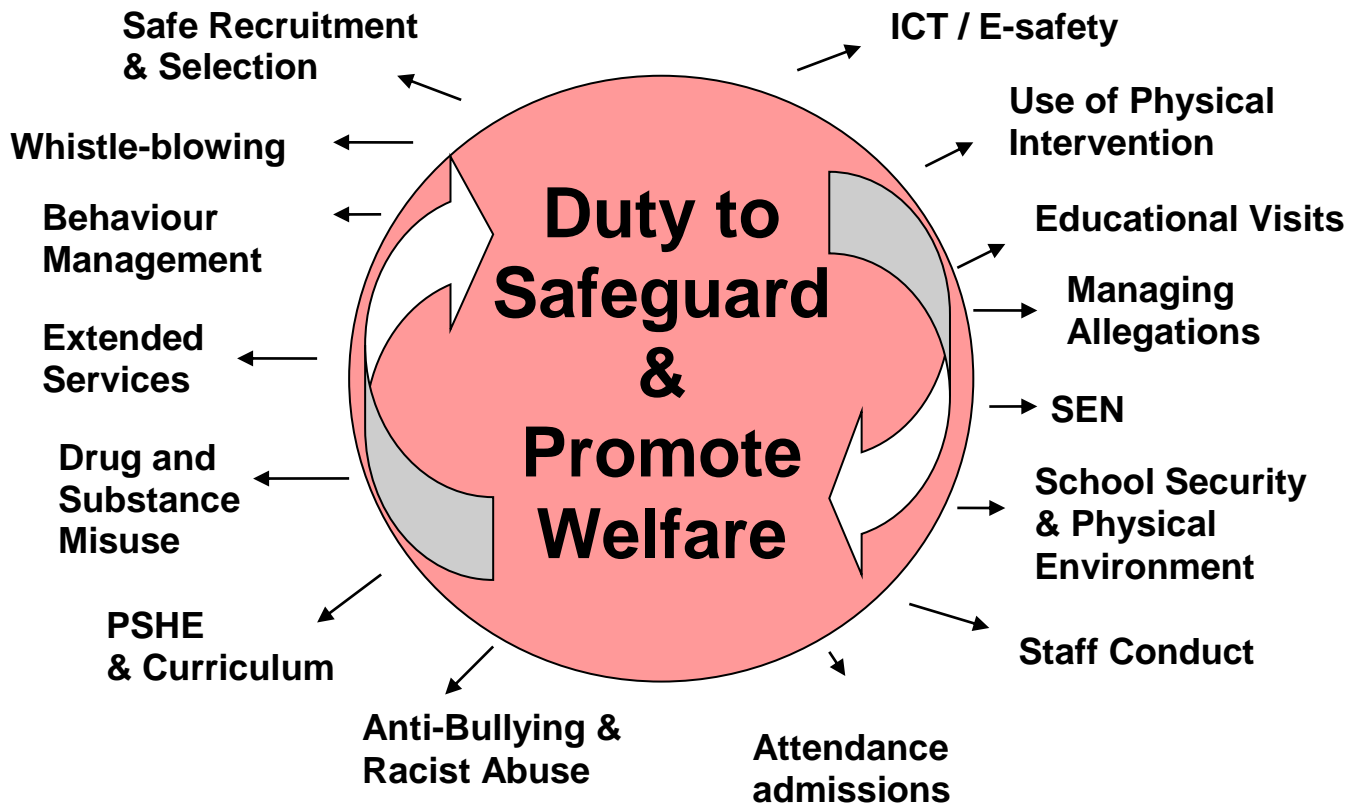




Revised January 2017

Safeguarding and Child Protection Policy



Child Protection is everybody's business!

