

Howard Street Nursery School



Safeguarding and Child Protection Policy and Procedures

Reviewed September 2017



Whole-School Policy on Child Protection

SCHOOL: Howard Street Nursery School

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

Academic Year	Designated Safeguarding Lead (DSL) & or Deputy DSL	Nominated Governor
2017 - 2018	Rebecca Rawsthorne Headteacher Designated DSL Helen Back Teacher Deputy DSL	Meg Gartside

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

Name of Staff Member / Governor	Date when last attended CHILD PROTECTION Training	Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team)
Rebecca Rawsthorne	14/07/16 26/6/18	Fair Access Team

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

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
Helen Back	5/1/16	Fair Access Team
Pamela Burrill	5/1/16	Fair Access Team
Natalie O'Neil	5/1/16	Fair Access Team
Hayley Birds	5/1/16	Fair Access Team
Kim Rostron	5/1/16	Fair Access Team
Bernie Cullen	5/1/16	Fair Access Team
Amieleigh Howarth	5/1/16	Fair Access Team
Lucy McLean	1/18	Claire Heap
Lucy Tunney	9/2/18	Claire Heap
All teaching staff & support staff Allegations Management	27/11/14	Disseminated by Headteacher
All teaching staff and support staff Allegations Management	Pending Autumn 2015	Disseminated by Headteacher

D. Annual Review date for this policy

Review Date	Changes made	By whom
September 2017	Update staff changes	R Rawsthorne
April 2015	Update staff changes	R Parsons

November 2013

Update staff training

N Burton

HOWARD STREET NURSERY SCHOOL

SAFEGUARDING & CHILD PROTECTION

1. PURPOSE OF A CHILD PROTECTION POLICY

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

2. INTRODUCTION

- 2.1. 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** In a positive school atmosphere, through the teaching and pastoral support offered to pupils, provision of effective Early Help to support families.
- (b) **Protection:** By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns/disclosures.
- (c) **Support:** To pupils and school staff and to children who may have been abused.

- 2.3 This policy applies to all staff and volunteers working in the school, community education staff and governors. Teaching Assistants, administrators as well as teachers can be the first point of disclosure for a child, Concerned parents may also contact school governors. We recognise that safeguarding is everybody's responsibility and that the best interests of the child are paramount. EVERYONE who comes into contact with children and their families has a vital role to play. Our school will provide a caring, positive and safe environment to promote the social, physical and moral development of each individual child.

3. SCHOOL COMMITMENT

- 3.1. We aim to provide an environment in which children feel safe, secure, valued, respected and are able to fulfil their potential.

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

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. We will achieve this through our Key worker system, small group time sessions, 1 to 1 sessions as appropriate.
- (b) 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 achieve this through listening to children and always taking their concerns seriously.
- (d) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse. We will do this through our emotional literacy teaching, health and safety teaching and our behaviour policy.
- (e) Foster a culture of ongoing vigilance amongst staff and volunteers, with all adults understanding that it is everyone's responsibility to safeguard children and having a clear understanding of their responsibilities within school procedures. This will be done through regular updates. Induction processes.
- (d) 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. Role play, stories circle time and work on the family support the children's developing empathy and responses to others.
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies. We will do this through our home visits policy, open door policy, parent consultations and through our relationships across the setting.

4. FRAMEWORK

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

4.1 Child Protection/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).

- Safeguarding and promoting the welfare of children requires effective co-ordination in every local area. For this reason the Children Act 2004

requires each Local Authority to establish a Local Safeguarding Children Board (LSCB).

- The RBSCB is the key statutory mechanism for agreeing how the relevant organisations in the Borough of Rochdale will co-operate to safeguard and promote the welfare of children and for ensuring the effectiveness of what they do.
- Sandra Bowness, Assistant Service Director, Early Help and Schools, Service Manager, Safeguarding Children Unit represents schools and education' on this board.

