

St Anne's Academy

Safeguarding Policy

Reviewed and approved by	Endorsed by (if appropriate)	Date of next review
Standards Committee on 10 June 2014	N/A	Summer 2015
Standards Committee 9 June 2015	Governing Body 7 July 2015	Summer 2016
Standards Committee 17 November 2015	Governing Body 8 December 2015	Autumn 2016
Standards Committee 20 September 2016	Governing Board 18 October 2016	Autumn 2017

St Anne's Academy Safeguarding Policy

Academy Mission Statement

Faith

We keep Christian values at the centre of everything we do.

Ambition

We strive to achieve our best.

Multicultural

We strive to be accepting and supportive of all students and staff and value each and every individual.

Independence

To take responsibility for our own learning.

Lifelong Learners

Developing knowledge and skillset in preparation for life as a global citizen.

Your Future

Nurturing self-esteem to equip individuals with the skills and values for a successful future.

The Academy Mission Statement was created by Academy Student Leadership Representatives in November 2015.

This policy, and its associated procedures and protocols, is based on these key principles.

2016 -17 UPDATED WORKING TEMPLATE FOR SCHOOLS/COLLEGES SAFEGUARDING POLICY & PROCEDURES

INTRODUCTION

This working template is intended for use by schools/colleges and it can be used to produce, revise or review whole school/college Child Protection policies and procedures. It is important to note here that it is unfeasible to attempt to produce one document which addresses all of the potential elements of *safeguarding* in school/college settings (e.g. anti-bullying, ICT, school/college security, safer recruitment and selection, supporting pupils with medical needs etc¹). However, it is imperative that any Child Protection policy devised by a school/college or setting acknowledges that Child Protection is part of safeguarding and promoting welfare and, as such, that this policy makes reference to and is consistent with those other policies and procedures which address broader safeguarding issues². Therefore, this template should assist in the development of:

- (i) **A Policy** document which provides an overview of the school/college's position and arrangements in respect of Child Protection and safeguarding ;
- (ii) Provides staff with clear **Procedures** about the action they should take in the event that they are concerned about a child or young person.

Important Sources of Further Information

1. 'Keeping Children Safe in Education', DfE (Statutory Guidance revised in May 2016) with effect from 5th September 2016 replaces 'Keeping Children Safe in Education' 2015 and Safeguarding Children & Safer Recruitment in Education DCSF (2006) and former DCSF Guidance, and makes clear roles and responsibilities of education professionals, establishments and organisations³. All staff in education settings should have read and have an understanding of at least Part 1 of this statutory guidance.
2. The Greater Manchester Safeguarding Children procedures can be found on the Rochdale Borough Safeguarding Children Board website www.rbscb.org and make explicit what action should be taken at the point of referral to the Multi Agency Screening Service (MASS) or the police and thereafter⁴
3. Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2015);
4. What to do if you are worried a child is being abused – Advice for practitioners (DfE, 2015)
5. In addition schools/colleges should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

¹ See the diagram on page 2 which provides an overview of some key safeguarding issues / areas for schools/colleges and education settings

² The embedding of the Early Help Strategy including the use of the Common Assessment Framework and other key initiatives, dictates that this template will need to be regularly reviewed and updated.

³ 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.

