

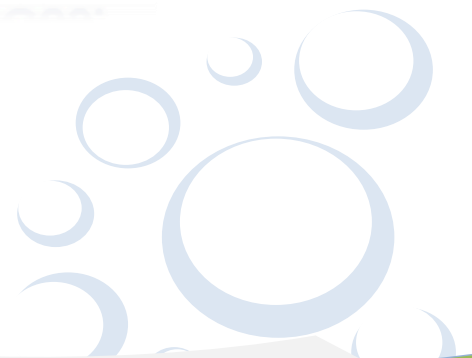
All Souls' CE Primary Policy for Excellence in Safeguarding & Child Protection



**OUR CHILDREN. OUR FOCUS.
OUR FUTURE.**



OUR FUTURE



All Souls' CE Primary School
Keeping Children Safe in Education
Child Protection and Safeguarding Policy

“Safeguarding is everyone’s responsibility”

Key Information

- This policy was developed and adopted on: **18th May 2017**
- The policy will be reviewed on: **18th May 2018**
- The Designated Safeguarding Lead (DSL) is: **Mrs G A Rennie**
- The Deputy Designated Safeguarding Leads (DDSL) are:
Mrs L Pearson and Miss E Christian
- The name of the Designated Teacher for Children in Care is:
Mrs G A Rennie
- The Single Point of Contact (SPOC) for the Prevent agenda is:
Mrs G A Rennie
- The Child Sexual Exploitation Lead is: **Mrs G A Rennie**
- The named Safeguarding Governors are: **Mrs A Jones / Mr G Fieldhouse**

Terminology

- **Child** includes everyone under the age of 18 years old
- **All Staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parent** – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.
- **Governing Body** – refers to all forms of governance within a multi academy trust, academy or maintained school
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- **Child Protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Acronyms used in this Policy

DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
MASS	Multi Agency Screening Service
CSE	Child Sexual Exploitation
FGM	Female Genital Mutilation
KCSIE	Keeping Children Safe in Education (Revised September 5 th 2016)
LADO	Local Authority Designated Officer

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/college/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)

Useful Contact Numbers

RBSCB	0300 303 0350
Multi-Agency Screening Service	0300 303 0440
Safeguarding Children Unit	0300 303 0350
Out of Hours, Emergency Duty Social Work Team	0300 303 8875
Rochdale Children's Social Care	0300 303 0440
Fostering and Adoption	0300 303 1000
Greater Manchester Police	0161 872 5050

Education Safeguarding Officer - 01706 925384

Education Welfare Service - Tel: 01706 925115

Local Authority Designated Officer (Allegations of Professional Abuse) -

Tel: 01706 925365

External Agency

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

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Key Documents:

This is an overarching policy and should be read in conjunction with the following documents:

'Working Together to Safeguard Children' (2015), which is statutory guidance to be read and followed by all those providing services for children and families, including those in education. The guidance is available via the following link:
<http://www.workingtogetheronline.co.uk/index.html>

"Keeping Children Safe in Education" (Sept 2016), which is the statutory guidance for Schools and Colleges. The guidance is available via the following link:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

'What to do if worried a child is being Abused: Advice for Practitioner'. March 2015. The guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

"Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers". March 2015. The guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

"The Prevent Duty Departmental, advice for Schools and child care providers June 2015. The guidance is available via the following link:
<https://www.gov.uk/government/publications/protecting-children-from-radicalisationthe-prevent-duty>

Multi agency Statutory Guidance on Female Genital Mutilation (pages 59-61 focus on schools). The guidance is available via the following link:
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-onfemale-genital-mutilation>

Children Missing Education – Statutory guidance for local authorities, September 2016. The guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Multi agency Statutory Guidance for dealing with Forced Marriage July 2016: This guidance is available via the following link:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Child Sexual Exploitation – Further guidance is available via the following link:
<http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwalland-isles-of-scilly-safeguarding-children-board/safeguarding-topics/child-sexualexploitation-and-missing-children/>

Guidance for Safer Working Practice for those working with Children and Young People in Education settings 2015. This guidance is available via the following link:
<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

ALL SOULS' CE PRIMARY

SAFEGUARDING POLICY & PROCEDURES 2017 - 2018

INTRODUCTION

This policy document which provides an overview of the school/college's position and arrangements in respect of Child Protection and safeguarding which provides staff with clear **Procedures** about the action they should take in the event that they are concerned about a child or young person.

