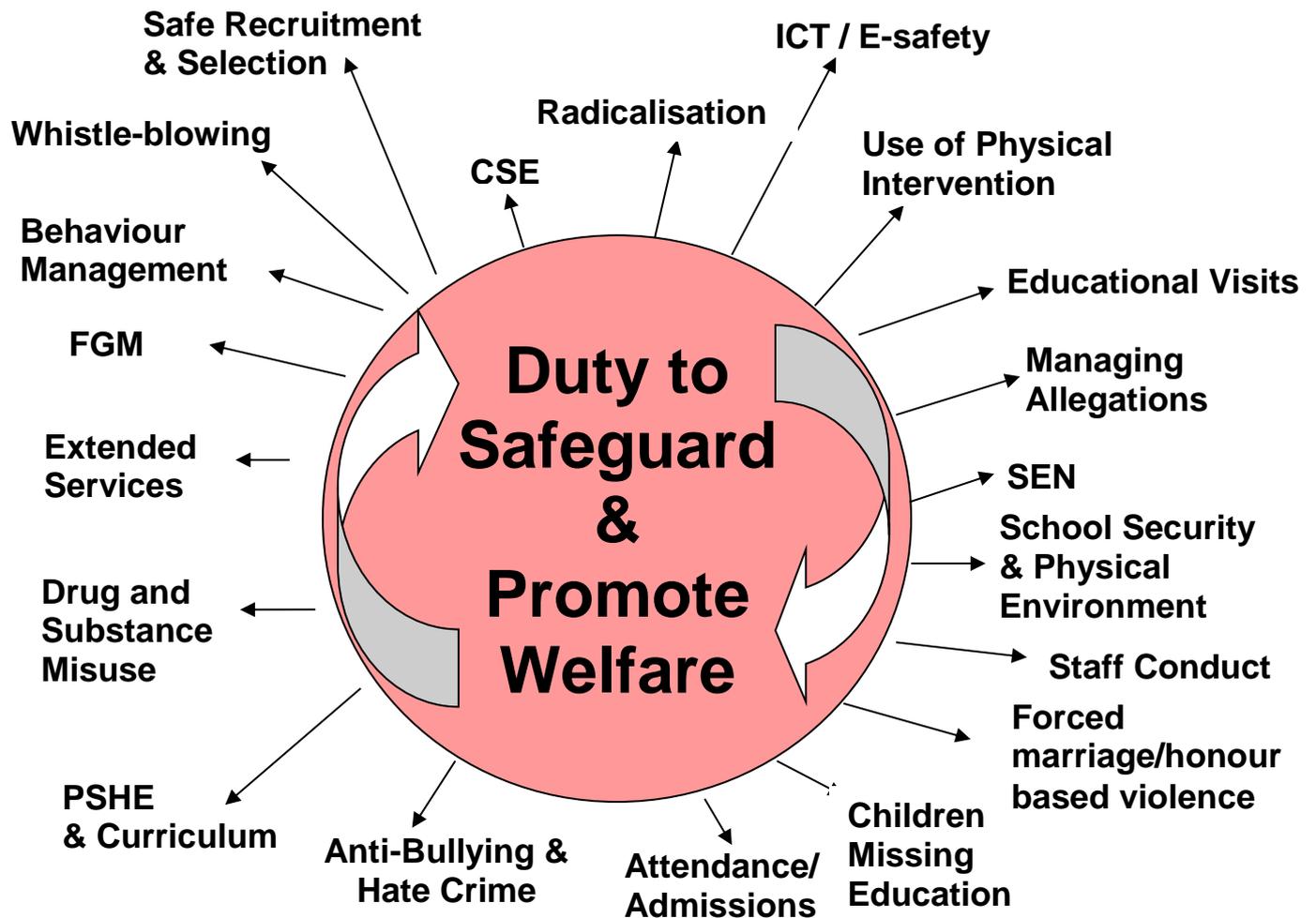




Policy on Safeguarding and Child Protection.