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

5. ROLES AND RESPONSIBILITIES

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

5.2 The role of the Designated Safeguarding Lead (DSL) is to take action where the welfare or safety of children or young people is concerned. The DSL will assist staff in determining the most appropriate course of action. She should be guided by two principles:

- The welfare of the child is always paramount.
- Confidentiality should be respected at all times.

The Designated Lead Person (DLP) should be fully conversant with the RBSCB procedures and should ensure that the school take any action to support the child who may be at risk. The DLP also make sure that all staff, both teaching and non teaching, is aware of their responsibilities in relation to child protection.

5.3 The Headteacher should ensure that:

- The policies and procedures adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated lead person and other staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies, where appropriate.

5.4. The roles and responsibilities of the named governor responsible for Child Protection is to ensure that:

The Governing body is accountable for ensuring that the school has effective safeguarding policies and procedures in place and for monitoring compliance with them. We will ensure that:

- There is a safeguarding and child protection policy in place, which is reviewed on an annual basis and accessible on the school's website.
- The school complies with safer recruitment procedures and at least one person on every recruitment panel will have completed Safer Recruitment training.
- The school has a code of conduct (Guidance for Safe Working Practises) which outlines the expectations of school staff
- The school has a procedure for handling allegations against professionals.
- The school has a Designated Safeguarding Lead (DSL) and deputy/deputies, who receive relevant training and access regular supervision. The names of these staff will be displayed within school.
- All staff in school attend safeguarding training upon Induction and at three-yearly intervals, in addition to school briefings and updates.
- Information is shared appropriately and without delay to support safeguarding of children.
- School provides a broad and balanced curriculum that helps children learn how to keep themselves safe.
- All staff in school understand their role in identifying concerns about children and handling disclosures and know how to report these via school procedures.
- All staff will sign to confirm they have read and understood Part 1 of Keeping Children Safe in Education 2016. This will be issued to all new starters as part of their Induction, along with school safeguarding policies.

5.5 Sources of further advice and assistance:

Education Safeguarding Officer - 01706 925179

Education Welfare Service - Tel: 01706 925115

Multi Agency Screening Service - Tel: 0300 303 0440 (8.30am - 4.45pm)

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

Local Authority Designated Officer (Allegations of Professional Abuse) -

Tel: 01706 925365

Safeguarding Unit – 0300 303 0350

Police non-emergency calls -101

Police emergency calls - 999

6. PROCEDURES

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

- Staff will be kept informed about Child Protection procedures through regular updates at staff meetings and training when necessary.
- The name of the Designated Safeguarding Lead will be displayed in the main entrances of the school and in the staff room. We will also provide a copy of

'What to do if You Are Worried a Child is Being Abused' in the staffroom. Supply or temporary staff will be given this information before they start work.

- Parents will be informed of the school's duties and responsibilities under child protection through a statement in the schools introduction pack and the website.

Attached to this policy is the schools Child Protection Procedures. The child Protection Policy is also kept in the Middle Office and staffroom.

7. TRAINING AND SUPPORT

7.1. 'Our school will ensure that the Head Teacher, the Designated Safeguarding Lead and the nominated governor for Child Protection attend training relevant to their role' at regular intervals. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training within this timescale.'

- All staff have received basic training on Child Protection and this will be updated every three years. The training will be provided through the LA.
- Staff will be kept informed of current Child Protection issues through our regular staff meetings and appropriate training.
- The Headteacher/DSL will give staff regular updates, and induction to all staff, volunteers and students.
- Staff will be offered support from the DSL or from the LA counselling service if necessary, if they are involved in Child protection issues within school.

8. CONFIDENTIALITY

8.1. We recognise that all matters relating to child protection are confidential and will be disclosed only to members of staff for whom it is appropriate. All staff must be aware that it is their professional responsibility to pass on information obtained in the course of their duties to the DSL/ Headteacher if this may impact upon safeguarding. Staff must be clear that they cannot promise a child that they will keep information secret, in order to keep them safe.

We will ensure that parents, governors and every adult working in/associated with the school understands the need for and basic principles regarding confidentiality by describing what confidentiality means:

"Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood that it would not be shared".

