

St John's RC Primary School

CHILD PROTECTION POLICY

Approved by Governors :
Governor review: October 2017
Next review: as above
Or earlier in light of any changes in legislation

1.1 To provide clear directions

- to staff and others about expected codes of behaviour in dealing with Safeguarding issues
- the development of good practice and sound procedures
- 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. St John's RC Primary School Mission Statement is: Love of learning and playing together; one community aiming high; helping each other and praying together; On our journey with Christ.

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

There are three main elements to our Child Protection Policy.

(a) **Prevention:**

Promoting our gospel values -

- everyone being valued as being made in the image and likeness of God
- having a positive school atmosphere
- providing teaching and pastoral support to our pupils
- providing support to our parents and carers as the necessity arises

(b) **Protection:**

By -

- following agreed procedures
- ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns

(c) **Support:**

To pupils who may have suffered some form of abuse by

- providing mentoring support sessions for child/ren
- attending Child Protection Conferences Reviews
- attending Core Group meetings to support the Child Care Plans
- preparing reports (following LA guidelines) for Reviews/Court

2.3 This policy applies to all teaching, support, welfare and ancillary staff including volunteers working in school.

3. SCHOOL COMMITMENT

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

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. We provide a stable staff with established routines within a safe environment. Daily RE lessons together with Weekly Circle times, PSHE, 1:1, small group and drop-in mentors sessions, 'Rainbows' intervention groups promote situations where children feel at ease to discuss issues which may be concerning them.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. (as above)
- (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. PSHE sessions which often pave the way to a more detailed personal discussion with mentor.
- (d) Include in the RE and PSHE curriculum are material which will help children develop realistic attitudes to the responsibilities towards themselves and others.
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies. There is a friendly atmosphere within school and many parents approach the Head and/or the Inclusion Officer requesting support. There is a Family Worker in school for one day each week working with targeted families to prevent some family issues escalating to Child Care Services involvement.

4. FRAMEWORKS

4.1 The attached framework has been designed to assist schools establish a Whole School Policy for Safeguarding and Child Protection in line with 'Keeping Children Safe in Education' (DfE July 2015), 'Working Together to Safeguard Children' (2015) and the Rochdale Borough Multi Agency Safeguarding Children procedures (www.rbscb.org).

4.2 Safeguarding is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Rochdale Borough Safeguarding Children Board (RBSCB). Schools & education are represented on this board by the Head of Learners & Young People Service and the Attendance & Safeguarding Team Leader

5. ROLES AND RESPONSIBILITIES

- 5.1. *All* adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.
- 5.2 The Headteacher is the Child Protection Officer and has overall responsibility for the safety and protection of all children attending St John's RC Primary School. To assist in the specific area of Child Protection the Inclusion Officer is a Designated Child Protection assistant.
- 5.3 The Designated Child Protection officer is responsible for the day-to-day running and monitoring of Child Protection in school. On a day-to-day basis, the Designated Child Protection assistant will liaise with agencies, make referrals to CCS, compile reports for core group/review meetings and attend all meetings and reviews where possible. The Early years Nursery and foundation Manager may attend some of the core group meetings as appropriate.
- 5.4. The Designated Child Protection Officer reports annually to the Governing Body regarding the schools provision in Safeguarding and Child Protection.
- 5.5 Local Authority to offer advice and support is available from:-

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
- School staff will report concerns to designated person who will act according to RBSCB procedures.
 - All staff will record issues on the Cause for Concern sheet (available on the 'O' drive – shared resources) and passed to the Headteacher or in his absence the Inclusion Officer. Appropriate action will then be taken – speaking to the child, informing the parents and the Duty Officer or assigned social worker (where appropriate).
 - A statement in the School brochure informs parents of the school's duties and responsibilities under the Child Protection procedures.

7. TRAINING AND SUPPORT

- 7.1 Our school ensures that the Head Teacher, the Designated Safeguarding Lead and the nominated governor for Child Protection attends training relevant to their role at intervals of not longer than 2 years. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training within this timescale.
- All staff will have basic training on Child Protection delivered by the Inclusion Officer in school and on a rolling programme from LA CP team.
 - Staff are kept informed on current Child Protection issues.

8. CONFIDENTIALITY

- 8.1 Confidentiality is an issue which is discussed with all staff at the beginning of each school year/staff induction for all those working with children, particularly in the context of Child Protection.