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

Academic Year	Designated Child Protection Person (DCPP) & or Deputy DCPP	Nominated Governor
15-16	Parveen Earl DCPP Catherine Bolton Deputy DCPP Mandy Hughes Deputy DCPP Nichole Mulkeen Operational Safeguarding Lead	John Kenmure
16-17	Simon Moore DCPP Susan Lawton Deputy DCPP Mandy Hughes Deputy DCPP Nichole Mulkeen Operational Safeguarding Lead	

B. Training for Designated Staff in School DCPPs 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)
Simon Moore	3 rd Jan 2017 2015 2015	Working together to Safeguard Children – tailored towards school Raising concern procedure in light of SCR. PREVENT Safer recruitment PREVENT
Mandy Hughes	3 rd Jan 2017 6.12.12 July 2014 1.10.14 6.10.14 12.11.15	Working together to Safeguard Children – tailored towards school Raising concern procedure in light of SCR. PREVENT Safeguarding and Child Sexual exploitation – training the trainers Missing children in Education Equality Duty for Schools Designated Teachers for LAC Working together to safeguard children ECAAF
Susan Lawton	3 rd Jan 2017 15.2.11 18.6.14 16.7.15	Working together to Safeguard Children – tailored towards school Raising concern procedure in light of SCR. Safeguarding and building resilience Safer Recruitment refresher session Working together to safeguard children
John Kenmure	3 rd Jan 2017 20.10.14 8.11.2014	Working together to Safeguard Children – tailored towards school Raising concern procedure in light of SCR. PREVENT Safeguarding for Governors Safer Recruitment training Day
Barbara Kelly	23.1.15	Real Love rocks - to raise awareness of grooming, child sexual exploitation, and online safety. It focuses on the importance of feeling free, happy, and safe in future relationships
Nichole Mulkeen (Family Outreach) Operational Safeguarding Lead	13.10.14 6.2.14 & 9.9.14 14.10.15	Working together to safeguard children CAF briefing ECAAF

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

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All Staff	26.4.10	Jude Crabtree

Revised January 2017

	18.11.13 24.11.14 Nov 14	GMP – Safeguarding against extremism Keeping Children Safe in Education issued to all staff
All teachers	3 rd Jan 2017	Jude Crabtree
GL,CL,DH, JH LE AF, ES RO, LH, LR	8.9.14 12.11.13 2.10.13 4.11.15 3.2.16	Basic Introduction to Safeguarding for NQTs To attend To attend
All LTOs	16.12.13	Jude Crabtree
All staff	5.10.15	FGM – A Fagan
CSE training 37 staff	11.2.13	M Hughes (AHT)
ALL STAFF AND LTOs	11.1.16	To attend PREVENT

D. Review dates for this policy

Review Date	Changes made	By whom
Oct 2013	Updated with RBC info	P Earl
Jan 2014	Updated with RBC info	P Earl
Jan 2015	Updated with RBC info	P Earl
Oct 2015	Updated with RBC info	P Earl

This policy will be in January 2017.

1. INTRODUCTION

Lowerplace Primary Schools Safeguarding Policy provides clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. Lowerplace Primary School is committed to the development of good practice and sound procedures. This ensures that safeguarding concerns and Child Protection referrals may be dealt with sensitively, professionally and in ways which prioritise the needs of the child.

This policy has been developed in accordance with the principles established by the Children Act 1989 and Education Act 2002 and in line with government publications:

Keeping children Safe in Education April 2014

Working Together to Safeguard Children 2006

Framework for the Assessment of Children in Need and their Families 2000

What to do if You are worried a Child is Being Abused 2003

DfE guidance "Safeguarding Children and Safer Recruiting in Education" and the

The Rochdale Borough Multi-Agency Safeguarding Children procedures can be found on the Rochdale Borough Safeguarding Children Board website www.rbscb.org

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're Worried A Child Is Being Abused (Advice for practitioners DfE 2015)

In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils, and to work together with other agencies to ensure adequate arrangements within our school to identify assess and support those children who are suffering harm

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence
- To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident and know how to approach adults if they are in difficulties believing they will be effectively listened to

- To raise 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 packages for those children
- To emphasise the need for good levels of communication between all members of staff
- 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 ensure that all adults within our school who have substantial access to children have been checked as to their suitability

Our school recognises the contribution it can make to protect children and support pupils in school. There are three main elements to our Safeguarding Policy:

