



Milnrow Parish
Church of England Primary School
St James Street
Milnrow
Rochdale, OL16 3JT
01706 643973

Safeguarding and Child Protection Policy

DATE: Autumn 2018

REVIEW DATE: Autumn 2019

SIGNED (HEADTEACHER) _____

SIGNED (CHAIR OF GOVERNORS) _____

MILNROW PARISH CE PRIMARY 2018 -19

MILNROW PARISH CE PRIMARY SAFEGUARDING POLICY & PROCEDURES 2018 - 2019

INTRODUCTION

This policy document which provides an overview of the school's position and arrangements in respect of Child Protection and safeguarding provides staff and Governors 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

1. 'Keeping Children Safe in Education', DfE (Statutory Guidance revised in Sept 2018) with effect from September 2018 replaces 'Keeping Children Safe in Education' 2015 and Safeguarding Children & Safer Recruitment in Education DCSF (2006) and former DCSF Guidance, and makes clear the roles and responsibilities of education professionals, establishments and organisations¹. All staff and Governors at Milnrow Parish CE 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 Early Help & Safeguarding Hub (EHASH) or the police and thereafter².
3. 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)
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.

Further Assistance and external Support with this Policy

Should you require any support or assistance in Child Protection policy or procedures, please contact the 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



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

Academic Year	Designated Safeguarding Lead (DSL) & or Deputy DSL	Nominated Governor
2018-2019	Lindsey Kirkham (Headteacher)	Ruth Hurst
2018-2019	Cathryn Romero (Deputy Head)	

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

Name of Staff Member / Governor	Date when last attended Safeguarding Training	Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team)
Lindsey Kirkham	24.05.17	Safeguarding Team
Cathryn Eastwood	10.06.15	Safeguarding Team
Ruth Hurst	09.02.18 & 10.10.18	Real Trust
Anne-Marie Harrop	05.12.17	RBSCB

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
All staff – teachers, teaching assistants, welfare, office, Cleaning & Caretaking & Governors	See attached list for dates (Appendix 4)	Claire Heap RMBC - Safeguarding Team

D. Annual Review date for this policy

Review Date	Changes made	By whom
Autumn 19	Information on new reporting system - CPOMs added	Lindsey Kirkham

PURPOSE OF OUR CHILD PROTECTION POLICY

- 1.1. The welfare and safety of pupils at Milnrow Parish 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.

Milnrow Parish is committed to the development of good practice and sound procedures to ensure the safety of all of our pupils at all times.

2. AIMS

- 2.1. At Milnrow Parish 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.

- 2.2. 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:**

Children are supported through their curriculum and other work where they are made aware of situations that may occur and how they can deal with them. The school promotes a positive school ethos and ensures that pastoral support is given to all pupils.

(b) **Protection:**

Agreed procedures are followed, and all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns/disclosures.

(c) **Support:**

Appropriate support is given to pupils and school staff and to children who may have been abused. Support is also given to staff who deal with disclosures of abuse (supervision).

- 2.3 This policy applies to all adults on school site including staff, governors and volunteers.

3. SCHOOL COMMITMENT

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

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.

We achieve this by regularly including opportunities for talk and discussion, either in a group or on an individual level in a supportive atmosphere. This may be through sessions in PSHE, circle time activities or small nurture group sessions. Children are reminded that they can talk to any adult in school at any time if anything is causing them worry or concern.

- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Regular reminders are given through PSHE lessons, collective worship and whenever other opportunities arise.

- (c) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- (d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
For further information please refer to the PSHE and SRE policies.
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4. FRAMEWORK

- 4.1 Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, contributing to the assessment of a child's needs using the Children's Needs and Response Framework and, in particular, using and embedding the 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.
- 4.2 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.

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 P4 of this document.
- 5.2 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.
- 5.3 The Headteacher will ensure that all staff receive the appropriate training within the school context.