- Staff in the setting must never guarantee confidentiality to a child because where there is reasonable cause to believe that a child may be suffering or at risk of significant harm this information must be shared. The child's interests and safety must be the overriding consideration in making any such decisions.

- Staff in the setting must be honest and open with the child they should use simple phrases to explain that they are unable to keep secrets if it means the child will be harmed.
- Staff in the setting must inform the designated safeguarding lead of any concerns regarding the children's safety and wellbeing. She will take appropriate action.
- Staff must ***NOT*** inform parents in the case of suspected sexual abuse, organised multiple abuse or fabricated or induced illness in children and forced marriage of a young person.
- Under RBSCB procedures Child Care Services or the police must be contacted if you are unable to consult promptly with the designated person within the setting, if after consulting you are unsure about whether or not there are clear child protection concerns, if there is a disagreement or conflict between you and the person consulted or if the allegation is about the person with whom you would normally consult. (refer to Rochdale Borough Multi-Agency Safeguarding Children Procedures)

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

8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

9. RECORDS AND MONITORING

9.1 Well-kept records are essential to good Child Protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. There is also a need to share important education and child protection information at the point of a child's transition to another education establishment. (See RBC's Child Protection Information Sharing at Transition Protocol)

- Staff in the setting will complete an agreed pro-forma if they have any concerns regarding the welfare or behaviour of any child (attached). This information will be stored in the child's personal folder. All information will be recording using staff full names, full job title, the day, date and time and action taken. NO initials or short hand to be used.

- When it becomes apparent there are Child Protection concerns, these records will be transferred to an individual folder and stored in the headteacher's office in a locked filing cabinet. These files are kept separate from other records.
- Only the Headteacher/DSL and the nominated teacher will have access to the information in the Child Protection files.
- Although staff will keep their own records if they have concerns about a child they will, at the same time, share this information with Designated Safeguarding Lead (DSL)
- Staff will be asked to monitor children about whom there are concerns and pass this information onto the DSL.
- The Headteacher/DSL must be notified that a child is being monitored.
- Concerns will be collated by the nominated teacher.
- Depending on the severity and nature of the situation the key worker and the DSL will agree when a referral is necessary. If there was a dispute regarding referral or non referral we would refer to clarify the situation.
- Staff are briefed as to the status of these records in respect of parental access through training and the regular updates provided to staff at our staff meetings.
- If a child transfers or leaves school we would contact the receiving school to find out the name of the Designated Safeguarding Lead. The Child protection file would be transferred in a confidential envelope addressed to the Designated Safeguarding Lead by name. We follow up with a telephone call to ensure information had arrived. If we did not know where a child had gone we would inform the safeguarding unit and retain the child's file.

10. CHILD PROTECTION CONFERENCES

- An Initial Child Protection Conference (ICPC) is a meeting which must be convened where there are concerns of significant harm and a child is judged to be suffering, or likely to suffer, significant harm. The outcome of a Child Protection Conference may be to make a child the subject of a Child Protection Plan.
- The headteacher (DSL) would attend child protection conference from our school. In her absence the Deputy DSL would attend.
- Staff from the setting who attend case conferences will have undergone the two day "Working together to safeguard Children" training
- Staff will provide reports that are factual, concise, accurate and non judgemental. They will record disclosures using the child's language. They will be supported by the Headteacher/DSL.

11. SUPPORTING PUPILS AT RISK

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

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support¹.

11.2 This school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations. Vigilance, so that adults notice when things aren't right.
- (i) Dealing with incidents and concerns sensitively and appropriately.