Important Sources of Further Information

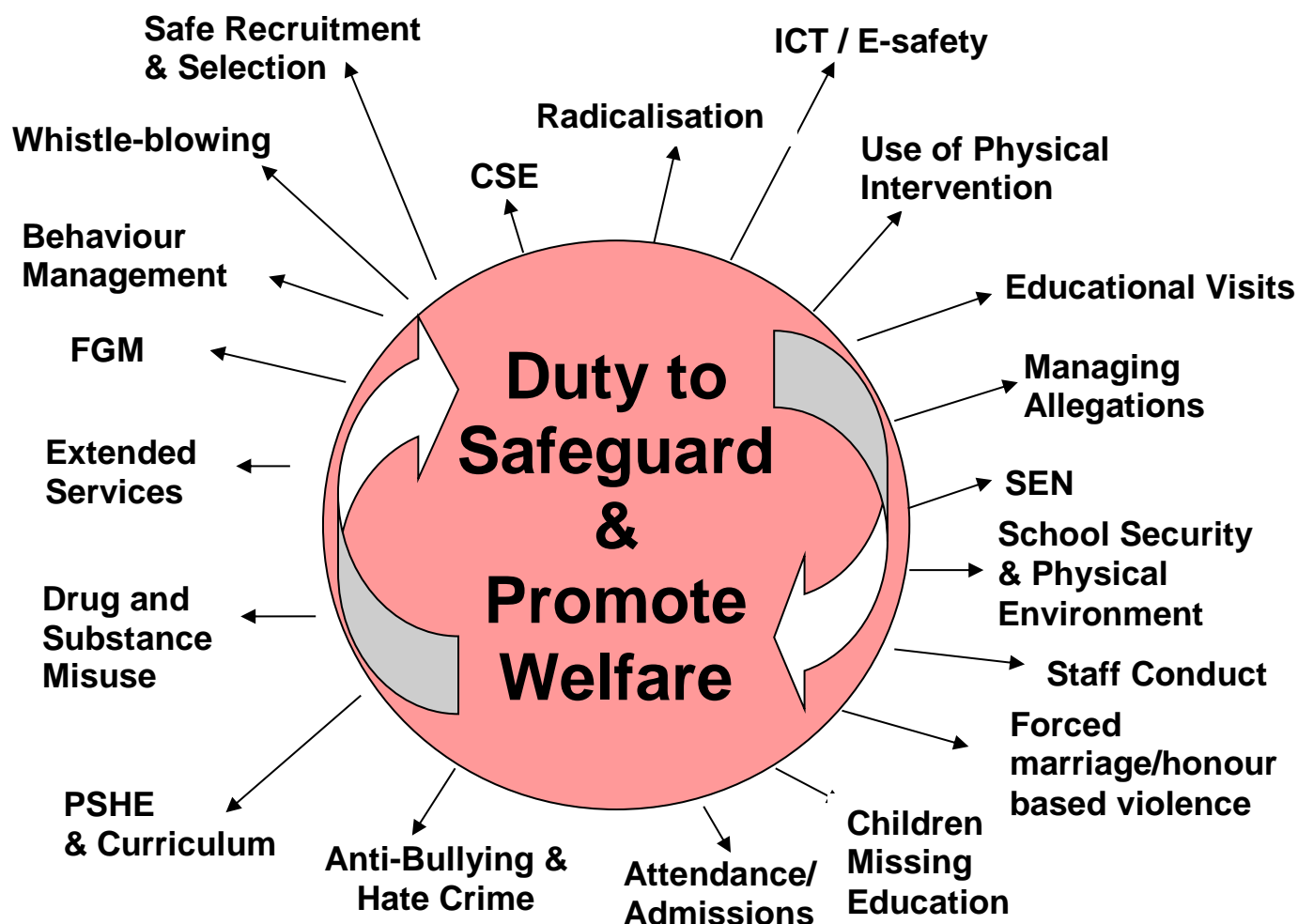
- 'Keeping Children Safe in Education', DfE (Statutory Guidance revised in May 2016) with effect from 5th September 2016 replaces 'Keeping Children Safe in Education' 2015 and Safeguarding Children & Safer Recruitment in Education DCSF (2006) and former DCSF Guidance, and makes clear roles and responsibilities of education professionals, establishments and organisations¹.
All staff at All Souls' CE should have read and have an understanding of at least Part 1 of this statutory guidance.
- The Greater Manchester Safeguarding Children 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 thereafter²
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2015);
What to do if you are worried a child is being abused – Advice for practitioners (DfE, 2015)
- In addition schools/colleges should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

Further Assistance and external Support with this Policy

Should you require any support or assistance in Child Protection policy or procedures, please contact Jude Crabtree, Education Safeguarding Officer, Floor 4, No1 Riverside, Rochdale OL16 1XU
Tel: 01706 925072.

¹ 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.

² The Greater Manchester Safeguarding Children procedures are available electronically and can be accessed via the RBSCB web site: www.rbscb.org



Named staff/personnel with specific responsibility for Child Protection

Academic Year	Designated Child Protection Person Deputy DCPP	Nominated Governor
2017/2018	Gaynor Rennie (Headteacher) Lisa Pearson (Deputy) 2 nd nominated Emma Christian (Pastoral Officer)	Ann Jones Gary Fieldhouse

Training for Designated Staff in School

(Designated Safeguarding Leads should refresh their training annually and update every two years) Staff and governors have opportunities to contribute towards this policy. This policy is shared and signed for during the induction of new staff to school.

Name of Staff Member / Governor	Date when last attended CHILD PROTECTION Training	Provided by Whom (e.g. RBSCB, Governor Support Services, Attendance & Safeguarding Team)
Gaynor Rennie Designated Annual Training	May 2017	Rochdale LA
Lisa Pearson 2 nd Designated Annual Training	May 2017	Rochdale LA
Emma Christian 3 rd Designated Annual Training	May 2017	Rochdale LA
All staff in school including teaching staff, lunchtime staff, cleaners, office staff, crossing patrol, Gvs	May 2017	Jude Crabtree Rochdale LA
Ann Jones Governor	May 2017 Safeguarding	Jude Crabtree Rochdale LA

Whole School Child Protection Training

(all staff will receive induction and an update annually)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All staff in school including teaching staff, lunchtime staff, cleaners, office staff, crossing patrol, Govs.	May 2017	Jude Crabtree 2017
NQT's trained – Abigail and Rebecca	May 2017	RMBC

Review dates for this policy

Review Date	Changes made	By whom
May 2017	CSE / FGM/ Radicalisation / Children Missing in Education were focused/Peer on Peer Abuse/Forced Marriage & Honour based violence The changes to the new Safeguarding, Keeping Children Safe in Education were included.	Gaynor Rennie Headteacher
May 2018		

To create this safe environment the school has certain statutory duties and responsibilities set out within:

- The Education Act, 2002, HM Guidance;
- Keeping Children Safe in Education, 2016;
- Working Together to Safeguard Children, 2015
- The Statutory Framework for the Early Years Foundation Stage

This policy should be considered alongside other related policies in school. These are:

- School Security
- Staff Codes of Conduct
- Behaviour Management Policy
- Anti-bullying
- Special Education Needs
- Health and Safety
- E-safety
- School It Usage Policy
- Handling Allegations of Abuse Against Staff
- Whistle Blowing Policy

PURPOSE OF OUR CHILD PROTECTION POLICY

The welfare and safety of pupils at All Souls' CE Primary is paramount. Any issues or concerns you may have as an adult in school regarding the welfare of a pupil should be addressed immediately. All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

Any concerns should be brought to the attention of the headteacher immediately. If the headteacher is unavailable, then the deputy should be informed.

Our policy is in place to ensure that pupils are safe and that they feel they can approach an adult in school with any concerns that they may have. Adults should never promise to keep 'secrets' and should be aware that any referrals made will be handled sensitively, professionally and in a way which will prioritise the needs of the pupil.