5.4 The named governor responsible for Child Protection is the Chair. The Governing Board is accountable for ensuring that the education setting has effective policies and procedures in place in accordance with guidance, and for monitoring the school's compliance with them. Neither the governing Board, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff). Some governing Boards have found it helpful for an individual member of the Governing Board to champion child protection issues within the school, liaise with the head teacher about them, and provide information and reports to the governing board. It is helpful if all members of the governing board undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

5.5 These people are available within the Local Authority to offer advice and support?

<p>Education Safeguarding Officer - 01706 925384 Education Welfare Service - Tel: 01706 925115 Multi Agency Screening Service - Tel: 0300 303 0440 Out of Hours, Emergency Duty Social Work Team - Tel: 0300 303 8875 Local Authority Designated Officer (Allegations of Professional Abuse) - Tel: 01706 925365 Safeguarding Unit – 0300 303 0350 External Agency Police Protection and Investigation Unit (PPIU) - Tel: 0161 856 4810 (CP)</p>

5.6 Safeguarding and Child Protection Governor

The Safeguarding and Child Protection Governor Role is:

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 Board puts in place a suitable Safeguarding Policy and associated procedures.

To champion safeguarding issues within the school.

To encourage other members of the Governing board to develop their understanding of the governing Board'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 safeguarding policy.

To ensure that the governing board 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 by the full governing board.
- 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
- Ensuring that basic safeguarding training is undertaken by ALL staff, including Lunch Time Organisers, TAs, 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 board's duties in respect of safeguarding have been discharged.

The Chair of the Governing Board, and the Vice Chair in their absence, 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 board will take the lead in liaising with the LA and/or partner agencies unless a member of the Governing Board 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, Head of Schools 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.'

6. TRAINING

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. See Appendix 4 and 5.
- There are internal and external support networks available to all staff if there are concerns or queries

7. CONFIDENTIALITY

7.1. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection.

- 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 be made this promise as it cannot be kept. This should be dealt with sensitively and openly.

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

7.3 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.

8. RECORDS AND MONITORING

8.1 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 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).

- 8.2 Written and dated records of all reported concerns and referrals are stored securely in the Headteacher's office and from September 2018 are now recorded on the CPOMs system. All staff contribute to these using the CPOMs online recording system. The designated child protection person in school monitors these records, informs relevant staff and makes appropriate referrals.
- 8.3 Any school records kept can and will be used in any future need to refer a specific child.
- 8.4 The need for a referral will be determined by the Headteacher.
- 8.5 When parents are involved by the school relating to specific concerns the records can be shared with the parent upon request by the parent.
- 8.6 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. If the destination school is unknown advice is sought from the Attendance and Safeguarding Team. Copies of these records will be made by school and archived in secure storage.

9. 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, Pastoral officer, class teacher, SENCo or a combination. Teachers and other professionals will be expected to produce concise and relevant reports for this meeting.
- The purpose of a Child Protection Review Conference is:
 - To receive the completed assessment from the Core Group at the first Review (within three months of the Initial Child Protection Conference);
 - To review the safety, health and development of the child against planned outcomes set out in the Child Protection Plan and Assessment;
 - To ensure that the measures put in place to safeguard the child continue to be effective and appropriate;
 - To consider the child's wishes and feelings;
 - To bring together and analyse information about the child's health, development and functioning and the parent's capacity to ensure and promote the child's welfare;

- To consider whether the Child Protection Plan should remain in place or should be changed and set desired outcomes and timescales;
- To examine the current level of risk;
- To determine the need for further assessment;
- To check that inter-agency co-ordination is functioning effectively;
- Make judgements about the likelihood of the child suffering Significant Harm in the future;
- To consider if the child's need for safeguarding can be met without a Child Protection Plan in place.

The Child Protection Review Conference must decide explicitly if the child is still at continued risk of Significant Harm and hence whether there is an ongoing need for a Child Protection Plan. The same decision-making procedure should be used to reach a judgment on this issue as is used at the Initial Child Protection Conference.