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

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

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

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

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

12. SAFER SCHOOLS, SAFER STAFF

- Anxiety about the legal or ethical restrictions on sharing information could prevent staff from reporting or sharing their concerns. Relationships that staff have developed with parents or preconceived views about parents may also prevent accurate information sharing. Staff must always place the child at the heart of any decision making process with regard to child protection.
- Staff must ensure that they are familiar with the document “Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings” Our children are very young and it is appropriate for them to need and enjoy a close physical relationship i.e. sitting on a member of staffs knee for story or a chat is part of developing a close caring relationship. A policy for ‘Intimate Care and Respectful Touch’ has been drawn up for staff to follow and guidelines for changing children are available in the changing areas and should be followed at all times. ‘Counselling’ and/or giving advice to children/young people about sexual matters can be found at:

Howard Street Nursery School shares its site with a Children’s Centre. This means that school based staff have the opportunity to access a point of view from staff *other* than education based practitioner and to share perspectives and experiences with practitioners from other agencies

12. SAFER RECRUITMENT & SELECTION AND ALLEGATIONS AGAINST PROFESSIONALS

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

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

- What safeguarding messages are included in candidate information?
- What checks are done on applications received?
- How are key safeguarding issues incorporated into interviews?
- What pre-employment checks take place?
- How are recruiters assured of their own understanding of safer recruitment?
- How is the Single Central Record maintained?
- How do Governors ensure school compliance?

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

- An “eyes open” belief that it could happen here.
- Encouragement of professional curiosity and appropriate challenge.

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

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

- Direct disclosure by the child or young person
- Indirect disclosure e.g. through written/art work or through friends
- Complaint from a parent/carer to:
 - Local Authority
 - The school
 - Children's Social Care
 - Police
- Reports by other colleagues or agencies
- Anonymously

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

- Staff are aware of the whistleblowing policy and procedures, this policy is readily available to all staff.
- Policies and procedusres are also issued at time of induction.
- **Further information is available at: www.rbscb.org**

13 WHISTLEBLOWING

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

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

SCHOOL CHILD PROTECTION PROCEDURES

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

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

The Designated Safeguarding Lead is:

REBECCA RAWSTHORNE

The Deputy Designated Safeguarding Lead is:

HELEN BACK

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'Child Protection' then a discussion with their DSL/line manager will assist in determining the most appropriate next course of action²:

Staff should never:

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

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need and consider the Children's Needs and Response Framework?)
- Can the level of need identified be met:
 - In or by the school or by accessing universal services/without referral to the MASS 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 the Multi Agency Screening Service requesting that an assessment of need be undertaken? (**Section 17 Child in Need referral**)
- Is the level and/or likelihood of risk such that a Child Protection referral needs to be made (i.e. a child is suffering or is at risk of suffering significant harm)? (**Section 47 Child Protection referral**)
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?

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

- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals, recording, etc)

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

The Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare but to also give assurances to the person reporting their concerns that the DSL has, in turn, followed procedures.

3. Thresholds for Referral to the 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:

(i) Is this a Child In Need?

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

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

(ii) Is this a Child Protection Matter?

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

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

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

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

(i) Child In Need/Section 17 Referrals

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

(ii) 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 an Early Help Assessment is in place then this information must form part of the CP referral and the DSL completes the front sheet of the multi-agency referral form.

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

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

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the referral or in any telephone contact with 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 on to another agency who can provide services;
- Undertake an Assessment or request an assessment from a single agency;
- Convene a Strategy Meeting for referrals under Section 47 of the Children Act;
- Provide support services under Section 17;
- Convene an Initial Child Protection Conference;
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;

6. Feedback from the MASS

The MASS has 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent Child Protection referral, and where this places school / a child(ren) in a vulnerable position, you should ask to speak to the relevant Team Manager at MASS (0300 303 0440) or the Education Safeguarding Officer (01706 925179)

7. Risk Assessment 'Checklist'

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

The Prevent Duty (DfE June 2015)

Protecting children from Radicalisation:

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

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

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

Howard Street is committed to:

- Establishing a single point of contact in terms of safeguarding
- Assess risk to children and staff, of 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 children, 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 our children to learn and develop in our school, and
- identifying children who are particularly vulnerable to extreme views / radicalisation and taking appropriate action in accordance with our schools

Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school

- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures

Further advice available at:

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

Female Genital Mutilation FGM

A Mandatory Reporting Duty

Another Safeguarding issue which has, is that of FGM, 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, 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’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

Children Missing Education (DfE statutory guidance) January 2015

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

In accordance with guidance, a child missing from education is defined as someone of compulsory school age who is not on a school roll, not being educated otherwise (e.g. at home, in independent schools or in alternative provision) or who has been out of any educational provision for four weeks or more. Although our children are not statutory school age Howard Street Nursery School do monitor children's attendance and will follow up absences. On the first day of a child's absence if parents haven't contacted school, school will contact parents to find out why their child is not at nursery and ask for their expected return date.

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.

Forced Marriage and Honour Based Violence

Whilst it is highly unlikely that this will be an issue in a Nursery School, the HT/DSL is aware – and has made every effort to understand the issues and necessary professional responses.

Our very young children may be the product of a FM or HBV, and could be living in a household where this duress includes both physical and emotional pressure and abuse. Staff (the DSL in particular) should be alert to the signs – and should respond accordingly.

CHILD SEXUAL EXPLOITATION

Again, this is an area which is not necessarily prevalent in the Early Years. However, the HT/DSL has training in/awareness of the issues.

Within the early years, we feel that we have a vital role in helping children to develop as confident, resilient young people. We encourage our pupils to talk about their feelings and experiences. We support them to say what they do/don't like – and to have the courage to speak out about actions/experiences which they find unacceptable. We encourage them to manage risk – by being risk aware. In this way we feel that the children at Howard Street Nursery School, become less vulnerable and are less likely to be victims of CSE.

Gender Based Violence

(Including violence against women and girls and 'honour based' violence)

A two year global UN (United Nations) study on violence Against Children provided stark evidence that violence in and around schools occurs worldwide.

In our Nursery School, intentionally violent episodes/child to child/ child to staff/ adult to adult) are virtually non-existent. However, we accept that there is now international recognition that the issue needs to be addressed. We accept that whilst these issues – corporal punishment, bullying, gang violence and gender violence may occur in our neighbouring locations e.g. in the home or the street.

Most research, so far, has focused on girls as victims – although some highlight girl-on-girl violence, homophobic violence and student –on-teacher violence. Also, much of the research is centred around violence in African and Asian countries. Increasingly, as the school communities in the UK widen they may include families who are escaping persecution in these areas. It is of paramount importance that the staff in schools become aware of these issues and how they may present. Equally, it is essential that all staff know how to respond if they suspect that gender based violence may be occurring.

Across many communities, around the world, there may still be an acceptance of a gender hierarchy – where ‘boys will be boys’ is an acceptable response to bullying and fighting. In some schools and communities, girls may be expected to be the quieter, less dominant/confident group. In some groups this may be welcomed as girls prepare to be obedient, sub-servant wives/mothers. This can be regarded as protecting their honour and violence may be used to re-enforce the concept. This attitude can occur in almost any community – and is not **unique** to particular faiths, religions or cultural groups.

In our Nursery School the issue of gender hierarchy, is taken very seriously. Equality of opportunity, for all our pupils is paramount. We actively challenge gender type-casting which may, inadvertently re-enforce the concept of a male dominated hierarchy.

For the purpose of this statement, we need to highlight the actions we take to support the girls in our school.

- All pupils have equal access to staff, resources and learning opportunities
- Staff are aware that boys’ behaviour patterns can dominate a group situation – so girls are encouraged to play an equal and active part
- Any attempt to ridicule girls who exhibit traditional ‘boys’ behaviour (or vice-versa) is dealt with promptly and sensitively e.g. girls who play ‘Dad’ in domestic role play, girls who chose to play football
- Girls are encouraged to ‘speak out’, to have a voice – stating confidently that they are not happy with some behaviours e.g. when boys try to push them off the bigger/faster bikes.
- Girls are equally encouraged to be physically, socially, culturally emotionally and academically strong. Type-casting ‘feminine behaviours’ will not be encouraged or tolerated. All children will be supported to reach their potential, irrespective of their gender/gender identity

Peer-on-peer abuse (including physical, social, emotional and sexting)

When a child is sexually abused, there is a regular assumption that an adult is the abuser. In reality, up to 40% of children are abused by older or more powerful

children. This reality is hard to accept – and it can be difficult to distinguish from normal sexual curiosity.