All Souls' CE Primary is committed to the development of good practice and sound procedures to ensure the safety of all of our pupils at all times.

INTRODUCTION

At All Souls' CE Primary the aims of this policy are:

To support the child's development in ways that will foster security, confidence and resilience.

To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.

To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

To develop effective working relationships with all other agencies, involved in safeguarding children.

To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities.

Our school fully recognises the contribution it can make to protect children and support pupils in school.

There are three main elements to our Child Protection Policy.

- (a) **Prevention:**
A positive school atmosphere, teaching and pastoral support to pupils.
- (b) **Protection:**
By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- (c) **Support:**
To pupils and school staff and to children who may have been abused.

This policy applies to all adults on school site including staff and volunteers.

SCHOOL COMMITMENT

At All Souls' CE Primary 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 suffering abuse.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.

- We will include within the curriculum activities and opportunities through PSHCE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- We will include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- We will ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

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. In particular, using and embedding the Common Assessment Framework 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.

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 RBSCB.

ROLES AND RESPONSIBILITIES

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.

The role of the Designated Safeguarding Lead is to ensure that staff are made aware of internal procedures and that pupils, staff and referrals are dealt with sensitively. The use of **Mobile phones** are covered in the IT usage policy and are mentioned later in this policy.

The headteacher will ensure that all staff receive the appropriate training within the school context.

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. 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). It is desired that 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. The specific roles and responsibilities of the named governor responsible for Child Protection are:

Ann Jones (Governor) and Gary Fieldhouse (Chair)

Safeguarding and Child Protection Governor

To be familiar with LA guidance and policy relating to safeguarding and associated issues, and to attend training for nominated Safeguarding governors.

To ensure that the Governing Body puts in place a suitable Safeguarding Policy and associated procedures.

To champion safeguarding issues within the school.

To encourage other members of the governing body to develop their understanding of the governing body's responsibilities with regard to safeguarding and assist them to perform their functions in respect of Safeguarding Children and Young People.

To remedy any deficiencies in the school's safeguarding practices which may be brought to Governors' attention by a member of school staff, a parent, and an officer of the LA or from any other source.

To meet regularly with the senior member of the school's leadership team (designated senior person) who has lead responsibility for safeguarding issues in order to monitor the effectiveness of the governing body's safeguarding policy.

To ensure that the governing body receives an annual report on the implementation of the school's safeguarding policy and procedures including:

- Arrangements for ensuring that the school's safeguarding policy is communicated to, and implemented by, all staff and that the safeguarding policy is reviewed annually at a full governing body meeting.
- Ensuring that the designated member of staff with lead responsibility for safeguarding (senior designated person) is part of the school's senior leadership team, and has sufficient time and resources at his /her disposal to carry out his / her duties effectively.
- Ensuring that a deputy senior designated person is identified
- Ensuring that the senior designated person for safeguarding and his / her deputy receive training every two years
- Basic safeguarding training is undertaken by ALL staff, including: TAs, LMs, crossing patrol, clerical staff and other ancillary staff, every three years.
- Arrangements are in place for the inclusion of safeguarding procedures in an induction programme for all people working in the school, no matter for how long, nor the status of that individual.
- Arrangements to ensure safe recruitment procedures and appropriate checks on new staff and volunteers.
- The number of students who currently have a child protection plan.
- How Safeguarding issues are addressed through the curriculum.
- The provision of information to the LA about how the governing body's duties in respect of safeguarding have been discharged.

The Chair of the Governing Body will liaise with the headteacher and the LA over matters regarding confidential safeguarding issues involving allegations against staff.

Where there is an allegation of abuse against the head teacher, the Chair of the Governing body will take the lead in liaising with the LA and/or partner agencies unless a member of the Governing Body has relevant expertise which would mean that person was better fitted to take this role, including:

- Conducting a preliminary investigation to see if the circumstances of the allegation could have happened.
- Ensuring with LA support that appropriate action is to be taken in accordance with agreed procedures
- To attend initial and subsequent strategy meetings as required if other agencies are involved.
- To take the lead in an investigation under employment procedures in conjunction with advice/support from Gillian Barrett, School Improvement Manager on 01706 925032 or Gill Windsor, Senior Schools HR Adviser on 01706 925184 or Abbie Walker,

Senior Schools HR Adviser on 01706 925161 when the other agencies' involvement is at an end.

Access to safeguarding training both that which is offered in-house or by attendance at courses run via the REAL trust or RBSCB. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training within this timescale.'

All staff will receive basic training on Child Protection updated regularly and this will be provided by the LA:

- Current Child Protection issues will be addressed in between these time frames by internal training from the nominated child protection person?
- There are internal and external support networks available to all staff if there are concerns or queries

CONFIDENTIALITY

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.

Our school has a confidentiality policy which should be referred to for clarity.

- A teacher must never guarantee confidentiality to a child, as this cannot be maintained in the best interests of the child, as information may/will need to share information with others
- A child who asks an adult to keep a secret should never make this promise as it cannot be kept. This should be dealt with sensitively and openly.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, [including Children's Social Care Services], must always have regard to both common and statute law.

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.

RECORDS AND MONITORING

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. 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)

There are school record sheets which need to be completed whenever you have a concern about a child. Should you have a concern the sheets are kept in the pigeon holes outside the staffroom. Completed sheets are located in a locked cabinet safely and should be requested through the headteacher, deputy headteacher or pastoral officer. These records are secure and safe and form part of the developing overall profile of a child within school that may be arousing concerns for a variety of reasons. All concerns must be recorded. This record should be returned to the headteacher, deputy immediately or pastoral officer upon completion..

Any school records kept can and will be used in any future need to refer a specific child.

The need for a referral will be determined by the designated safeguarding lead or deputy designated safeguarding lead.

When parents are involved by the school relating to specific concerns the records can be shared with the parent upon request by the parent.

Should a child transfer to another school the information held on this child will be passed to the receiving school separate from the child's personal record file. The school will be contacted in person to ensure that these records are kept securely by the receiving school and that the material within it is dealt with sensitively.