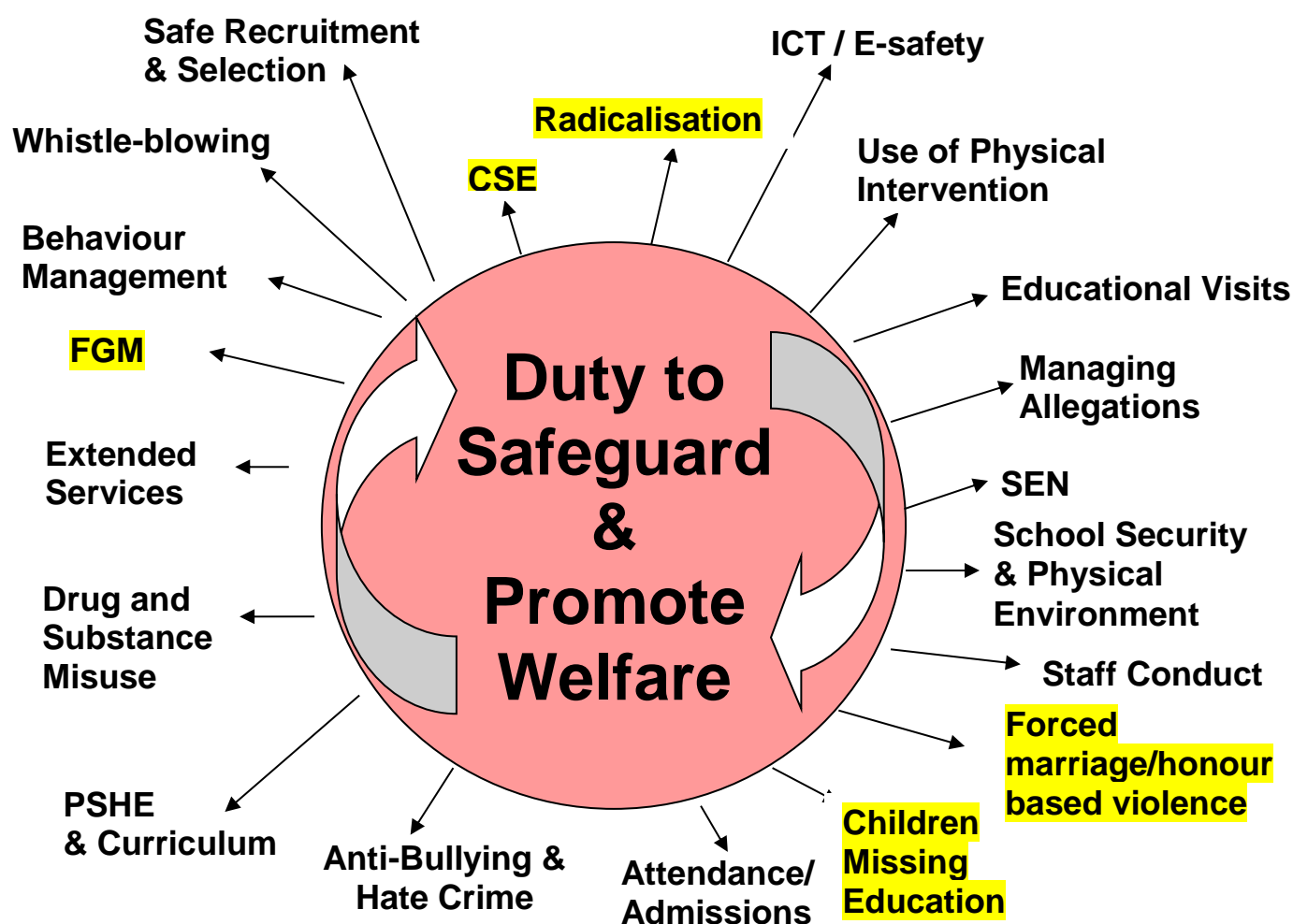
⁴ The Greater Manchester Safeguarding Children procedures are available electronically and can be accessed via the RBSCB web site: www.rbscb.org

Further Assistance and Support with Your Policy

Should you require any support or assistance in devising, revising or reviewing your whole school/college Child Protection policy or procedures, please contact Jude Crabtree, Education Safeguarding Officer, Floor 4, No1 Riverside, Rochdale OL16 1XU

Tel: 01706 925072. If you so wish you can forward final drafts for perusal to: Jude Crabtree at jude.crabtree@rochdale.gov.uk

Child Protection



Additional Safeguarding Issues which need to be considered in the updating of Education Safeguarding/CP policies

Protecting children from Radicalisation: The Prevent Duty (DfE June 2015)

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

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

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

Our School/College is committed to:

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

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

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

- providing a safe environment for children and young people to learn and develop in our school/college setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation and taking appropriate action in accordance

with the schools/colleges' Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school/college setting.

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

Further departmental advice available at:

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

Female Genital Mutilation & the Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers¹⁰, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. As a school/college, we acknowledge that it will be rare for teachers to see visual evidence, and clearly they will not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

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

The Mandatory reporting duty commenced in October 2015 and teachers must report cases where they discover that an act of FGM appears to have been carried out to the police on the non-emergency 101 number. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school/college's designated safeguarding lead and involve children's social care as appropriate. Further guidance available below:

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

Children Missing Education (DfE statutory guidance) January 2015

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

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.