This type of sexual abuse can be described as:-

- When there is a significant age difference (3+ years)
- Where there is significant development difference (size or mental capacity)
- Does not have to involve penetration, force, pain or touching (adults engaging in sexual activity with a child, to meet their own interests/needs – looking, sharing, touching – are guilty of abuse)

Within the Nursery School setting we need to determine what is normal development and what is sexual behaviour. Children naturally engage in forms of sexual exploration with children of similar age, size, social status or power. It is of particular concern if a child picks out another who is younger, frailer, more vulnerable or is using tricks, threats or bribery to coerce the child. It is important to be able to distinguish between normal sexual behaviour and behaviour that harms another child. On many occasions behaviour that may seem concerning is actually part of healthy sexual development.

Sexual behaviours in the under 5's

<u>Common Behaviour</u>	<u>Uncommon Behaviour</u>
<ul style="list-style-type: none"> • Will have questions and express knowledge relating to <ul style="list-style-type: none"> - Differences in gender and genitalia - Hygiene and toileting - Pregnancy and birth • Will explore genitals • Sharing and looking a genitals 	<ul style="list-style-type: none"> • Having knowledge of specific sexual acts or explicit sexual language • Engaging in adult-like sexual contract with another child.

Most 'sexual behaviours' in very young children are exploratory and are a healthy part of growing up. However, it is a difficult fact that sometimes it is because the child perpetrator is being abused (these children have three times as many sexual behaviour problems as other children)

These behaviours can (but not necessarily do) sometimes occur because:-

- The perpetrator is being emotionally, physically or sexually abused
- The perpetrator is witnessing physical or emotional violence
- The perpetrator may have viewed explicit materials
- The perpetrator may just act impulsively without meaning to harm.

Peer abuse must be taken seriously for these reasons, as it could be an indicator of something worse happening in the child's home. Any suspicion must be handled in the same way as any other safeguarding issue (reported to the DSL – and children not over questioned or interrogated. All issues must be recorded accurately in the accepted format outlined in the school's policy).

What can we do to reduce the risk?

Peer abuse can be prevented. Adults must be aware of the potential for abuse between children

Identify blind spots

Around school there are places where children can be alone together – do you know where they are? At Howard Street Nursery School these could be in the bathroom, the home corner, tents/dens and cloakroom. We need to recognise the possibilities and supervise them appropriately. Pay attention if children sneak off to be alone together – if you notice a pattern then monitor and take necessary steps to separate them.

Constant supervision

Whilst we encourage independent learning, this does not mean that supervision does not need to take place. Check all areas regularly – avoid duplication of adults in one room, at the expense of more in others. Be aware of the blind spots and pay them more attention.

Mandatory reporting

Remember, reporting of any suspected sexual abuse is mandatory.

NSPCC – Pants and Pantosaurus

The NSPCC has an early years PANTS campaign which encourages children to keep their private parts covered – and to say “NO” to anyone else who asks to see/touch them. Howard Street Nursery School will adhere to the principles of their policy and act on their guidance.

Not all peer-on-peer abuse is sexual. Abuse can be physical, social and/or emotional. Staff should be equally aware of other forms of abuse - and be equally active in their response (see anti-bullying policy).

Even low level name calling (based on physical appearance, ability etc) and socially isolating behaviour is a form of abuse. All forms of peer-on-peer abuse must be taken seriously and staff must act appropriately.

Sexting is a relatively recent phenomenon in peer-on-peer abuse. As more, and younger, pupils have access to mobile devices – sexting is becoming the ‘weapon of choice’ for many.

Again, it is unlikely that children in a Nursery School will be subject to this kind of abuse – but staff should, again, be aware of its existence and potentially harmful effects.