CHILD PROTECTION CONFERENCES

- A Child Protection Conference is a meeting where professionals from all agencies come together to share the information they may hold on a particular family and or child.
- The conference will be attended from school by the most appropriate person. This could be the Headteacher, class teacher, SENCo or combination. Teachers and other professionals will be expected to produce concise and relevant reports for this meeting.

SUPPORTING PUPILS AT RISK

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

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.'

This school will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation;
- 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;
- The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act)³;
- 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;
- Regular liaison with other professionals and agencies that support the pupils and their families, in-line with appropriate confidentiality parameters;
- 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;
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.

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.

³ See also Education & Inspections Bill + 'Advice and Guidance to Schools and Local Authorities on Managing Behaviour and Attendance: the legal framework for school discipline', 2006.

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

EARLY HELP

There are situations which may occur in a family's life where they may benefit from additional support that cannot be provided solely by universal services. These can include when a child:

- Is disabled and has specific additional needs.
- Has special educational needs.
- Is a young carer.
- Is showing signs of engaging in anti-social or criminal behaviour.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- Is showing early signs of abuse and/or neglect.
- Is showing signs of displaying behaviour or views that are considered to be extreme.

These children are therefore more vulnerable; this School will identify who their vulnerable children are, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed. In the first instance a discussion should take place with the DSL and a record kept of this discussion.

SAFER SCHOOLS, SAFER STAFF

Staff need to work safely and consider their impact on working with young children in our school. Understanding of the dangers of being one to one with a child and the need to protect themselves is paramount.

There are times when physical contact with a child is necessary eg. applying first aid. However, consideration of how and when physical contact is made should be considered. Working in one to one situations are not recommended as opportunities for allegations are possible in this working context leaving the pupil and member of staff vulnerable. The Guidance offered in 'Safe Working Practice' should be adhered to.

The recruitment of staff at All Souls' is stringent and follows local and national guidance to ensure that the staff we employ pose no threat to the pupils within our school.

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.

DUTIES

To provide a safe environment the Governing Body, Head Teacher and the Senior Leadership Team of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Person and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however unusual or sensitive these may be;
- Cultivate an ethos within the school community where all adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Person and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk without coercion and are listened to;

- Ensure children know that if they are worried they can talk to adults in the school;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies and are fully committed to the provision of Early Help;
- Ensure all adults working with children are aware of the role of local provision (MASS) Rochdale
- Include opportunities in the Personal, Social and Health Education (PSHE) & Sex and Relationship Education (SRE) curriculum for children to develop the skills they need to recognise and stay safe from abuse and to assess and manage risk as is appropriate to their age, stage of development and level of understanding;
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with families and agencies as far as possible;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote pupil health and safety;
- Promote safe practice and challenge unsafe practice in line with procedure;
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers
- HM Government Guidance Keeping Children Safe in Education, 2016, Part 4: Allegations of abuse made against teachers and other staff (also set out within the Local Interagency Procedures)
- Put in place and promote robust anti-bullying, including cyber bullying, homophobic, transphobic and hate crime, strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their resettlement back into the community;
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity, child sexual exploitation, radicalisation and extremism, and violence/knife crime in the community.

RESPONSIBILITIES

The school will identify harm and maintain safety by:

- Everybody having a duty to safeguard children inside and outside the school environment including school trips, extended schools, activities and vocational placements;
- Involving parents and providing advice/guidance regarding safeguarding;
- Maintaining a child focus and listening to children;
- Recognising signs of concern, especially with children who may be vulnerable;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard;
- Taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers who the Designated Safeguarding and Deputy persons for Safeguarding are in school.
- Providing PSHE/SRE including raising awareness with children in what are and are not acceptable behaviours.

PSHE/SRE input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:

- The availability of advice and support in their local area and online;
- Recognising and managing risks in different situations, including on the internet;
- Judging what kind of physical contact is acceptable and unacceptable;
- Recognising when pressure from others, including people they know, threatens their personal safety and well-being
- Developing effective ways of resisting pressure;

- Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur;
- Our school will ensure that pupils are made aware that information can be found at the following: Virtual Learning Platform.
- Our school's arrangements for consulting with and listening to pupils are the Student Council and Safeguarding Posters to inform children who to speak to if they have a problem. • We make pupils aware of these arrangements by regular Student Council Meetings, Assemblies and Safeguarding Posters.

The roles and responsibilities of the Designated Safeguarding Person and the Deputy Designated Safeguarding Person

An appropriate member of the school's leadership team has been assigned to the role of Designated Safeguarding Lead. They have received appropriate training and are supported in their role:

Designated Safeguarding Person Mrs G A Rennie / Supervised by Mrs A Jones

Two Deputy Designates have been appointed and will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Designated Safeguarding Person in dealing with referrals, attending case conferences and supporting the child/children. They have received appropriate training and are supported in their role:

Deputy Designate Mrs Pearson / Supervised by Mrs G A Rennie

Deputy Designate Miss Christian / Supervised by Mrs G A Rennie

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. The Designated Safeguarding Person will ensure a structured procedure within the school, which will be followed in cases of suspected abuse.

The Designated Safeguarding Person and the Deputy Designated Safeguarding Person are responsible for the following:

Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies; The Designated and Deputy Safeguarding Lead is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Head Teacher who will inform the Local Authority Designated Officer (LADO) – Louise Hurst Rochdale LA
- Acting as a source of support, advice and expertise within the school when deciding on the most appropriate course of action by liaising with relevant agencies;
- The Designated Safeguarding Person will ensure there is always cover for this role on the school site in the event of their absence;
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and actively supports multi agency planning for those children;

Following any information raising concern, the Designated Safeguarding Person will consider:

- Any urgent medical needs of the child
- The immediate safety and wellbeing of the child
- Discussing the matter with other agencies currently known to be involved with the child and family
- The child's wishes and feelings.