September 2018

Reviewed on:	25/09/18
Next review:	September 2019
Staff Responsibility:	J Harland
Linked policies:	
Singed by chair:	L.Rowbotham
Date:	September 2018



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/Colleges 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/college 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/College 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/College 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/college setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation and taking appropriate action in accordance with the schools/colleges' Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school/college 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/college policies and procedures

Further departmental advice available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/43958/prevent-duty-departmental-advice-v6.pdf

Female Genital Mutilation & the Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places 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. As a school/college, we acknowledge that it will be rare for teachers to see visual evidence, and clearly they must not examine 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 and teachers must report cases where they discover that an act of FGM appears to have been carried out to the police on the non-emergency 101 number. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school/college’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/525390/FGM_safeguarding_report_A.pdf

Children Missing Education (DfE statutory guidance) September 2016

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

Our school/college 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. As part of this process, school investigates unexplained absences and reports attendance to the Local Authority.

Further guidance is available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file550416/Children Missing Education - statutory guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file550416/Children_Missing_Education_-_statutory_guidance.pdf)

Forced Marriage & Honour Based Violence

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. The school/college 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 the Complex Early Help & Safeguarding Hub in line with the procedures.

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.

Further guidance is available at:

http://greatermanchesterscb.proceduresonline.com/chapter/p_force_marriage.htm

Child Sexual Exploitation

Child sexual exploitation (CSE) 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 is 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 the education establishment's DSL and a decision made as to whether there needs to be consultation with and a CP referral to Rochdale Complex Early Help & Safeguarding Hub.

Rochdale has a dedicated CSE team - 'Sunrise' based within the Complex Early Help & Safeguarding Hub and this team tackles sexual exploitation and related harm in the borough of Rochdale. <http://www.thesunriseteam.co.uk/>

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. Working with schools we deliver preventative education programmes and provide specialist training to professionals so they know what signs to look out for.

Further information is available at:

[https://www.gov.uk/government/uploads/systems/uploads/attachment_data/file/591903/CSE Guidance Core Document 13.02.2017.pdf](https://www.gov.uk/government/uploads/systems/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

Sexting

Defining 'sexting' is creating and sharing sexual photos or videos. Some may also define 'sexting' to be the sharing or sexualised conversation electronically.

The sharing of photos and videos on line is part of daily life for many young people. These can be shared as text messages, e-mail, posted on social media or increasingly via mobile apps, such as Snapchat, WhatsApp or Facebook Messenger. The increase, speed and ease of sharing sexual imagery can expose children to risks, particularly if imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is illegal. The Sexual Offences Act 2003 (England & Wales) defines a child for the purpose of indecent images as anyone under the age of 18.

Keeping Children Safe in Education statutory guidance sets out that all schools should have an effective child protection policy. Youth produced sexual imagery and a school's approach to it should be reflected in the policy.

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to a school or college's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Disclosures about youth produced sexual imagery can happen in a variety of ways. The young person affected may inform a class teacher, the DSL in school, or any member of the school or college staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school, or inform the police directly.

At Boarshaw Primary School we work with all staff, parents and carers to support them to respond appropriately to incidents involving children producing and sharing sexual imagery. We are mindful that these behaviours may not initially appear to be sexually motivated.

Our curriculum includes the understanding healthy relationships and how children recognise abusive and coercive language and behaviours. Internet Safety Sessions are held in school and Internet Safety information is provided to parents at Parents Evenings.

A list of many providers and links to their reporting functions can be found on the NSPCC NetAware website:www.netaware.org.uk

Further guidance can be sought from the UK Council for Child Internet Safety – Sexting in Schools and Colleges – Responding to incidents and safeguarding young people.

Peer on Peer Abuse

Children are vulnerable to abuse from their peers; staff parent/carers need to be aware of the potential uses of information technology for peer on peer cyber bullying and abusive behaviours between young people.

If one child causes harm to another, this will not necessarily be dealt with as abuse: bullying, fighting or harassment between children. In some cases it may be more appropriate to regard peer on peer abuse if:

- There is a large difference in power (for example, age, size, ability, development) between the children concerned.
- The perpetrator has repeatedly tried to harm one or more children; or
- There are concerns about the intents or the alleged perpetrator.
- There are concerns with regards to gender based violence.