If the Child Protection Plan continues, the relevance of the Category of Significant Harm must be reviewed

10. SUPPORTING PUPILS AT RISK

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

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

10.2 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;
- (d) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (e) 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;
- (f) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.

10.3 This policy should be considered alongside other related policies in school. These policies will be revisited annually with staff or more regularly if updates are received

These are:

- Staff Codes of Conduct – Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (updated January 2017)
- DFE, Keeping Children Safe in Education, September 2018
- Behaviour Management Policy
- Anti-bullying
- Special Educational Needs
- Health and Safety
- E-safety
- Allegations of Abuse Against Staff
- Whistleblowing Policy

10.4 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 violence, drug or alcohol abuse, children may also be particularly vulnerable and in need of support or protection.

11. 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 Milnrow Parish 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 September 2018

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

MILNROW PARISH CE PRIMARY SCHOOL CHILD PROTECTION PROCEDURES

1. What Should Staff/Volunteers Do If They Have Concerns About a Child or Young Person in School? See Appendix 1 and 2

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 fill in an incident form on the schools CPOMs system which will automatically inform 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: Lindsey Kirkham

The Back Up Designated Safeguarding Lead Person is: Linda Evans

The Pastoral Officer is Anne-Marie Harrop 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 they should automatically fill in a CPOMs incident form and their Designated Child Protection Person/line manager will determine the most appropriate next course of action³:

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**)

³ Detailed information on possible signs and symptoms of abuse can be found in Part 1 of Rochdale Borough Child Protection Procedures at www.rbscb.org

- 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)

2. **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.

3. **Thresholds for Referral to the Early Help & Safeguarding Hub (EHASH)**

Where a Designated Safeguarding Lead or line manager considers that a referral to the EHASH 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 (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;
- (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 EHASH.

4. Making Referrals to the EHASH (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 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:
 - (a) Because this would increase the risk of significant harm to a child(ren), to another member in the family home or to a professional; or
 - (b) Because, in the referrer's professional opinion, to do so might impede a criminal investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

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

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of

referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents, then you should seek advice and/or make this clear on the referral or in any telephone contact with the Multi Agency Screening Service.

5. The EHASH Responses to Referrals and Timescales

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

- Provide advice to the referrer and/or child/family;
- Refer to Early Help services;
- Undertake an Assessment or request an assessment from a single agency;
- Convene a Strategy Meeting for referrals under Section 47 of the Children Act;
- Provide support services under Section 17;
- Convene an Initial Child Protection Conference;
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;

6. Feedback from the EHASH

The EHASH 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 EHASH (0300 303 0440) or the Education Safeguarding Officer (01706 925384)

7. 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?

8. Child Sexual Exploitation

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

There is a strong commitment from all key partners under the banner of Project Phoenix to improve our collective knowledge and understanding of child sexual exploitation in Greater Manchester and to develop a consistent and effective approach to identifying and responding to it.

Therefore Phoenix has agreed to use the definition developed by the Children's Society in collaboration with young people, which is:

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

As in all cases, concerns that a child may be at risk of sexual exploitation will be discussed with the school's DSL and a decision made as to whether there needs to be consultation with and a CP referral to Rochdale EHASH.

Rochdale has a dedicated CSE team - 'Sunrise' based within the EHASH 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. They will work with schools and deliver preventative education programmes and provide specialist training to professionals so they know what signs to look out for. The school will utilise this service as necessary.

9. Protecting children from Radicalisation: The Prevent Duty (DfE June 15)

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 and extremist influences or prejudiced views. We recognise that, as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

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

Our School will:

- Establish a single point of contact in terms of safeguarding
- Assess risks of students being drawn into terrorism
- Develop an action plan to reduce the risk when identified
- Train staff to recognise radicalisation and extremism
- Refer vulnerable people to Channel
- Prohibit extremist speakers and events
- Manage access to extremist material - ICT filters
- Be confident about British Values

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence or harm to others.