Forced Marriage & Honour Based Violence

Forced marriage is a human rights abuse. It can constitute both child abuse and sexual abuse. The United Nations considers it a form of trafficking, sexual slavery, and exploitation. Some, however, still see it as a private, personal, domestic, family, religious, or cultural issue.

A clear distinction must be made between a **forced** marriage and an **arranged** marriage. The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the child/young person.

Forced marriage, whether a religious or civil ceremony, cannot be justified on religious grounds. Every major faith condemns it and freely given consent is a prerequisite of Christian, Jewish, Hindu, Muslim and Sikh marriages

In forced marriage, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse.

Forced marriage is primarily, but not exclusively, an issue of violence against females. Most cases involve young women and girls aged between 13 and 30, although there is evidence to suggest that as many as 15% of victims are male. The school/college follows Rochdale Multi-Agency Safeguarding Children procedures for cases of dealing with forced marriage for a child/young person under 18 years of age and any individual in school/college who receives information, or has reason to believe that a child/young person is at risk of or subject to a forced marriage, should speak with the DSL in school/college who should then make a CP referral to MASS in line with the procedures.

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

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has

brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

Child Sexual Exploitation

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

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

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

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

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

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

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

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

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

Whole-School/College Policy on Child Protection

SCHOOL/COLLEGE:

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

Academic Year	Designated Safeguarding Lead (DSL) & or Deputy DSL	Nominated Governor
2016/17	Hazel Robinson Andrew Chapman Donna Becconsall	Elizabeth Schofield

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

Name of Staff Member / Governor	Date when last attended Safeguarding Training	Provided by (e.g. RBSCB, Governor Support Services, REAL Trust, Fair Access Team)
Hazel Robinson	May 2014	RBSCB
Andrew Chapman	July 2014	RBSCB
Donna Becconsall	July 2014	RBSCB

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

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All Teaching and Support Staff	September 2011	RBC Education Safeguarding Officer
All Teaching and Support Staff	November 2014	RBC Education Safeguarding Officer

D. Annual Review date for this policy

Review Date	Changes made	By whom
Annually Autumn 2017	Updated Model Policy from RBC	Hazel Robinson Donna Shepherd

DEVELOPING A WHOLE SCHOOL/COLLEGE POLICY ON SAFEGUARDING & CHILD PROTECTION

NOTES OF GUIDANCE

1. The attached framework has been designed to assist schools/colleges establish a Whole School/College Policy for Safeguarding and Child Protection in line with 'Keeping Children Safe in Education' (DfE with effect from 5th September 2016), 'Working Together to Safeguard Children' (2015) and the Greater Manchester Safeguarding Children procedures (www.rbscb.org).
2. The format has been devised to ensure that, once written, the final policy document will cover the key areas recommended by OFSTED and DfE.
3. Some schools/colleges may already have written their policy. In this case, the attached notes may prove useful as a reference document and as a checklist.
4. For those schools/colleges about to embark on writing their policy, the notes will provide a useful guide covering all the areas which need be included in a comprehensive Child Protection Policy document.

Policies are most effective when staff are encouraged to discuss and contribute to the final document. Staff are required to work to the school/college's Child Protection Policy and procedures; therefore, it is crucial that they are involved in producing the documents, and that they fully understand the implications for practice.

Consequently, the attached policy framework includes a number of questions which are designed to prompt discussion in staff meetings. These should encourage schools/colleges, initially, to consult with all staff regarding that information which needs to be included, and again at the point of review.

5. Some sections include written statements. These are reference statements intended to clarify the purpose of a particular section. If useful, the statements can be copied or adapted. However, each section does *highlight the key issues which should be discussed with school/college staff and included in the school/college's policy; in order to produce a policy you will need to consider, consult on and address specific issues relevant to your school/college setting.*

DEVELOPING A WHOLE SCHOOL/COLLEGE POLICY ON SAFEGUARDING & CHILD PROTECTION

1. PURPOSE OF A CHILD PROTECTION POLICY

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

2. INTRODUCTION

- 2.1. The Academy fully recognises the contribution it can make to protect children and support pupils in school/college'.

'There are three main elements to our Safeguarding Policy.