Private fostering

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

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

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

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

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

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

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

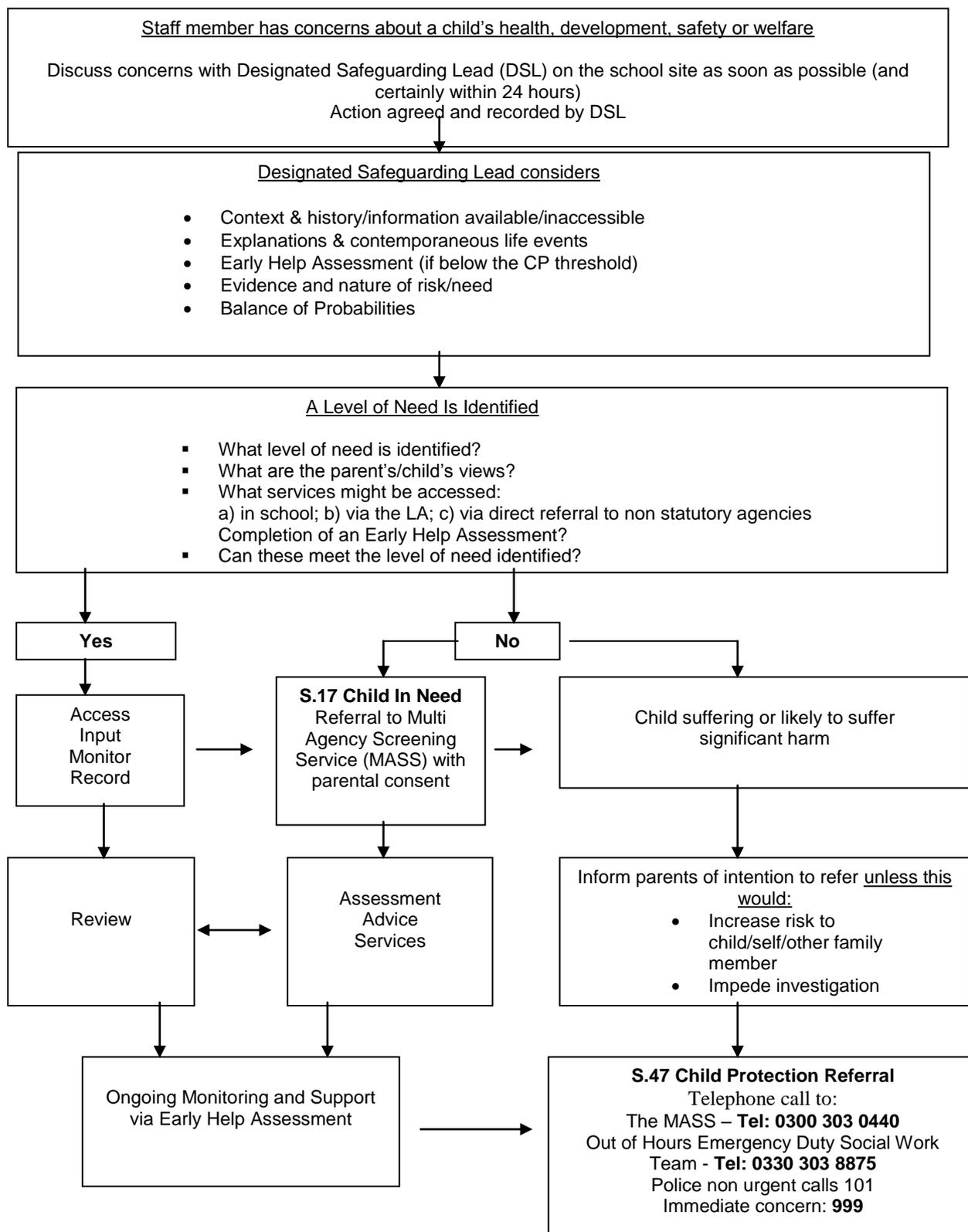
In January 2014, Ofsted published a report called '[Private fostering: better information, better understanding](#)'. From a safeguarding perspective, the report's findings gave much cause for concern. Many private fostering arrangements are 'hidden' and, it appears, are rarely brought to the attention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

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

Further information is available at:

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

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



The Designated Safeguarding Lead in School is: Rebecca Rawsthorne
The Deputy DSL is Helen Back

APPENDIX 2: TALKING AND LISTENING TO CHILDREN

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

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

You should **NEVER**

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

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

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

Recordings should

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

What information do you need to obtain?