Then decide:

- Wherever it is possible, **to talk to parents**, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to (MASS) because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately OR
- Not to make a referral at this stage
- If further monitoring is necessary
- If it would be appropriate to invite the parent or carer to engage with a Team Around the Family assessment and/or make a referral for other services eg. #thrive, healthy young minds

Action following a child protection referral The Designated Safeguarding Lead or other appropriate member of staff will:

- Make regular contact with the allocated social worker or team manager in the event of absence
- Wherever possible, contribute to the strategy discussion
- Provide a report for, attend and contribute to any subsequent child protection conference
- If the child or children are made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- Endeavour to share all reports with parents prior to meetings
- Where in disagreement with a decision made by Children's Social Care e.g. not to apply child protection procedures or not to convene a child protection conference, follow the formal Escalation Process in respect of resolving professional disagreements/escalation process.

RAISING AWARENESS

- Working with the governing body to ensure that the School's Safeguarding Policy is updated and reviewed annually;
- Ensuring that, in order to avoid conflict and mistrust, parents are aware that referrals may be made and of the role of the School;
- Ensuring that when children leave the school, their Safeguarding/Child Protection File is discussed as soon as possible with the Designated Safeguarding Person at the new school;
- Making sure that the Safeguarding/Child Protection File is transferred separately from the main pupil file within 15 days of transfer; It should be posted recorded delivery to the Designated Safeguarding Lead at the new school or delivered directly by hand and a signature received, unless the child is leaving year 11 to go to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance.
- Where the new school is not known, alerting the Education Welfare Service at Rochdale Council so that the child's name can be included on the database for missing pupils and appropriate action taken to ascertain the safety of the child;
- Recognise how to identify signs of abuse and when it is appropriate to make a referral by using the Continuum of Need thresholds;
- Be able to keep detailed, accurate and secure written records of referrals/concerns. In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

The Designated and Deputy Designated Safeguarding Lead will ensure **all staff** receive appropriate Safeguarding training. All staff will be expected to undergo endorsed Basic Awareness in Safeguarding training within the first term of their employment/placement, which will be refreshed on a regular basis, to enable them to understand and fulfil their safeguarding responsibilities effectively. In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive:

- A copy of a safeguarding document prior to starting work and will sign to say they have read this
- Induction training to ensure that staff
- Have an overview of the organisation
- Understand its purpose, values, services and structure

Are able to recognise/identify signs of abuse which may include:

- Significant changes in children's behaviour;
- Deterioration in children's general well-being;
- Unexplained bruising, marks or signs of possible abuse or neglect;
- Children's comments which give cause for concern;
- Any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of personal information (eg phone numbers, email, social networking) or images.
- Know that they must report any concerns immediately they arise and to whom
- Understand confidentiality issues.

ROLES AND RESPONSIBILITIES OF THE HEAD TEACHER

The Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, so that everyone knows what to do if concerned about a child;
- Sufficient resources and time are allocated to enable the Designated and Deputy Designated Safeguarding Persons and other staff to discharge their responsibilities, including undertaking the Lead Professional role in the Team Around the Family, taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- They personally, along with other senior leaders undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel.
- Allegations against a member of staff are referred in a timely manner to the Local Authority Designated Officer (LADO) if appropriate

ROLES AND RESPONSIBILITIES OF THE GOVERNING BODY

The Governing body is collectively responsible for the school's safeguarding arrangements. The Designated Safeguarding Governor will undertake initial Safeguarding training to understand their Role and Responsibilities. Ideally, all governors will undertake the Basic Awareness Safeguarding training with their school.

Allegations of abuse made against the Head Teacher are reported to the Chair of Governors, and referred to the Local Authority Designated Officer (LADO). The Governing Body will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff, including the Head Teacher and any subsequent staff disciplinary hearings.

There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Head Teacher/Designated Safeguarding Person, and to provide information and reports to the Governing Body. The Designated Safeguarding Governor should be supported by the Chair of Governors;

- The headteacher, and all staff who work with children, will undertake a full and endorsed Basic Awareness Safeguarding training regularly and have access to a refresher session annually
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

DEFINITIONS:

A child: As in the Children Act of 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday or in the case of disabled children 25 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;

Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse may involve the hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily a high level of violence, whether or not the child is aware of what is happening. These activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children looking at or in the production of, sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children.
- These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- It may involve seeing or hearing the ill-treatment of another.

- It may involve serious bullying (including cyber- bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Neglect is the **persistent** failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. **Neglect may occur during pregnancy as a result of maternal substance abuse**. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing or shelter including exclusion from home or abandonment,
- Protect a child from physical and emotional harm or danger,
- Ensure adequate supervision including the use of inadequate care-takers
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying - Bullying and forms of bullying including prejudice based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse [refer to **School Bullying Policy**].

Resolution of Professional Differences

In the event that the school disagree with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as the **escalation policy**.

If the Child/Family are already known to Social Care

When a member of Staff, parent, practitioner, or another person has concerns for a child, and if the school are aware that the case is already open to social care then they should contact the allocated worker. If they do not know the name of the worker they can contact MASS who will provide contact details of the worker and/or their manager.

SPECIFIC SAFEGUARDING ISSUES:

There are specific issues that have become critical issues in Safeguarding that Schools will endeavour to ensure **ALL** their Staff and Governors are familiar with; having processes in place to identify, report, monitor and which are included within teaching:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

Schools and Colleges can access broad government guidance on the issues listed above via <https://www.gov.uk/government/organisations/department-for->

[education](http://www.safeguardingchildren.co.uk) and local procedures and strategies are available through www.safeguardingchildren.co.uk

Child Sexual Exploitation (CSE)

"Child sexual exploitation" is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point'. (KCSIE September 2016)

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures must be followed; this will include a referral to MASS and where the risk is immediate to the police. If any staff are concerned about a pupil, they will refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

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 MASS.

Rochdale has a dedicated CSE team - 'Sunrise' based within the MASS and this team tackles sexual exploitation and related harm in the borough of Rochdale.

The team includes professionals from the police, children's social care, sexual health and Early Break.

They provide a safe and confidential environment where young people can go for help, advice and support. Children are offered a range of therapeutic interventions including one-to-one counselling, group-work sessions and drop-in support.

They also remind people about child sexual exploitation, so they know what it is and that it's happening. Working with schools we deliver preventative education programmes and provide specialist training to professionals so they know what signs to look out for.