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

2.2 This policy applies to all staff and volunteers within the Academy.

3. SCHOOL/COLLEGE COMMITMENT

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

The Academy will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
(How will this be achieved?)
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. All students are advised in Assemblies and are introduced to the Safeguarding Officers.

- (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.
(Specify where more information in this respect can be obtained)
- (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.
(Specify where more information in this respect can be obtained)
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4. FRAMEWORK

Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage: referring those concerns to the Designated Safeguarding lead [Hazel Robinson], 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.

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

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

5. ROLES AND RESPONSIBILITIES

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

5.2 The role of the Designated **Safeguarding** Lead is fully explained within the document 'Keeping Children Safe in Education' September 2016, Annex B, page 58. The Designated Safeguarding Lead at the Academy is a member of the Strategic Leadership Team.

5.3 The Designated Safeguarding lead will liaise with the Principal to keep her fully informed of ongoing enquiries under Section 47 Children's Act 1989 and Police investigations.

- 5.4. The Governing Board is accountable for ensuring that the education setting has effective policies and procedures in place in accordance with this guidance, and for monitoring the school/college's compliance with them. Neither the Governing 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). One member of the Governing Board champions child protection issues within the Academy, liaises with the Principal about them, and provides information and reports to the Governing Board. At the Academy, the Governor with responsibility for Child Protection is

Elizabeth Schofield

However, it is not appropriate for that person to take the lead in dealing with allegations of abuse made against the Principal. That is the role of the chair of governors or, in the absence of a chair, the vice or deputy chair. Whether the Governing Board acts collectively or an individual member takes the lead, 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 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: 0300 303 0440

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

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

Safeguarding Unit – 0300 303 0350

External Agency

**Police Protection and Investigation Unit (PPIU) - Tel: 0161 856 4810 (CP)
0161 856 8757 (DV)**

6. PROCEDURES

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

6.2

- The Designated Safeguarding Lead regularly informs all staff of updates and changes to Child Protection procedure through staff training events.
- Any adult in school who raises a Child Protection issue or concern is referred directly to the Designated Safeguarding Lead.
- Parents are informed of the Academy's duties and responsibilities under Child Protection procedures through information held on the Academy's website.
- **All Academy Child Protection procedures are held and maintained by the Designated Safeguarding Lead.**

7. TRAINING AND SUPPORT

7.1. The Academy will ensure that the Principal, the Designated **Safeguarding Lead** and the nominated governor for Child Protection attend training relevant to their role at regular intervals. The school/college will encourage all members of the Governing Board to access safeguarding training both that which is offered in-house or by attendance at courses run via the REAL trust or RBSCB. The Designated **Safeguarding Lead** will also attend Multi-Agency Child Protection training within this timescale.'

- All staff will receive basic training on Child Protection on Induction and by regular updates from the Designated Safeguarding Lead.
- Staff are instructed to contact the Designated Safeguarding Lead immediately if they have any concerns or queries.

8. CONFIDENTIALITY

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

- That every adult working in / associated with the Academy understands the need for and basic principles regarding Confidentiality
- That a member of staff must never guarantee confidentiality to a child
- What a member of staff should say to a child who asks the adult to keep a secret and how the child should be advised that the information may need to be shared with others
- That the information relating to a child about whom there are concerns must be shared with the Designated Safeguarding Lead who will then assume responsibility for referrals and contacting necessary Agencies in accordance with Greater Manchester CP procedures (**see Rochdale Borough Multi-Agency Safeguarding Children procedures**).

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

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

9. RECORDS AND MONITORING

9.1 Well-kept records are essential to good Child Protection practice. Our school/college is clear about the need to record any concerns held about a child or children within our school/college, 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)**

- All records relating to Child Protection concerns about any child within the Academy are held by the Designated Safeguarding Lead.
- These records are kept separate from other school records within securely locked cabinets in the office of the Designated Safeguarding Lead until the child's 25th birthday.
- When a member of staff has a concern about a child, they complete a Concern for Welfare Form and pass this to the Designated Safeguarding Lead who retains this information as stated above.
- The Designated Safeguarding Lead and her team monitor children about whom there are concerns.
- Relevant staff are notified on a need to know basis when a child is being monitored and in relation to parental access to this information.
- The Designated Safeguarding Lead has responsibility for determining at what point the monitoring records indicate sufficient concern to warrant a referral.
- If a child transfers or leaves the school, the Child Protection file, if there is one, is delivered securely to the next school. If no one knows which area and/or school they have moved to, this would be referred to the RBC Education Safeguarding Officer and her team as part of Child Missing in Education Procedures.