- Prevention: (e.g. positive atmosphere, teaching and pastoral support to pupils)
- Protection: by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns/disclosures)
- Support: (To pupils and school staff and to children who may have been abused)

This policy applies to all staff, volunteers, governors and all who visit the school

2. SCHOOL COMMITMENT

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

Our school will therefore:

- ✓ Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. This will primarily be achieved through discussions, assemblies, curriculum content, and pastoral care
- ✓ Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. The children will know this through PSHE lessons, assemblies and discussions with class teachers
- ✓ 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. More information can be found at lowerplace.net and via the PSHE leader in school – Miss Buckley
- ✓ 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. More information can be found at lowerplace.net and via the PSHE leader in school – Miss Buckley and the learning mentor – Mrs Kelly
- ✓ Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies

3. FRAMEWORK

Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, e.g. Family Outreach, MASS, Social Services, Education Welfare, 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. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.

Safeguarding is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Rochdale Borough Safeguarding Children Board (RBSCB).

4. ROLES AND RESPONSIBILITIES

All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools 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.

Role and Responsibilities of the Designated Safeguarding Lead

The Designated Safeguarding Leads are the first point of contact for all staff and volunteers to go to for advice if they are concerned about a child. They have a higher level of safeguarding training and knowledge than the rest of the staff and will have completed Working Together to Safeguard Children and Young People training.

- They are responsible for ensuring that the schools safeguarding policy is kept up to date and complete every 2 years
- They ensure that they comply with safe recruitment procedures for new staff members and their induction
- They assess information from staff regarding concerns about children and make decisions about whether staff concerns are sufficient enough to notify Children's Social Care or whether other courses of action are more appropriate, for example the completion of a Common Assessment Framework (CAF)
- They make formal referrals to the Duty and Advice Team
- They ensure that concerns are logged and stored securely
- They have joint responsibility with the Governing Body to ensure that the organisation's safeguarding policy and related policies and procedures are followed and regularly updated
- They are responsible for promoting a safe environment for children and young people
- They know the contact details of relevant statutory agencies eg Children's Social Care (CSC), Police, Local Safeguarding Children Board, and the Local Authority Designated Officer (LADO) for allegations against staff

It is not the responsibility of the designated safeguarding lead to decide whether a child has been abused or not- that is the responsibility of investigative statutory agencies such as Children's Social Care or the police. However keeping children safe is everybody's business and all staff should know who to go to and how to report any concerns they may have about a child being harmed or at risk of being harmed.

The role of the **Headteacher:**

- To support the role and responsibilities of the designated teacher, including opportunities to access up to date training.
- To ensure all staff have an awareness of safeguarding procedures.
- To ensure that time and the necessary resources are available for the designated teacher to carry out her role and responsibilities.
- To work with the Governing Body to ensure that learners are taught and well protected by the adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of school personnel.

Named governor responsible for Child Protection

The Governing body is accountable for ensuring that the education setting has effective policies and procedures in place in accordance with this guidance, and for monitoring the school's compliance with them. Neither the governing body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff).

The role of the **Governors**:

- To have responsibility to ensure that the school meets the requirements of Safeguarding Children in accordance with all up to date legislation. However, details relating to specific child protection situations will not be given
- This school has a designated governor for this purpose: Elspeth Taylor/Sameena Zaheer
- To be involved when allegations concern a member of staff
- To ensure that a statement about our Safeguarding Children policy, which explains the school's legal responsibility, is included in the school prospectus.

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

Education Safeguarding Officer - 01706 925384

Education Welfare Service - Tel: 01706 925115

Multi Agency Screening Service - Tel: 0845 226 5570

Out of Hours, Emergency Duty Social Work Team - Tel: 0300 3038875

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

Police Public Protection and Investigation Unit - Tel: 0161 856 9442

5. PROCEDURES

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 .