We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by:

- providing a safe environment for children and young people to learn and develop in our school setting.
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation and taking appropriate action in accordance with the schools' Safeguarding procedures with the aim of making sure they are kept safe.
- making appropriate referrals to the Local Authority for early intervention and support where necessary.
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures

Further departmental advice available at:

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

10. 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 teachers, (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'), 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.

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 :

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

11. Children Missing Education CME (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.

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

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

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

12. 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.

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.

The 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 and 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 who should then make a CP referral to EHASH in line with the procedures.

13. 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 EHASH.

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

- Language as derogatory, demeaning, inflammatory;
- Bullying, including cyberbullying;
- Gender based violence;
- Sexual assaults and harassment;
- Sexting;

As a school we aim 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.

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

Milnrow Parish CE Primary School recognises 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
- Communications 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 their safety and welfare at Milnrow Parish CE Primary School we will follow the same procedures as outlined within this policy and liaise with the DSL initially.

14. 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, radicalisation 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>

Milnrow Parish CE Primary School takes online safety very seriously both in terms of our pupils and all of our staff. Please also refer to Milnrow Parish CE Primary School's online safety policy and the acceptable IT useage policy for staff.

15. 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 Muchausen'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 EHASH team in Rochdale for advice and support.

16. Faith Abuse

Published case reviews highlight that professionals sometimes lack the knowledge and confidence to work with families from different cultures or 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 newborn 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".
- Should there be any concerns relating to this form of abuse contact the EHASH team in Rochdale for advice and support.

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

17. 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 EHASH.

18. 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.