Our guiding principles for dealing with these situations are:

- The needs of the victim and the needs of the alleged perpetrator must be considered separately;
- In addition to safeguarding the identified victim, we must consider whether the alleged perpetrator seems to pose a risk to any other children;
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;
- There should be a co-ordinated approach by the DSL who will consult with appropriate agencies.

Further information and guidance with regards to Peer on Peer Abuse can be found on msunderstood.org.uk - the work and research by Carlene Firmin or Peer Abuse Child AbuseWatch.net

Private fostering

A private fostering arrangement is one that is made without the involvement of a local authority for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. The legislation governing private fostering is the 'Children (Private Arrangements for Fostering) Regulations 2005'

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families

There may also be private foster care arrangements for the following reasons;

- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

Current arrangements for the regulation of private fostering originate from concern following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt. Arrangements were codified in the Children Act 2004. Following this, the Children (Private Arrangement for Fostering) Regulations 2005 set out the duties of local authorities in their arrangements for private fostering, and national minimum standards for local authorities were published in 2005.

In January 2014, Ofsted published a report called 'Private fostering: better information, better understanding'. From a safeguarding perspective, the report's findings gave much cause for concern. Many private fostering arrangements are 'hidden' and, it appears, are rarely brought to the attention of local authorities, even though there it is an offence not to inform them. The penalty for non-reporting is a maximum £5,000 fine, but it seems that convictions are extremely rare.

Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness of the need to notify the local Children's Services department and Schools have a vital role within this, as the people who see children and families on a day to day basis.

Further information is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf the local Children's Services department and schools have a vital role within this, as the people who see children and families on a day to day basis.

Further information is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf

Whole-School Policy on Child Protection

SCHOOL: Boarshaw Primary School

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

Academic Year	Designated Safeguarding Lead (DSL) & or Deputy DSL	Nominated Governor
2017-2018	Jackie Harland (DSL) Headteacher Abigail Facchin (Deputy DSL) Deputy Headteacher Sadia Riaz (Deputy DSL) Ashleigh Waugh (Deputy DSL) Tracey Hanson (Deputy DSL)	Lisa Rowbotham (Chair)

B. Designated Safeguarding Leads & Deputies in School/College (DSLs) should refresh their multi-agency training every 2 years)

Name of Staff Member / Governor	Date when last attended Safeguarding Training	Provided by (e.g. RBSCB, Governor Support Services, REAL Trust)
Jackie Harland	11.02.16	RBSCB
Abigail Facchin	11.02.16	RBSCB
Sadia Riaz	08.02.18	RBSCB
Ashleigh Waugh	17.05.18	RBSCB
Tracey Hanson	16.04.18	RBSCB

C. Whole School/College Staff Safeguarding Children 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 Staff: Basic Introduction to Safeguarding.	18.09.18	Claire Heap RSBC
PREVENT Training (All staff)	October 2018	Home Office – online training module
Child Sexual Exploitation	October 2018	PACE online training module

D. Annual Review date for this policy

Review Date	Changes made	By whom
1.9.17	In line with changes provided by RBSCB	Jackie Harland

BOARSHAW PRIMARY SCHOOL POLICY ON SAFEGUARDING & CHILD PROTECTION

1. PURPOSE OF A CHILD PROTECTION POLICY

- 1.1. Boarshaw Primary School's Safeguarding policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with Safeguarding issues. It makes explicit the school/college'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

- 2.1. At Boarshaw Primary School we value the children we teach, because of this we take Safeguarding and the issues associated with it very seriously. Safeguarding children from abuse, intimidation, harm at home and school is paramount, whether it is from adults or other children. Everyone who comes into contact with children and their families has a vital role to play. Our school will provide a caring, positive and safe environment to promote social, physical and moral development of each individual child
- 2.2. Boarshaw Primary School fully recognises the contribution it can make to protect children and support pupils in school/college.

There are three main elements to our Safeguarding Policy.