Radicalisation/PREVENT

All Souls' CE Primary School will ensure **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization

(<https://www.gov.uk/government/publications/protecting-children-from-radicalisationthe-prevent-duty>)

The headteacher and Chair of Governors will:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with issues arising
- Communicate the importance of the duty

Ensure **All** staff and Governors implement the duty

- Ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety.

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/439598/prevent-duty-departmental-advice-v6.pdf

Channel Panel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

More information can be found on the website of Rochdale Borough Safeguarding Children Board. When it is suspected that a pupil is vulnerable to radicalisation or there are concerns regarding a pupil's behaviour, the process is for the Safeguarding Leads to make a referral to MASS by completing the Multi-Agency Child Protection Referral Form. They can also be contacted by calling 0300 303 0440. For further information go to:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

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 will not be examining pupils, but the same definition of what is meant by "to discover that an act of

FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

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

The Mandatory reporting duty commenced in October 2015 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/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

Female Genital Mutilation (FGM)

All Souls' CE Primary School recognises and understands that there is a now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this will include a referral to the police and to Children's Social Care via MASS. If any staff are concerned about a pupil, they will refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with MASS.

Peer on peer is most likely to include, but may not be limited to:

- Language seen as derogatory, demeaning, inflammatory;
- Bullying, including cyberbullying;
- Gender based violence
- sexual assaults and harassment
- sexting

We are working hard as a school to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

Please refer to All Souls' CE Primary School's Peer Abuse Policy – see appendix

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

All Souls' CE Primary School recognizes that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any child in relation to their safety and welfare at All Souls' CE Primary School will follow the same procedures as outlined within this policy and liaise with the DSL initially.

E.safety/Online safety

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our school. However, there are those that seek to use these for their own or others gratification. The link below provides more information on on-line safety and cover issues such as:

- Bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour
- Child sexual exploitation and trafficking
- The impact of new technologies on sexual behaviour, for example sexting.

<http://swgfl.org.uk/news/News/E-Safety/Making-Sense-of-the-New-Online-SafetyStandards>

All Souls' CE Primary school takes online safety very seriously both in terms of our pupils and all of our staff. Please also refer to All Souls' CE Primary School online safety policy and the acceptable IT usage policy for staff.

Fabricated or induced illness (FII)

Fabricated induced illness is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. FII is also known as 'Munchausen's syndrome by proxy' (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness. Behaviours in FII include a mother or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning a child with unnecessary medication or other substances

Should there be any concerns relating to this form of abuse contact the MASS team in Rochdale for advice and support.

Faith Abuse

Published case reviews highlight that professionals sometimes lack the knowledge and confidence to work with families from different cultures and religions. A lack of understanding of the religions and cultural context of families can lead to professionals overlooking situations that may put family members at risk; whilst the desire to be culturally-sensitive can result in professionals accepting lower standards of care.

The learning from these reviews highlights that professionals need to take into account families' cultural and religious context when undertaking assessments and offering support. The rights and needs of the child need to remain the focus of interventions at all times, regardless of this context.

The children in these case reviews faced a complex and wide range of risk factors. They became the subject of reviews following:

- death after a lengthy period of abuse and neglect, which was not picked up due to social isolation
- serious injury or sexual exploitation through involvement in gangs
- suicide of young people whose issues included confusion about their ethnic/cultural identity
- death of a new born baby after pregnancy concealed for religious/cultural reasons
- physical and emotional abuse by family members due to a belief that they were defying religious/cultural norms, or in the most extreme cases "possessed by spirits".

Definition of serious Youth Violence Gangs

Youth violence, serious or otherwise, may be a function of gang activity. However, it could equally represent the behaviour of a child acting individually in response to his or her particular history and circumstances. The definition of 'serious youth violence' currently in use by the Metropolitan Police Service is 'any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19 i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

We need to be vigilant of pupils becoming engaged or trapped into youth violence gangs. Any concerns in relation to this should be discussed with the school Designated Safeguarding Lead and referral to MASS.

Parents who misuse Drugs or Substances

Case reviews highlight that professionals often focus on the issues faced by parents who misuse substances without considering the impact on their children. Substance misuse by a parent or carer is widely recognised as one of the factors that puts children more at risk of harm. The biggest risk posed to children is that parents, when under the influence of drugs or alcohol, are unable to keep their child safe (including overlay through co-sleeping and accidents caused through lack of supervision).

Many of the learning and recommendations contained in the serious case reviews repeat lessons from numerous other reviews. Reviews emphasise that professionals need to conduct child-centred assessments, and continue to reassess the potential risks that children in substance misusing households face.

It pulls together and highlights the learning contained in the published reports. In serious case reviews, children died, or were seriously injured in a number of different ways:

- sudden infant death syndrome associated with co-sleeping
- accidental ingestion of drugs
- accidents (fire, drowning) due to inadequate adult supervision
- parents deliberately giving children drugs.

Internet Filtering

All Souls' CE Primary School is adhering to the guidance within the revised KCSIE (September 2016) Annex C and this is reflected within our e-safety policy. Governors have ensured that the school IT filtering system works effectively and does not affect the quality of learning by being over filtered. This effectiveness of the filtering system is reported through governors meetings by the headteacher.

Domestic Abuse

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However, in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

Children Missing Education (DfE statutory guidance) January 2015

All Souls' CE Primary follows Rochdale Council CME guidance which outlines Rochdale Borough Council's systems for identifying and maintaining contact with children missing from education and the steps taken to identify those at risk.

In accordance with guidance, a child missing from education is defined as someone of compulsory school age who is not on a school roll, not being educated otherwise (e.g. at home, in independent schools or in alternative provision) or who has been out of any educational provision for four weeks or more.

There are a number of reasons why children fall out of the education system, including when they:

- fail to start appropriate provision and hence never enter the system;
- cease to attend, failing to return after exclusion or withdrawal; or
- fail to complete a transition between providers (e.g. after moving to a new Local Authority).

Difficulties can also arise when children enter or leave provision where information is not routinely exchanged (e.g. between Independent Schools, Voluntary Organisations) or where arrangements straddle more than one Local Authority and where moves are between different countries.

Children Missing Education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly

where children go missing on repeated occasions and/or are missing for periods during the school day.