10. CHILD PROTECTION CONFERENCES

- The Designated Safeguarding Lead attends all Child Protection Conferences on behalf of the Academy and has completed all relevant training to enable her to undertake duties and responsibilities in relation to Child Protection Conferences.

11. SUPPORTING PUPILS AT RISK

11.1 The Academy 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/college may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school/college, their behaviour may still be challenging and defiant and there may even be moves to consider exclusion from school/college.

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 support⁵.

11.2 The Academy will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school/college ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school/college setting;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.

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

- Supporting Pupils with Medical Needs
- Academy security procedures
- Staff Codes of Conduct – Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (updated by Rochdale BC in May 2015)
- Staff Recruitment and Selection
- Behaviour Policy
- Anti-bullying, including on-line bullying
- Special Educational Needs
- Health and Safety
- E-safety
- Allegations of Abuse Against Staff

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

⁵ Guidance for schools/colleges on the management and support of harmful sexual behaviours presented by children and young people, for example, is available at www.rbscb.org

12. SAFER SCHOOLS/COLLEGES, SAFER STAFF

- The Keeping Children Safe September 2016 and Safer Working Practices Guidance documents are given to all Academy staff. These documents inform staff about physical contact with students, working in a one-to-one situation with a student and how to avoid situations where allegations maybe made against them.
- The Designated Safeguarding Lead and her Team refer to appropriate agencies in relation to 'counselling' and/or giving advice to children/young people about sexual matters.

Go to: www.rbscb.org 'Working with Sexually Active Young People Under the Age of 18'.

- The Designated Safeguarding Lead and her Team work very closely with parents, carers and extended families of Academy students in relation to Child Protection and safeguarding issues.
- There are many opportunities to share perspectives and experiences with practitioners from other agencies.
- The Academy follows the Staff Recruitment and Selection Policy in terms of safer recruitment practices.
- Staff were made aware of the current procedures for dealing with allegations of abuse against staff during a Staff Training Session on 12 May 2014 and then updated on 7 March 2016.

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

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

SCHOOL/COLLEGE CHILD PROTECTION PROCEDURES

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

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

The Designated Safeguarding Lead is: Hazel Robinson

**The Deputy Designated Safeguarding Leads are:
Andrew Chapman and Donna Becconsall**

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'Child Protection' then a discussion with their DSL/line manager will assist in determining the most appropriate next course of action⁶:

Staff should never:

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

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need and consider the Children's Needs and Response Framework?)
- Can the level of need identified be met:
 - In or by the school/college or by accessing universal services/without referral to the 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/college 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 immediate and such that a Child Protection referral needs to be made (i.e. a child is suffering or is at risk of suffering significant harm? (**Section 47 Child Protection referral**))
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- 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?

⁶ Detailed information on possible signs and symptoms of abuse can be found at www.rbscb.org in the Rochdale Borough Multi-Agency Safeguarding Children procedures.

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

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

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

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

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

(i) Is this a Child In Need?

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

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

(ii) Is this a Child Protection Matter?

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

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

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

The Designated Safeguarding Lead will make judgements around 'significant harm', levels of need and when to refer using the Children's Needs and Response continuum and ensure that if the child has an open CAF that this information is attached as part of the referral to MASS.

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

(i) Child In Need/Section 17 Referrals

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

- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate), this should be identified on the CAF.
- Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc., and the possibility of a Child Protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

(ii) Child Protection

Use the multi-agency referral form (MARF found at www.rbscb.org) for referrals to the Multi Agency Screening Service where it is considered that a child may be at risk of or suffering significant harm. If 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 MASS Responses to Referrals and Timescales