We will ensure that:

- All members of the governing body understand and fulfil their responsibilities
- We have a nominated designated member of staff (Headteacher, Deputy Headteacher and AHT)

- Our designated members of staff have undertaken the initial designated member of staff training and subsequent refresher course every two years delivered through the RBSC Safeguarding Board
- We have a member of staff who will act in the designated member of staff's absence
- All members of staff are provided with Child Protection Training every three years
- All members of staff, volunteers and governors know:
 - The signs and symptoms of concern
 - How to respond to a pupil who discloses abuse
 - What to do if they are concerned about a child
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy and reference to it in our school prospectus
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
- Community users organising activities for children are aware of the school's child protection guidelines and procedures
- We will ensure that our selection and recruitment of staff meet the requirements as set down in the Safer Recruitment guidance
- We will ensure that at least one member of each interview panel has completed the safer recruitment course

Our procedures will be regularly reviewed and up-dated and the name of the designated member of staff for Child Protection will be sent to all school staff. All new members of staff will be given a copy of our child protection policy and it will be included in induction pack

(see summary guide)

6. SUPPORTING CHILDREN

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self worth. We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. Our school policy supports all pupils through:

- Encouraging self-esteem and self-assertiveness through the curriculum as well as our relationships, whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying the Assessment Team as soon as there is a significant concern
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under the confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of policy

Alongside this other policies and protocols are used including:

- 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 September 2012)
- Behaviour Management Policy
- Anti-bullying
- Special Educational Needs and disabilities policy
- Positive Handling Plans
- Health and Safety policy
- E-safety procedures
- Allegations of Abuse Against Staff

We also 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.

7. TRAINING AND SUPPORT

Our school will ensure that the Head Teacher, the Designated Safeguarding Lead and the nominated governor for Child Protection attend training relevant to their roles at regular intervals. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training within this timescale. All staff will receive basic training on Child Protection delivered by RBC. Staff will receive regular updates and kept informed of child Protection issues. Staff meet weekly in each Key Phase to discuss pupil welfare and share information.

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the HT and to seek further support as appropriate.

8. CONFIDENTIALITY

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

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.

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. ALLEGATIONS AGAINST STAFF

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with children or parents to be conducted in view of other adults. All staff should be aware of the school's own Behaviour Management Policy. We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult, without notifying the Headteacher first. Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the Human Resources Team. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice.

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

10. WHISTLEBLOWING

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues.

11. RECORDS AND MONITORING

Well-kept records are essential to good Child Protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. Child Protection records are kept locked. (please see additional section on record keeping).

12. CHILD PROTECTION CONFERENCES

Child protection conferences will be attended by the Headteacher and the school's Family Outreach Worker.

13. SAFER SCHOOLS, SAFER STAFF

Lowerplace Primary School follows the guidance in the Rochdale document 'Safer working Practices'. This is brought to the attention of all staff at least annually. Every recruitment panel contains someone who has completed the 'Safer Recruitment' training.

14. PHYSICAL INTERVENTION

Our policy on physical intervention by staff is set out separately and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be using the Team Teach technique. Such events should be recorded in black books and the Team Teach record Book. Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique as well as an additional number of staff. We understand the physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

15. PREVENTION

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Include across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help

16. HEALTH AND SAFETY

Our Health and Safety policy set out is a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

17. PROTECTING CHILDREN FROM RADICALISATION: THE PREVENT DUTY (DFE JUNE 2015)

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

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

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

Our School is committed to:

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

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

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

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

Further departmental advice available at:

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

18. FEMALE GENITAL MUTILATION

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers¹⁰, along with social workers and healthcare professionals, to report to the police** where they discover (either

through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

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

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report cases where they discover that an act of FGM appears to have been carried out to the police. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate. Further guidance available below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf

SCHOOL CHILD PROTECTION PROCEDURES – A summary guide

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

The Designated Safeguarding Lead is: Parveen Earl

The Deputy Designated safeguarding leads are: Cathryn Penfold/Mandy Hughes

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

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

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

The Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

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

Where a Designated Safeguarding Lead or line manager considers that a referral to 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.