EHE- Elective Home Education

When appropriate we will advise the Local Authority immediately of when children leave our school to be electively home educated.

Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE (revised September 2016)

A designated pastoral care lead has been appointed. At All Souls' CE Primary School this person is currently **Miss E Christian**.

The designated pastoral lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The pastoral care lead will have details of the child's social worker.

Young Carers

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Team.

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. This school follows Rochdale Multi-Agency Safeguarding Children procedures for cases of dealing with forced marriage for a child/young person under 18 years of age. Any individual in school who receives information, or has reason

to believe that a child/young person is at risk of or subject to a forced marriage, should speak with the DSL in school/college who should then make a CP referral to MASS in line with the procedures.

http://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html

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.

Forced Marriage

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse.

However, the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. ALL staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time the school had a concern regarding a child who this may apply to immediate contact will be made with MASS for guidance and advice.

Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves..

Advice, concerns or a referral can be made via MASS.

Trafficking and modern day slavery

Efforts to eradicate modern slavery in the UK are failing, with the number of potential victims being trafficked into Britain rising by 245% over the last five years, according to official figures.

Police and other authorities identified 3,266 people last year thought to have been the [victims of modern slavery](#) compared with 946 in 2011, a rise that has prompted disquiet among MPs and charities.

The figures from the [National Referral Mechanism](#) – a government safeguarding framework that aims to help potential victims of trafficking – reveal a steady rise of potential slavery victims over the last five years, with the single largest annual increase between 2014 and 2015 when nearly 1,000 extra cases were recorded.

If at any time the school had a concern regarding a child who this may apply to immediate contact will be made with MASS for guidance and advice.

Allegations against staff:

Allegations against staff are covered in all basic training and induction training that takes place within our school.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances the headteacher must be informed. If the head teacher is not available then the DSL should be advised.

If the allegation concerns the head teacher then the Chair of Governors must be informed.

In all situations regarding an allegation of abuse against a member of staff / volunteer / governor the school must not act alone and must seek advice and make a referral where necessary.

In such circumstances our Headteacher, or Chair of Governors (if the allegation is against the Headteacher) will:

- Contact the LADO for advice;
- consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser;
- contact the parents or carers of the child/young person **if** advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

Contact details LADO: Louise Hurst Rochdale LA

If a referral needs to be made then this must go through MASS who will then pass it on to the LADO team.

Whistleblowing:

Please adhere to the school's whistle blowing policy.

Whistleblowing Governor: Ann Jones

In the event that you do not feel able to follow the schools whistle blowing policy but remain concerned you must discuss your concerns with an appropriate independent body. In this situation you could contact:

NSPCC Whistleblowing helpline: 0800 028 0285

Key Safeguarding Roles and Responsibilities:

Designated Safeguarding Lead

There is a legal obligation under the Education Act 2002 S175/157 for all schools to have a designated safeguarding lead. All Souls' CE Primary School follows the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL.

Deputy Designated Safeguarding Lead (DDSL)

As above we follow the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL and DDSL.

GOVERNING BODY INCLUDING THE ROLE OF THE SAFEGUARDING GOVERNOR

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE (revised September 2016).

Safer Recruitment

Our school operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members have undertaken safe recruitment training through an accredited training programme

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

Our school complies with the requirements of KCSIE, September 2016 - Part 3

Our school complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

TRAINING:

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2016) and governors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2016)

All staff members will receive appropriate safeguarding and child protection training / briefings which will be regularly updated.(minimum of yearly) In addition all staff members will receive safeguarding and child protection updates. These will be done as part of staff meetings where safeguarding will be a standing item on the agenda of every staff meeting and full governors meetings.

All staff will also, as part of our induction, be issued with information in relation to our Child Protection and Safeguarding Policy, Staff Code of Conduct, Part 1 of KCSIE (September 2016) Key contacts, and What to do if a Child discloses Abuse.

Our DSL and DDSL(s) will undertake further multi-agency safeguarding training in addition to the whole school training. This will be undertaken at least every two years with an annual update and will update their awareness and understanding of the impact of the wider agenda of safeguarding issues. It will support both the DSL and DDSL to be able to better undertake their role and support the school in ensuring our

safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.

Our Governing Body will have access to basic safeguarding training within the school. We will recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the governing body in line with Part 2 of KCSIE, in particular the role of the Safeguarding Governor. In addition to this training the safeguarding governor may wish to access multi-agency safeguarding training at least every two years.

At least one member of our recruitment panel will have undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the school are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

PHOTOGRAPHY AND IMAGES:

A separate policy is held but our staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in this school.

SUPPORTING STAFF:

Our school recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The school hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in school who can make enquiries into what support may be available for the individual member of staff.

In addition the member of staff should be able to access support through:

- **Their own GP.**
- **The Samaritans Telephone: 116 123**
- **NSPCC HELPLINE Telephone: 0808 800 5000 (not just there for children)**

Procedures if an allegation is made against a school's staff member (including volunteers and governors).

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. There are very clear procedures that are there to protect children but also to ensure as much protection as possible against a potential false allegation involving a member of staff.

Any allegations should be reported to the head teacher regardless as to whether they are the designated safeguarding lead as they are ultimately responsible for all staff within the school.

If the allegation concerns the head teacher, then the Chair of Governors or the Chair of the Trust should be informed immediately.

In all situations there should be a discussion with the Local Authority Designated Officer (LADO) or if they are not available then MARU can be contacted for advice and guidance. If they feel a referral should be made then they will advise you to complete the appropriate referral form.

APPENDIX

ALL SOULS' CE PRIMARY SCHOOL CHILD PROTECTION PROCEDURES

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 Child Protection Person (**HEADTEACHER**) in school; this should *always* occur as soon as possible and certainly within 24 hours.

The Designated Safeguarding Lead Person is: Gaynor Rennie

The Deputy Designated Safeguarding Leads are: Lisa Pearson / Emma Christian

The Pastoral Officer is Emma Christian who is fully trained to deal directly with Safeguarding issues

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 DCP/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 Designated Safeguarding Lead 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 Rochdale Threshold Model?)
- 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 (formerly Social Services) 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 likely to suffer 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 I/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)

Feedback to Staff Who Report Concerns to the Designated Child Protection Person

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Safeguarding Lead to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Child Protection Person 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.