- (a) **Prevention:** At Boarshaw Primary School we endeavour to create a safe environment where children feel in school and are fully aware of the pastoral support around them, such as staff who listen and respond appropriately/ correctly.
- (b) **Protection:** Boarshaw Primary ensure that all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns/disclosures.
- (c) **Support:** Boarshaw Primary School prides itself in the support we offer to pupils and staff who may have been abused. We listen and respond to needs.

- 2.3 This policy applies to all staff and volunteers in school.

3. 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 who are suffering significant harm. We aim to provide an environment in which children feel safe, secure, valued, respected and are able to fulfil their potential.

Our school:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. Details of the DSLs are displayed around school so that children are aware of who they might want to speak to if they have a concern. All disclosures are reported to the Head or Deputy Head Teacher. Disclosures are logged within CPOMs our Safeguarding Software. Children's Social Care is contacted to seek advice and Multi Agency referral forms are completed when school believe this necessary. Where appropriate, parents are invited into school to discuss concerns/disclosures.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty through, children and staff knowing who the designated Safeguarding Leads are. The Early Help Lead meets regularly with children, parents and staff who are known to be vulnerable.
- (c) Within school we foster a culture of ongoing vigilance amongst staff and volunteers, within all adults understanding that it is everyone's responsibility to safeguard children having a clear understanding of their responsibilities with in school procedures. We hold annual Safeguarding Training for all staff; staff must sign to confirm attendance, received/read our Safeguarding Policy and any other relevant information. Briefing sessions are also held throughout the year to refresh staff and/or to share safeguarding awareness issues. Safeguarding information is displayed in the staff room, and ongoing external training attended to ensure staff development and awareness of current issues and procedures.
- (d) Within the curriculum activities and opportunities for PSHE equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse. Included in the curriculum are materials which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to Healthy Lifestyles, Finance, Drug and Alcohol abuse. Workshops and sessions with the children and families are delivered in school with #Thrive – Healthy Young Minds.
- (e) Boarshaw Primary School ensures that every effort will be made to establish effective working relationships with parents and colleagues from other agencies. The Early Help Lead attends multi-agency locality briefings, receives regular information with regards to the Local Authorities Early Help Strategy and the Family Services Model. A member of the Safeguarding Team is a member of the Safeguarding Group working with the Safeguarding Sub Group of the Middleton Collaborative and attends their meetings. This group holds regular meetings in schools to share working practices to help support our children and families. External agencies attend and provide information to our families at parents evening and we regularly have services in school to present to our children and

families e.g. The Sunrise Team, briefings and workshops with parents and children with #Thrive – Healthy Young Minds.

4. FRAMEWORK

Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, contributing to the assessment of a child's needs using the Children's Needs and Response Framework and, in particular, using and embedding the Early Help Assessment as an early intervention assessment tool where the Child Protection threshold is not met. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.

- 4.1 Safeguarding 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).

www.rbscb.org will provide you with all of the information you need about the local safeguarding board.

5. ROLES AND RESPONSIBILITIES

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

- 5.2 Boarshaw has a Safeguarding Team, this Academic year it consists of 3 designated senior members of staff Mrs J Harland (Headteacher), Mrs A Facchin (Deputy Headteacher) and Miss S Riaz (Senior Leader), and 2 middle leaders Miss A Waugh and Mrs Tracey Hanson, who have all undertaken relevant training including Working Together to Safeguard Children. The names of those carrying these responsibilities are listed on the cover sheet of this document and are displayed within the school premises.

- 5.3. The Headteacher is the designated Safeguarding Lead, the other members of the team are the Deputy Safeguarding Leads, all are responsible for referring Safeguarding concerns using the correct procedures. All members of staff and volunteers are aware of the need to be alert to the signs of abuse and know how to respond to a pupil who may tell of abuse. Parents have an understanding of the responsibility placed on the school and staff for child safeguarding; a Safeguarding Booklet is available for parents.