The Designated Safeguarding Lead will make judgements around 'significant harm', levels of need and when to refer. (Children's Needs and Response Framework)

4. Making Referrals to 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:

karen.donnelly@rochdale.gov.uk

- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate), this should be identified on the CAF
- Where a parent/child/young person refuses to consent, you should make clear your on-going 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 for referrals to the Multi Agency Screening Service where it is considered that a child may be at risk of or suffering significant harm.

- 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 on-going 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 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;
- 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;
- Suggest to referring agency that a CAF be completed.

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 (0845 226 5570) or the Education Safeguarding Officer (01706 925384)

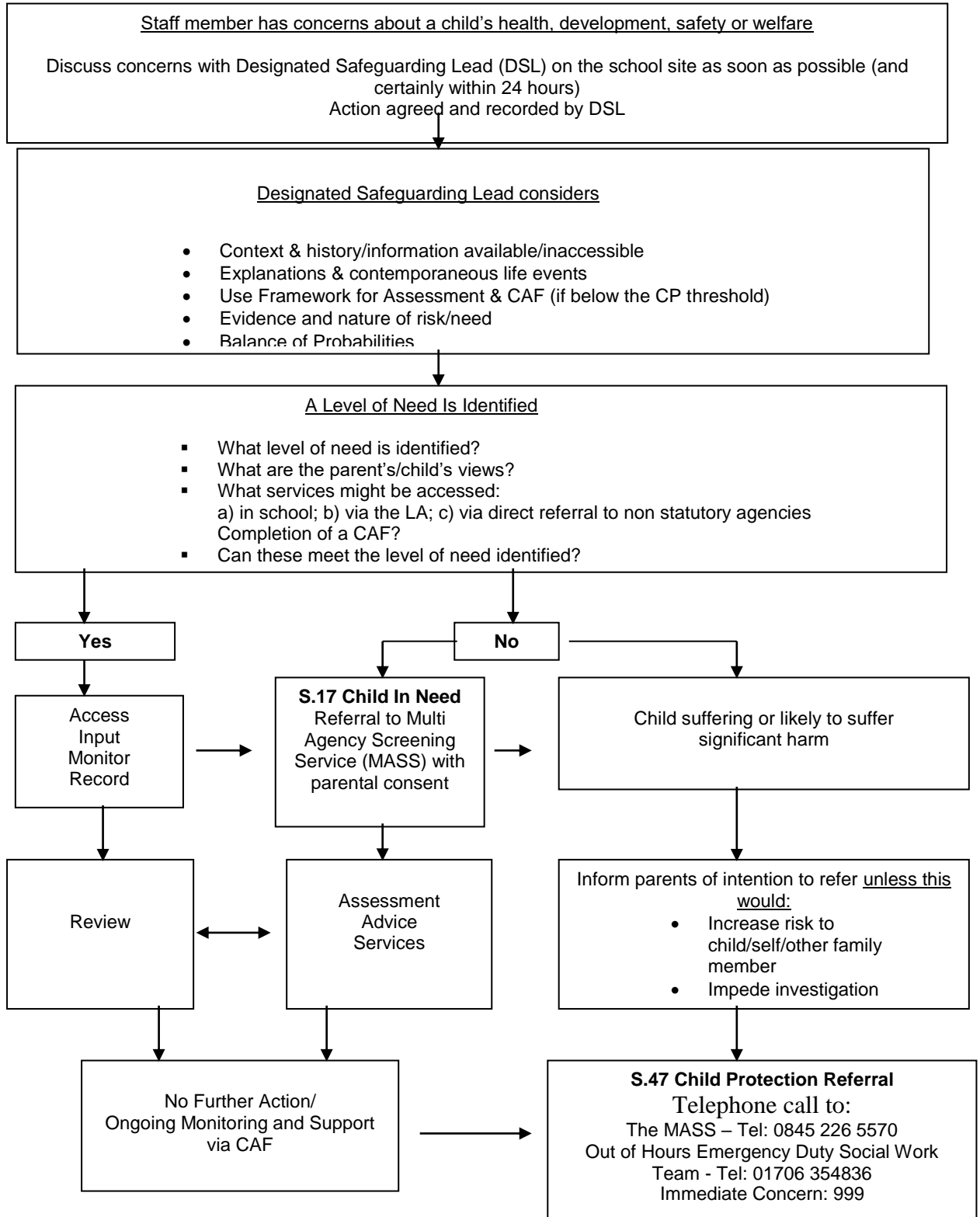
7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the Rochdale Borough Multi-Agency Safeguarding Children definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parents'/carers' attitudes/response to concerns?
- How willing are they to co-operate?
- What does the child mean to the family?
- What role does the child play?