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

Where a Designated Safeguarding Lead or line manager considers that a referral to the MASS may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

Is this a Child In Need?

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

- 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;
- His/her health or development is likely to be impaired, or further impaired, without the provision of such services;
- S/he has a disability

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:

- is the subject of an Emergency Protection Order;
- is in Police Protection; or where they have
- **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 CAF that this information is attached as part of the referral to MASS.

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

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: caf.team@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).

Child Protection

Use the multi-agency referral form (MARF found at 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 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:
- 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
- Because, in the referrer's professional opinion, to do so might impede a criminal investigation that may need to be undertaken;
- 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 Multi Agency Screening.

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 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;

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/college/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)

Risk Assessment 'Checklist'

- Does/could the suspected harm meet the RBSCB 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?
- Parent's/carer's attitudes/response to concerns?

- How willing are they to cooperate?
- 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 (ie 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:

ALL SOULS' CE PRIMARY PEER ON PEER ABUSE POLICY 2017 - 2018

Keeping Children Safe in Education, 2016 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with' (page 19). The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, 'Governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

At All Souls' CE Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues. We have the following policies in place that should be read in conjunction with this: Anti-Bullying Policy Child Protection Policy Cyber Bullying Policy.

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). It is important to consider the forms abuse may take and the subsequent actions required.

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1. This states that electronic communications that are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised and which is connected with prejudices around belonging, identity and equality in wider society. In particular, prejudices are to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use **consistent language and open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents.

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person. The best way to inform parents is face to face.

Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:

What is the age of the children involved? How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multiagency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies for Schools and Settings For all schools and settings

It is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice.

It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice. It is important that signposting is available to young people in the event that they do not feel confident raising an issue to staff or a peer.

It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school council and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

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

What information do you need to obtain?

- Schools have **no investigative role** in Child Protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – 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.

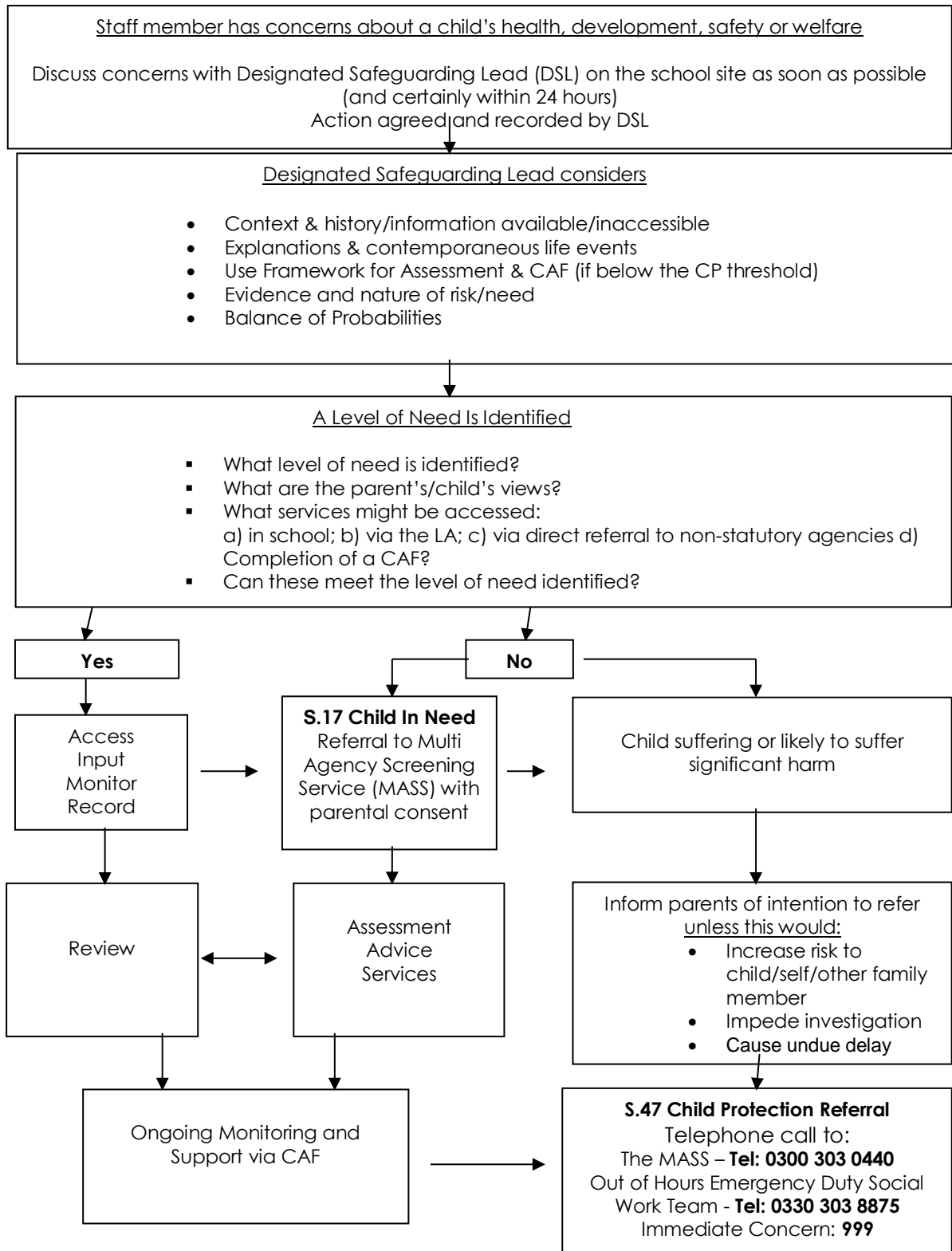
What else should we think about in relation to disclosure?

- 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.

This policy will be reviewed annually.

APPENDIX 3: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL



The Designated Safeguarding Lead in School/College is: Gaynor Rennie (Headteacher)
The Deputy DSL is: Lisa Pearson
The Pastoral Officer is: Emma Christian



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