All parents, governors, students and every adult working in and associated with the school is advised of the basic principles regarding confidentiality at induction, or as a need arises

All adults are aware that they cannot say 'yes' to a child who asks the adult to keep a secret and that they **must** advise the child that the information may need to be shared with the Headteacher or the Inclusion Officer and that they may need to tell others.

- 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 Services], must always have regard to both common and statute law.

- 8.3 Normally, personal information is only to 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 will 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 advice should be sought if in doubt.

9. RECORDS AND MONITORING

- 9.1 Our school is clear about the need to record any concerns held about a child or children within school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

All concerns about the welfare or behaviour of a child are recorded on the school. Cause for Concern sheet and passed to the Headteacher or the Inclusion Officer. These sheets are filed in the TH-INC room in a secure and locked filing cabinet. When a Cause for Concern becomes a Child Protection issue the records are transferred to a separate file. When a member of staff raises a concern, the Headteacher or the Inclusion Officer will give feedback as to any actions taken as a result of their concern.

The Inclusion Officer and the class teacher monitor children about whom there are concerns and regularly discuss issues with the Headteacher, keeping him informed of all ongoing cases.

Where ongoing records or a particular issue indicate sufficient concern, parents are invited into school to discuss the situation and what support may be offered. At this meeting we may discuss starting a CAF; parents/carers will be informed that if the concerns continue it may be necessary to refer to the duty team at Children's Social Care.

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)

10. CHILD PROTECTION CONFERENCES

When the school is extended an invitation to a CP Conference the Headteacher and/or the Inclusion Officer will usually attend. Relevant reports are produced for all Child Protection Conferences with support from those adults working closest to the children.

11. SUPPORTING PUPILS AT RISK

11.1 We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self worth and view the world in a positive way. School may be the only stable, secure and predictable element in the lives of children at risk. For these reasons such children are supported in school by our Inclusion Officer on 1:1 basis. If their behaviour occasionally proves to be challenging and defiant enough to consider exclusion, this will usually take the form of internal exclusion from class for a set period.

It is also recognised that some children who have experienced abuse may in turn abuse others.

11.2 This school will endeavour to support pupils through:

- (a) The PSHE curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes gospel values, a positive, supportive and secure environment and gives all pupils and adults a sense of being respected and valued;
- (c) The implementation of school behaviour management policy
- (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- (g) The use of 1:1 mentoring sessions and the Th -inc room with our Inclusion Officer trained to respond appropriately in such situations.
- (h) Rainbows group therapy for children suffering loss and bereavement.

11.3 This policy should be considered alongside other related policies in school.

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

11.4

All staff are aware that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be particularly vulnerable and in need of support or protection.

11.5 Child Sexual Exploitation (CME)

Child Sexual Exploitation is a key message we deliver to our children by promoting healthy relationships and friendships.

Years five and six on a rolling programme, have workshops delivered by the NSPCC on appropriate touch.

The children are taught to keep themselves safe and know who they can go to for help.

The safeguarding lead has had training in identifying indicators that may suggest a child at risk and supports other staff members.

School follow the guidelines from Keeping Children Safe in Education in conjunction with DFE Safeguarding Children and Young People from Sexual Exploitation.

12. SAFER SCHOOLS, SAFER STAFF

Guidance is given to school staff about safe working practise at in-set sessions using the LA handbook:

Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings, 2008, revised 2010

The Governors follow LA guidance on safe recruitment of staff. The Child Protection Officer has attended relevant training regarding allegations against staff and provided INSET for teaching and support staff.

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

Section 2

SCHOOL CHILD PROTECTION PROCEDURES

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

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

The Designated Child Protection Person is: Michael Unsworth

The Deputy Designated Child Protection Person is: Eileen Steed

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 action¹:

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?

¹ Detailed information on possible signs and symptoms of abuse can be found at www.rbscb.org in the Greater Manchester Child Protection Procedures

- 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 Child Protection Person 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 Child Protection Person)

(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 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 an investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child's best interests.