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- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

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



The Designated Safeguarding Lead in School is: Simon Moore Ext: 202
The Deputy DSL is Susan Lawton/Mandy Hughes Ext: 211/214

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?

- 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 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.

RECORD KEEPING FOR CHILD PROTECTION

BEST PRACTICE FOR ALL STAFF

This guidance follows the recommendations of Rochdale Child Protection and Safeguarding Team and is to ensure consistency at Lowerplace Primary School. Not all child protection information results in a referral – small pieces of information may not be significant on their own, but can help to contribute to a jigsaw picture of a child's experience.

All staff should:

- **Make a record of all information using the 'Raising a Concern' sheet**
- **Black books are only used to record behaviour issues that do not raise a concern around safeguarding and child protection. (as per clear communication in safeguarding training and consequent briefing in the week beginning Monday 3rd January 2017)**
- **Include 'nagging doubts' and 'hearsay' on the raising concern form**
- **Pass the raising concern form onto the Designated Teacher for Child Protection**
- **It is the member of staff who is in first receipt of the safeguarding concern who should, as soon as possible, record the concern and pass the form immediately to a member of the safeguarding team**

HOW NOTES SHOULD BE MADE

Notes may be hand written or word processed.

Include the following:

- Date and time of incident/information being received
- Date and time of record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened (verbatim reports from the child if possible)
- A note of any other people involved, e.g as witnesses
- Action taken and any further plans e.g. monitor and review
- Printed name of the person making the record

SOME USEFUL POINTS ABOUT RECORD-KEEPING PROCEDURES

- Identify the source of the information e.g. 'Mrs. Smith, a midday supervisor, informed me that ...' or 'I saw Ben on the school field at break time...'
- Information should be factual or based on fact
- Record what you saw, heard etc and try to be specific (e.g. 'Kylie was crying and rocking' rather than 'Kylie was upset'.)
- Opinion is okay as long as you can justify it in some way. E.g. Melanie ran out of the classroom and hid in the toilets when her stepfather arrived. She appeared to be frightened
- Make a note of the information and with whom you shared it
- Avoid specialist jargon (e.g. Joseph scored below 5 on his baseline assessment) which a member of another agency may not understand

- If rough notes are made at the time, write up in greater detail as soon as possible. Do not destroy the rough notes as these may also be needed as evidence should any court proceedings be necessary

INFORMATION FOR THE DESIGNATED PERSON RE: RECORD KEEPING

You are responsible for keeping all child protection information securely and for keeping all the pieces of the jigsaw together. If a pattern begins to emerge, it is your job to seek advice. If a referral is made to Children Social Care or the Police, fill in the Referral form. Keep a copy for your file. Copies should be sent to Children Social Care (confirming the referral). Keep all child protection notes together in a secure place i.e. a locked filing cabinet. Extended family members should be kept together or cross referenced.

WHO SHOULD HAVE ACCESS TO CHILD PROTECTION INFORMATION?

- Should be on a 'need to know' basis among the staff
- Notes are not shared with families, except for child protection reports to the Child Protection Conference.
- Other statutory agencies (Solicitors are not statutory agencies. Where unsure seek advice).

WHAT HAPPENS TO THE INFORMATION WHEN THE CHILD LEAVES YOUR SCHOOL?