- 5.4. Governors receive a termly report of Safeguarding procedures that have occurred in school. No confidential material is shared with them. The Governing body is accountable for ensuring that the education setting has effective policies and procedures in place in accordance with this guidance, and for monitoring the school/college's compliance with them. All staff will sign to

confirm that they have read and understood Part 1 of Keeping Children Safe in Education 2016. This will be issued to all new starters as part of their induction, along with the school's safeguarding policy. The Safeguarding Policy is reviewed on an annual basis and is accessible on the school's website. All staff in school attend relevant safeguarding training, school complies with safer recruitment procedures with at least one person who has completed Safer Recruitment training on a recruitment panel.

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). Some governing bodies have found it helpful for an individual member of the governing body to champion child protection issues within the school/college, liaise with the head teacher about them, and provide information and reports to the governing body. However, it is not appropriate for that person to take the lead in dealing with allegations of abuse made against the head teacher. That is the role of the chair of governors or, in the absence of a chair, the vice or deputy chair. Whether the governing body acts collectively or an individual member takes the lead, it is helpful if all members of the governing body undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

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

Education Safeguarding Officer – Tel: 01706 925179

Education Welfare Service - Tel: 01706 925115

Middleton Locality Net Work Hub – Tel: 0161 662 5100

Complex Early Help & Safeguarding Hub - 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)**

Police non-emergency calls - 101

Police emergency - calls - 999

6. PROCEDURES

6 Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the Rochdale Borough Multi-Agency Safeguarding Children procedures located at www.rbscb.org

- All staff are trained on Child Safeguarding Procedures at the beginning of the Autumn Term. All new staff have an induction meeting where safeguarding procedures and policies are shared and discussed.
- Through training ALL staff are fully aware that ANY concerns are reported to the Designated Safeguarding Leads.
- The school's duties and responsibilities under the Child Protection procedures are shared with parents and carers through the school's

web-site, prospectus, Parent's/Carers Child Protection Procedures Leaflet displayed at reception in school, Child Protection Statement and signed acceptance of these on our electronic signing in system, all DSLs details displayed in school.

School's Child Protection Procedures are securely stored within CPOMs our Safeguarding Software Package. Paper copies are kept within the child protection locked cabinet and files in the School's Office. ALL staff have a copy of the Safeguarding Policy on the school's shared drive, ('H' drive).

7. TRAINING AND SUPPORT

7.1. Our school will ensure that the Head Teacher, the Designated Safeguarding Leads and the nominated governor for Child Protection attend training relevant to their role at regular intervals. The school will encourage all members of the governing body to access safeguarding training both that which is offered in-house or by attendance at courses run via the REAL trust, RBSCB or other reputable organisations. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training within this timescale.

- All staff receive annual Safeguarding Training
- Where appropriate staff are kept informed of current child protection issues
- Safeguarding briefings are included within the Staff meeting schedule (7 Minute briefings)
- If staff have any concerns they know to contact/consult, Jackie Harland, Abigail Facchin, Sadia Riaz, Ashleigh Waugh or Tracey Hanson.
- Staff involved with a child protection concern who have found the situation emotionally difficult will receive support via internal and external networks.

8. 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. At the beginning of ALL Child Protection meetings all present are made aware of the confidentiality of the contents of the meeting. Minutes are sent to people password protected.

- Teachers/staff must never guarantee confidentiality to a child due to the information being disclosed having to be shared with designated staff. Children are told that teachers/staff cannot keep secrets and must share them with the appropriate people.
- All staff are informed of their professional responsibility with regards to information sharing and confidentiality at annual child protection training and additional briefing events.
- All Safeguarding concerns/disclosures are shared with the designated persons. They decide whether other agencies such as children's social care, the Police etc should be informed. (see Rochdale Borough Multi Agency Safeguarding Children procedures)

- 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 staff and the police), must always have regard to both common and statute law.
- 8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of 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

- 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. We ensure all records are kept within CPOMs. Staff are responsible for adding information in to CPOMs in a timely manner. CPOM's is not to be accessed in the presence of children and must not be left open on staff laptops. No teachers/staff keep any confidential child protection notes in their classrooms. Members of staff are informed whether a child is being monitored but this is on a need to know basis. There is also a need to share important education and any CP information at the point of a child's transition to another education establishment. (See RBC's Child Protection Information Sharing at Transition Protocol)
- 9.2 If a child transfers or leaves the school, Child Protection records are either hand delivered by the Head/ Deputy Head/ Early Help Lead or sent recorded delivery. Boarshaw School obtain signed receipt of files. Electronic Files are transferred securely through CPOMs where appropriate. All information is photocopied and stored securely in school.