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

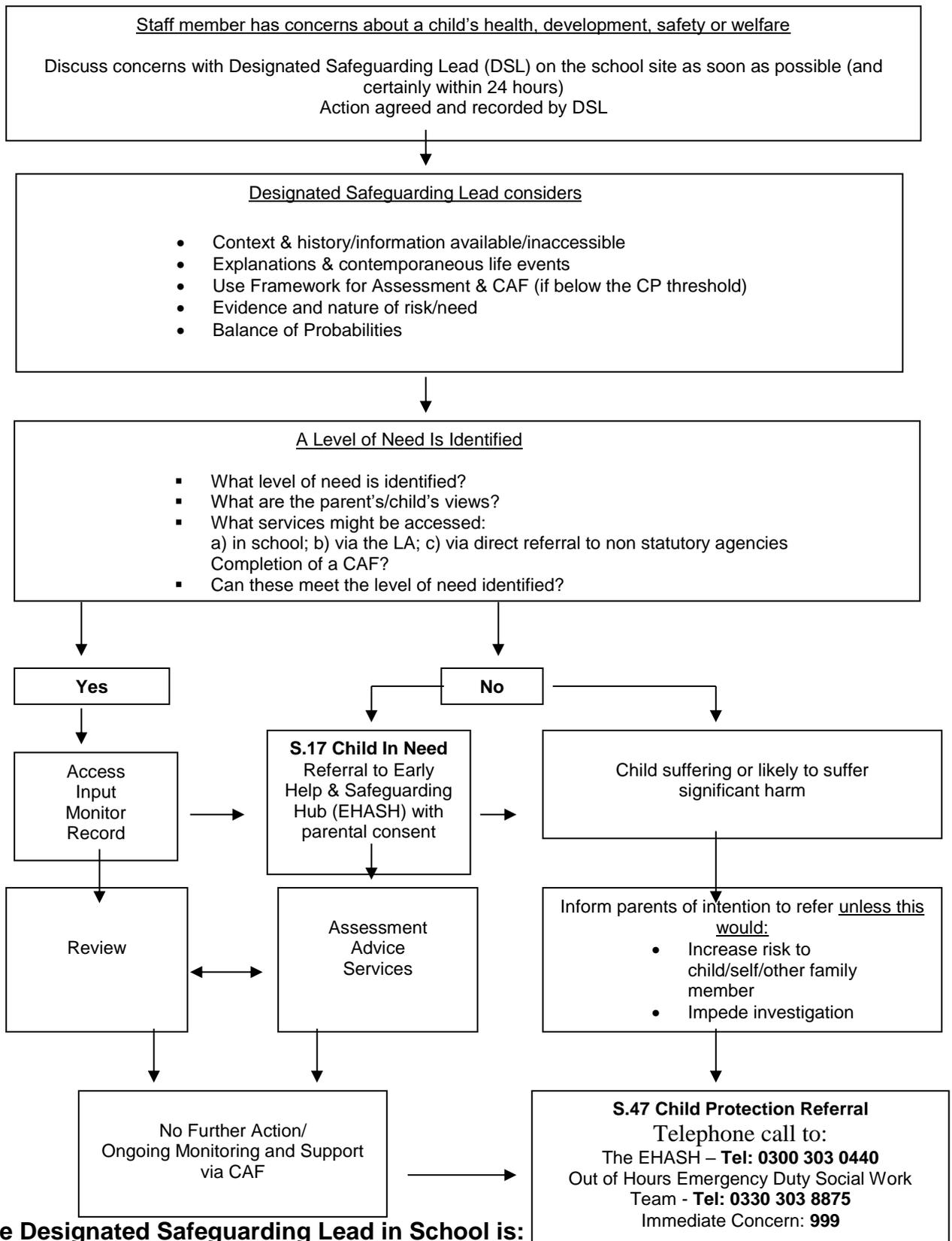
19. Domestic abuse

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.

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

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



**The Designated Safeguarding Lead in School is:
Ms L J Kirkham (Headteacher)**

The Deputy Safeguarding Lead in School is Mrs Romero (Deputy Headteacher)

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

What information do you need to obtain?

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

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

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

What else should we think about in relation to disclosure?

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

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

Appendix 3

SCHOOL STAFF & GOVERNORS WHO HAVE ATTENDED BASIC INTRODUCTION TO SAFEGUARDING (BISC) AND OTHER RELEVANT COURSES

Name	Surname	Course	Date	Other Relevant Courses
Georgina	Baker	BISC	10.10.18	
Cathryn	Romero	BISC	10.10.18	Working Together to Safeguard Children Course 10.06.15 & 06.02.19
Ria	Eaton	BISC	10.10.18	
Linda	Evans	BISC	10.10.18	also attended Working Together to Safeguard Children Course 30.01.13
Lindsey	Kirkham	BISC	10.10.18	also attended Working Together to Safeguard Children Course 24.05.17
Jennifer	Lloyd	BISC	10.10.18	
Jennifer	Mitton	BISC	10.10.18	
Rachel	Myers	BISC	10.10.18	attended Introductory Course looking at Safeguarding Issues
Ian	Watson	BISC	10.10.18	
Sian	Whalen	BISC	10.10.18	
Gwen	Bebbington	BISC	10.10.18	
Lisa	Booth	BISC	10.10.18	
Bronia	Brown	BISC	21.09.15 24.01.19	
Ivis	Collins	BISC	10.10.18	
Teresa	Cowan	BISC	10.10.18	
Denise	Gallagher	BISC	10.10.18	
Anne-Marie	Harrop	BISC	10.10.18	Also attended WTSC 05.12.17
Leigh	Hughes	BISC	10.10.18	
Kimberley	Layland	BISC	03.02.16 24.01.19	
Clare	Lees	BISC	10.10.18	
Linzi	Lowe	BISC	10.10.18	
Karen	Mathews	BISC	10.10.18	Confirmed all employees sign the Safeguarding Working Manual Yearly
Alison	Newton	BISC	10.10.18	
Sandra	Parry	BISC	10.10.18	
Louise	Pryce	BISC	10.10.18	