- School staff have **no investigative role** in Child Protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses);
- Never prompt or probe for information, your job is to listen, record and share information;

- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?';
- If the answer is yes, or if you're not sure, record and share immediately with the Designated Safeguarding Lead/Head Teacher/Deputy Designated Safeguarding Lead.

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

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

What else should we think about in relation to disclosure?

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

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

Important Sources of Further Information

1. 'Keeping Children Safe in Education', DfE (Statutory Guidance revised in 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 organisations³. All staff in education settings should have read and have an understanding of at least Part 1 of this statutory guidance.
2. 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 thereafter⁴
3. Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2015);
4. What to do if you are worried a child is being abused – Advice for practitioners (DfE, 2015)
5. In addition schools/colleges should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

³ Includes the most up to date guidance for all staff working with children/young people to have enhanced DBS checks in place.

⁴ The Greater Manchester Safeguarding Children procedures are available electronically and can be accessed via the RBSCB web site: www.rbscb.org



Howard Street Nursery School **Designated Safeguarding Lead – Job Description**

TITLE: Designated Safeguarding Lead for Child Protection

The Designated Safeguarding Lead (DSL) must be a senior member of the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies.

Policy and procedure:

- Act as a champion of the school's safeguarding policy and procedures by ensuring all staff have access to and understand them
- Induct new members of staff with regard to the school and RBSCB safeguarding policies and procedures
- Ensure the school safeguarding policy is updated and reviewed annually
- Ensure parents see copies of the safeguarding policy to avoid potential conflict later

- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct)

Reporting concerns:

- Recognise how to identify signs of abuse and when to make a referral
- Respond appropriately to disclosures or concerns relating to the well-being of a child
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information
- Liaise with the Head Teacher/or relevant SLT to inform them of any issues and ongoing investigations
- Liaise with the Governor with safeguarding responsibilities
- Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely
- When pupils move school, ensure their safeguarding file is sent to the new establishment immediately and securely
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme

- ***It is not the role of the DSL (unless it is the Head Teacher) to investigate allegations of abuse or neglect by members of staff working or volunteering with children in school.***
This falls to the Headteacher or to the Chair of Governors where the allegation is against the Headteacher.

Multi Agency working:

- Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored
- Attend and contribute effectively to Child In Need meetings, Child Protection conferences, planning and review meetings; including those taking place out of normal working hours.
- Liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life working with the Early Help team. Acting as Lead Professional as appropriate

Ensure that actions resulting from meetings are SMART and that they are carried out in a co-ordinated way; making the difference which was anticipated

Training:

- Ensure all staff have safeguarding induction within their first 7 days and receive frequent updates so that they are able to recognise and report any concerns immediately
- Attend relevant training every 2 years and on an annual basis attend annual DSL training to reinforce and enhance Safeguarding knowledge and practice
- Represent the school at Designated Lead forums and disseminate the information to colleagues

Knowledge and skills:

- Act as a source of support, advice and expertise within the school
- Have a working knowledge of how the Rochdale Safeguarding Children Board operates
- Ensure that staff members are following up to date procedures in line with National and Local expectations
- Act with integrity; maintaining confidentiality at all times
- Identify vulnerable children within the setting and ensure that all staff are made aware of who these children are.

General Duties:

- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
- To ensure that the Section 175 Audit published by Rochdale Safeguarding Children Board (RBSCB) is completed annually and returned by deadline and reviewed regularly.