10. CHILD PROTECTION CONFERENCES

See RBSCB protocol.

An Initial Child Protection Conference (ICPC) is a meeting which must be convened where there are concerns of significant harm and a child is judged to be suffering, or likely to suffer, significant harm. The outcome of a Child Protection Conference may be to make a child subject of a Child Protection Plan. All members of the Safeguarding Team have attended relevant training, one of them completes the required RCSB Child Protection report templates, attends Child Protection Conferences and represents the school at subsequent Child Protection Core Group Meetings.

11. 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 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.

11.2 This school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school/college 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/college 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.
- (h) Vigilance, so that adults notice when things aren't right.
- (i) Dealing with incidents and concerns sensitively and appropriately.

11.3 This policy should be considered alongside other related policies in school. These are, for example

- Supporting Pupils with Medical Needs
- School/College Security
- Staff Codes of Conduct – Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (updated by Rochdale BC in May 2015)

- Behaviour Management Policy
- Anti-bullying, including on-line bullying
- Special Educational Needs
- Health and Safety
- E-safety
- Allegations of Abuse Against Staff

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School/College staff who work,

¹ Guidance for schools/colleges on the management and support of harmful sexual behaviours presented by children and young people, for example, is available at www.rbscb.org

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 RECRUITMENT & SELECTION AND ALLEGATIONS AGAINST PROFESSIONALS

12.1 The school stringently adheres to safer recruitment procedures as outlined in “Working Together to Safeguard Children” 2010 (Updated March 2015) and “Keeping Children Safe in Education” 2016, taking a proactive approach to deter, reject and identify people who may be unsuitable to work with children.

12.2 Child Protection and Safeguarding are considered at all stages of the recruitment process as follows:

- School follow the Safer Recruitment procedures, including taking up DBS Checks.
- Obtaining references and relevant qualifications
- All staff must complete Child Care Disqualification Form
- An interview question to all candidates is asked with regards to safeguarding issues
- The Single Central Record is maintained by the School’s Business Manager. This is backed up and stored securely
- Governors are informed all policy updates regarding safe recruitment and ensure school adhere by these.

12.3 The school understands that recruitment checks, although important, are only one aspect of a safeguarding culture and there cannot be over-reliance on DBS as assurance of suitability. Ongoing vigilance is key to maintaining a safe environment and school takes an approach of openness, characterised by:

- An “eyes open” belief that it could happen here.
- Encouragement of professional curiosity and appropriate challenge.
- Confidence of staff and children to raise concerns via clearly communicated and understood procedures.
- Safeguarding induction for all new starters, including temporary staff and volunteers.
- Communication to all staff of acceptable standards of behaviour
- All staff required to read and understand the Guidance for Safe Working Practises and Part 1 of Keeping Children Safe in Education.
- An ability to be reflective of the practise of professionals and to address any concerns in line with procedure.
- Regular safeguarding training, updates and dialogue for all staff and additional training and support for those with DSL responsibilities.

12.4 The school follows Rochdale Safeguarding Boards' procedures for managing allegations against people who work with children. Concerns about the behaviour of a member of staff toward a child may be made in the form of a complaint or allegation and may be raised in a number of ways:

- Direct disclosure by the child or young person
- Indirect disclosure e.g. through written/art work or through friends

Complaint from a parent/carer to:

- Local Authority
 - The school
 - Children's Social Care
 - Police
- Reports by other colleagues or agencies
 - Anonymously

The school upholds the principle that the welfare of the child is paramount in all cases, listens to any concerns and treats these seriously, in line with procedure.