Carol	Raines	BISC	10.10.18	
Jamie	Spence	BISC	20.11.16 24.01.19	
Craig	Szlatoszlavek	BISC	10.10.18	Confirmed all employees sign the Safeguarding Working Manual Yearly
Ruby	Taylor	BISC	21.09.15 24.01.19	
Scott	Warburton	BISC	Sept – 17 Nov – 18	confirmed by Ann Jones at All Souls 31.10.18
Gaynor	Whitham	BISC	10.10.18	
Governor Name	Surname	Course	Date Attended	Other Relevant Courses
Irene	Davidson		25.05.16	Governing Board Responsibilities around safeguarding children
John	Eaves	BISC	10.10.18	
Jean	Knowles	BISC	10.10.18	Governing Board Responsibilities around safeguarding children 21.06.17
Andrew	Harrison			
Louise	Howarth	BISC	10.10.18	
Anthony	Hughes	BISC	10.10.18	
Ruth	Hurst	BISC	10.10.18	BISC and Safe Working Practice 09.02.18
Sara	Mason	BISC	10.10.18	
Jennie	Morton		10.10.18	Safeguarding Children in Education
Jennie	Morton	BISC	10.10.18	
Gaynor	Rennie		24.09.18	Safeguarding for Schools DSLs
Davina	Tickner	BISC	10.10.18	

APPENDIX 5

List of Staff who have undertaken Prevent Training

Name	Surname	Date Attended Prevent Training
Georgina	Baker	29.09.16 & 22.01.19
Cathryn	Romero	23.02.16 & 22.01.19
Ria	Eaton	23.02.16 & 22.01.19
Linda	Evans	23.02.16 & 22.01.19
Lindsey	Kirkham	16.11.15 & 22.01.19
Jennifer	Lloyd	22.01.19
Jennifer	Mitton	22.01.19
Rachel	Myers	23.02.16 & 22.01.19
Ian	Watson	23.02.16 & 22.01.19
Sian	Whalen	22.01.19
Gwendolen	Bebbington	23.02.16 & 22.01.19
Bronia	Brown	23.02.16 & 22.01.19
Ivis	Collins	23.02.16 & 22.01.19
Teresa	Cowan	23.02.16 & 22.01.19
Denise	Gallagher	23.02.16 & 22.01.19
Anne-Marie	Harrop	Nov 2015 & 22.01.19
Leigh	Hughes	23.02.16 & 22.01.19
Clare	Lees	23.02.16 & 22.01.19
Linzi	Lowe	23.02.16 & 22.01.19
Karen	Mathews	23.02.16 & 22.01.19
Alison	Newton	23.02.16 & 22.01.19
Kimberley	Oddy	23.02.16 & 22.01.19
Sandra	Parry	23.02.16 & 22.01.19
Louise	Pryce	18.10.17 & 22.01.19
Carol	Raines	23.02.16 & 22.01.19
Jamie	Spence	05.01.16 & 22.01.19
Craig	Szlatoszlavek	23.02.16 & 22.01.19
Ruby	Taylor	23.02.16 & 22.01.19
Scott	Warburton	all souls
Gaynor	Whitham	23.02.16 & 22.01.19

List of Governors who have undertaken Prevent Training

FIRST NAME	SURNAME	DATE ATTENDED	NAME OF COURSE
Irene	Davidson	22.01.19	
John	Eaves	22.01.19	
Jean	Knowles	22.01.19	
Andrew	Harrison	22.01.19	
Louise	Howarth	22.01.19	
Anthony	Hughes	22.01.19	
Ruth	Hurst	23.02.16 & 22.01.19	Prevent Training
Sara	Mason	22.01.19	
Jennie	Morton	05.10.16 & 22.01.19	Preventing Radicalisation - Awareness Session for Governors on the 'Prevent' Duty 2015
Gaynor	Rennie	22.01.19	
Davina	Tickner	22.01.19	