If a child (under 18) for whom there have been child protection concerns (whether subject to a child protection plan or not) is moving to another school:

- The whole child protection file should be sent, separately from the school file, to the receiving school
- It should be marked 'confidential, addressee only' and should be sent to the Headteacher of the receiving school
- For extra security, space permitting, keep a copy of the sent file as 'dormant' in case the original gets lost in transit
- Give the name and contact number of the key worker (from Children's Social Care) who dealt with the family if applicable
- If you do not know the details of the receiving school/college, wait 21 days for the school to contact you. If you hear nothing by then, contact your LA Designated Officer for Child Protection for advice
- If a child is removed from the school's roll to be electively home educated, or is referred to the Children Missing Education Team, the file should be copied to the Local Authority (The Manager of the CME & EHE Team)

HOW LONG SHOULD RECORDS BE KEPT?

When a referral is made to a Children's Social Care (or to the Police) it is advisable to provide as much relevant information as possible. It would be useful to have the following information to hand before you make the call:

- The referrers details: name, place of work and job title.
- The child's Name
- Date of Birth
- Address
- Gender
- Ethnic origin
- Religion
- Language

- The name and address of the GP
- Whether the child is currently safe – are there any deadlines approaching e.g. the end of the school day?
- When the child was last seen by you/other member of staff.
- Other names the child or family is/has been known by.
- The name(s) of the parent(s)/carer(s) with Parental Responsibility.
- Any significant relationships the child has with others e.g. child minder or respite care at weekends from foster carers.
- Details of your concern.
- The source of the information.
- If the family is unaware that the referral is being made – reasons why you have not contacted them (only when an allegation of sexual abuse has been made or you have fears that the child would be placed at risk of further harm).
- The parents/carers response to your concerns and their response to you seeking permission to refer.
- Any changes in the child's behaviour or presentation recently.
- Whether or not the child has any disability or special needs, the nature and degree of the disability and the affect, if any, on the child's ability to communicate.
- The level of comprehension and concentration.
- Any network of support provided by the family.
- Any history of your own agency's contact with the family.
- The family's contact with other agencies, if known to you.
- The names, ages, schools of other children who are living in the household.
- If the abuse has been perpetrated by another child refer both children (i.e. abuser and abused).

It is important that you tell the child who discloses abuse exactly what you are going to do, and whenever possible allow the child to be supported by the adult to whom s/he made the disclosure. This may require some re-organisation of cover within your establishment; it is a good idea to have discussed such an eventuality in advance with your colleagues, and to have drawn up contingency plans. Having made a referral you should follow it up in writing within 24 hours or next working day.

The policy is written within the guidance of the Rochdale Child Protection and Safeguarding Procedures.

For full RMBC guidelines see:

<http://greatermanchesterscb.proceduresonline.com/chapters/contents.html>

<http://www.rbscb.org/>

It was agreed by all staff and governors January 2015. To be reviewed Jan 2017.

Revised January 2017

Raising A Concern at LPS

This report should be completed immediately following any incident that raises any concern about possible child abuse, e.g. on the observation of an unexpected or suspicious injury or following something said by a child that causes concern. Care must be taken to record the information accurately and confidentially. This form must be passed the same day to designated person for CP and a decision made about what should happen next.

Name of Child:

Full name of person reporting incident/disclosure:

Place where incident/observation of incident/disclosure occurred:

Job Role:

Date and time incident / disclosure happened:

M/F:

D.O.B:

Day:

Address:

Siblings:

Record of Concern / Incident:

Date (if different from above):

Record here **exactly** what you saw or heard, including site of injury (e.g. upper right arm), size, colour of bruising etc or an exact record (as far as possible) of anything said to you by the child. Record also any relevant comments made by yourself (avoid asking questions than are necessary to clarify any uncertainties) Attach additional sheet if required.

Signed:

State when parents were informed and incident discussed:

Date:

Time:

Name of adult informed:

Action Taken:

Date:

Outcome of informing parents:

INFORMED SCHOOL CHILD PROTECTION OFFICER

AT:

ON:

HT

DHT

AHT(SENDCO)

(PLEASE TICK)

REFERRAL MADE TO MASS TEAM:

YES

NO

(PLEASE TICK)

COPY OF REFERRAL ATTACHED::

YES

NO

(PLEASE TICK)

Revised January 2017