- The annual Child Protection Training delivered to all staff includes training delivered by the Local Authority on Safer Working Practice and includes awareness of the procedures for dealing with allegations.
- **Further information is available at:** www.rbscb.org

13 WHISTLEBLOWING

13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2 All staff need to be aware of their professional duty to raise concerns about the management of child protection, which may include the attitudes or actions of colleagues. This can be done anonymously if necessary, but employees and workers who make a 'protected disclosure' are protected from being treated unfairly or being dismissed.

All staff **MUST** read and sign the RMBC 'Safe Working Practices' document at the start of the academic year and sign that they have done so.

Sexual Exploitation Training has been delivered to staff. All support contact details relating to this issue are stored within the locked child protection cabinet. **Go to:** www.rbscb.org '**Working with Sexually Active Young People Under the Age of 18**'.

All staff have attended the PREVENT training delivered by a member of RMBC Prevent team.

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See DfE Statutory Guidance on 'Keeping Children Safe in Education' with effect from 5th September 2016

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

SCHOOL/COLLEGE CHILD PROTECTION PROCEDURES

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

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 *a/ways* occur as soon as possible and certainly within 24 hours.

The Designated Safeguarding Lead is: Jackie Harland

The Deputy Designated Safeguarding Leads are: Abigail Facchin, Sadia Riaz, Ashleigh Waugh and Tracey Hanson.

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 action²:

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 and consider the Children's Needs and Response Framework?)
- Can the level of need identified be met:
 - In or by the school/college or by accessing universal services/without referral to the Complex Early Help & Safeguarding Hub or other targeted services?
 - By working with the child, parents and colleagues?
 - By completion of an Early Help Assessment with parents/carers/child & other professionals
- What resources are available to me/the school/college and what are their limitations?
- Is the level of need such that a referral needs to be made to the Complex Early Help & Safeguarding Hub requesting that an assessment of need be undertaken? (**Section 17 Child in Need referral**)
- Is the level and/or likelihood of risk immediate and 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?

² Detailed information on possible signs and symptoms of abuse can be found at www.rbscb.org in the Rochdale Borough Multi-Agency Safeguarding Children procedures.

- 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 but to also give assurances to the person reporting their concerns that the DSL has, in turn, followed procedures.

3. Thresholds for Referral to the Complex Early Help & Safeguarding Hub

Where a Designated Safeguarding Lead or line manager considers that a referral to the Complex Early Help & Safeguarding Hub may be required, at level 3 & 4 on the Children's Needs & Response Framework (and their criteria) and types of referral that need to be carefully considered:

(i) Is this a Child In Need?

Under section 17 (s17(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 and can evidence this.

The Designated Safeguarding Lead will make judgements around 'significant harm', levels of need and when to refer using the Children's Needs and Response continuum and ensure that if the child has an open Early Help Assessment that this information is

attached as part of the referral to the Complex Early Help & Safeguarding Hub.

4. Making Referrals to the Complex Early Help & Safeguarding Hub (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 an Early Help Assessment and copy this to:
Early Help@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 Early Help Assessment.
- 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

Use the multi-agency referral form (MARF found at www.rbscb.org) for referrals to the Complex Early Help & Safeguarding Hub is 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 must form part of the CP referral and the DSL completes 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 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.

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 the Complex Early Help & Safeguarding Hub.

The Complex Early Help & Safeguarding Hub Responses to Referrals and Timescales

In response to a referral, the Complex Early Help & Safeguarding Hub may decide to:

- Provide advice to the referrer and/or child/family;
- Refer to Early Help services;
- Undertake an Assessment or request an assessment from a single agency;
- 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 Complex Early Help & Safeguarding Hub