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

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

6. Feedback from the MASS

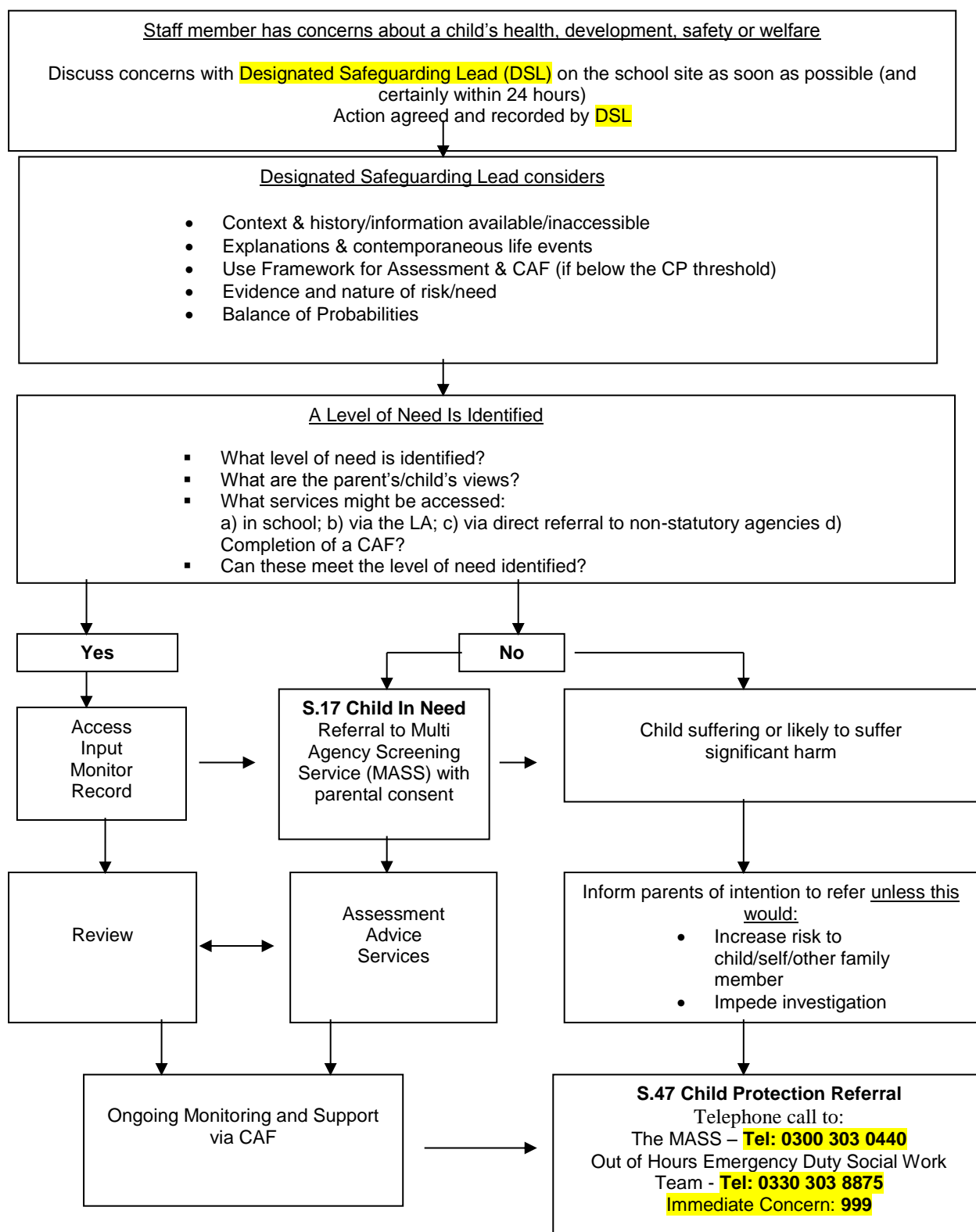
The MASS has 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent Child Protection referral, and where this places school/college/a child(ren) in a vulnerable position, you should ask to speak to the relevant Team Manager at MASS (0300 303 0440) or the Education Safeguarding Officer (01706 925384)

7. Risk Assessment 'Checklist'

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

- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

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



The Designated Safeguarding Lead in School/College is: Hazel Robinson Ext 822015 ...

The Deputy DSLs are:

Andrew Chapman Ext 822006

Donna Becconsall Ext 822051

APPENDIX 2: TALKING AND LISTENING TO CHILDREN

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

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

You should **NEVER**

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

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

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

Recordings should

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

What information do you need to obtain?

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

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

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

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

What else should we think about in relation to disclosure?

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

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