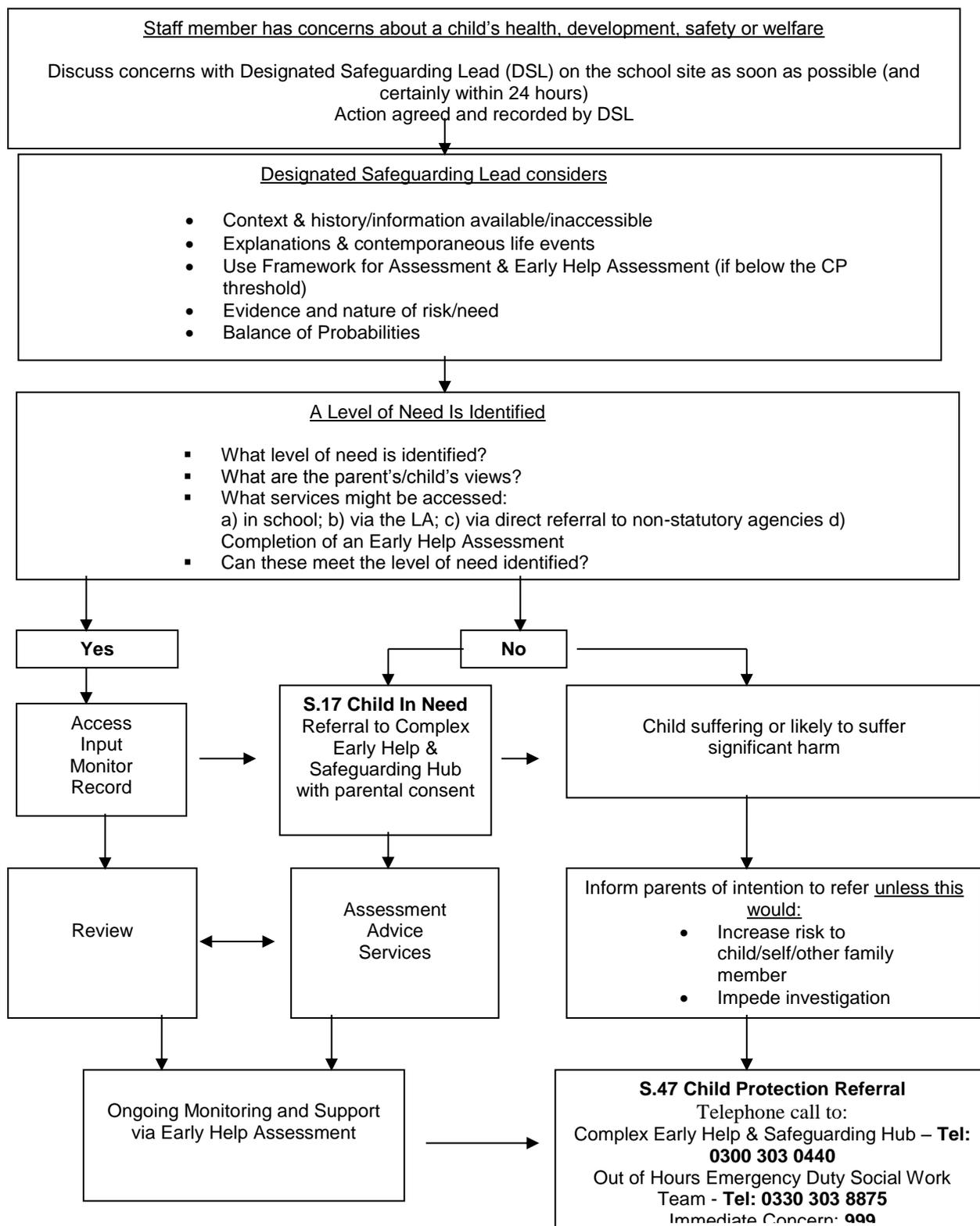
The Complex Early Help & Safeguarding Hub has 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent Child Protection referral, and where this places school/college/a child(ren) in a vulnerable position, you should ask to speak to the relevant Team Manager at Complex Early Help & Safeguarding Hub (0300 303 0440) or the Education Safeguarding Officer (01706 9251794)

7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the Greater Manchester Safeguarding Children definitions of abuse?
- Are there cultural, linguistic or disability issues?
- Am I 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



The Designated Safeguarding Lead in School is: Jackie Harland Tel 0161 653 9536
The Deputy DSLs are Abigail Facchin, Sadia Riaz, Ashleigh Waugh and Tracey Hanson Tel 0161 653 9536

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

- Whilst 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 of staff);
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

- School/College staff 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/college 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/college. 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.