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

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on

the referral or in any telephone contact with the Multi Agency Screening 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

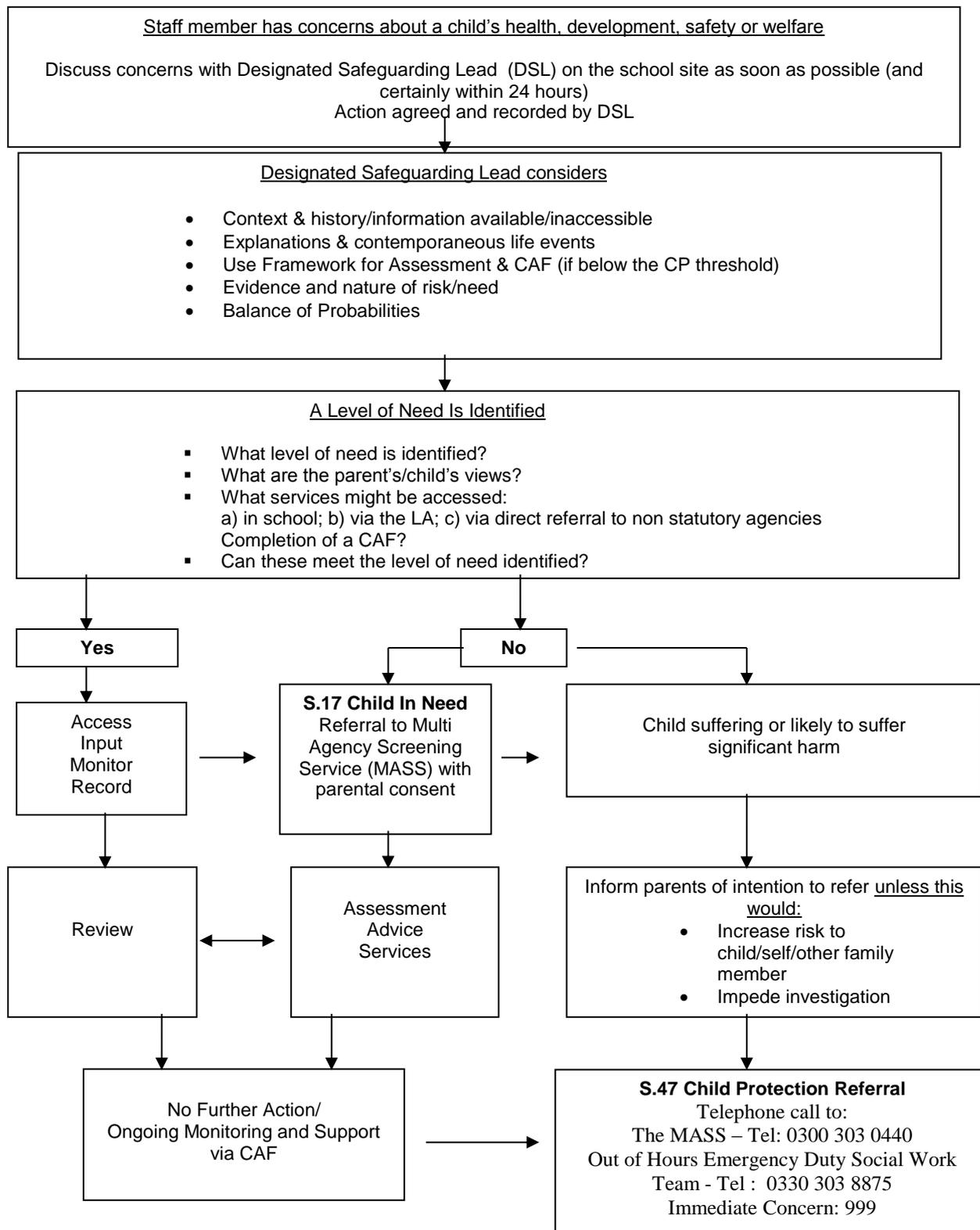
The MASS has 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent Child Protection referral, and where this places school / a child(ren) in a vulnerable position, you should ask to speak to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

7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the RBSCB definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parent's/carer's attitudes/response to concerns?
- How willing are they to cooperate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (ie resilience/vulnerability)

- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

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



The Designated Safeguarding Lead in School is: Mr M. D. Unsworth
The Deputy DSL is: Eileen Steed

APPENDIX 2: TALKING AND LISTENING TO CHILDREN

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

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

You should **NEVER**

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

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

What information do you need to obtain?

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

- Never prompt or probe for information, your job is to listen, record and share information;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to 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.

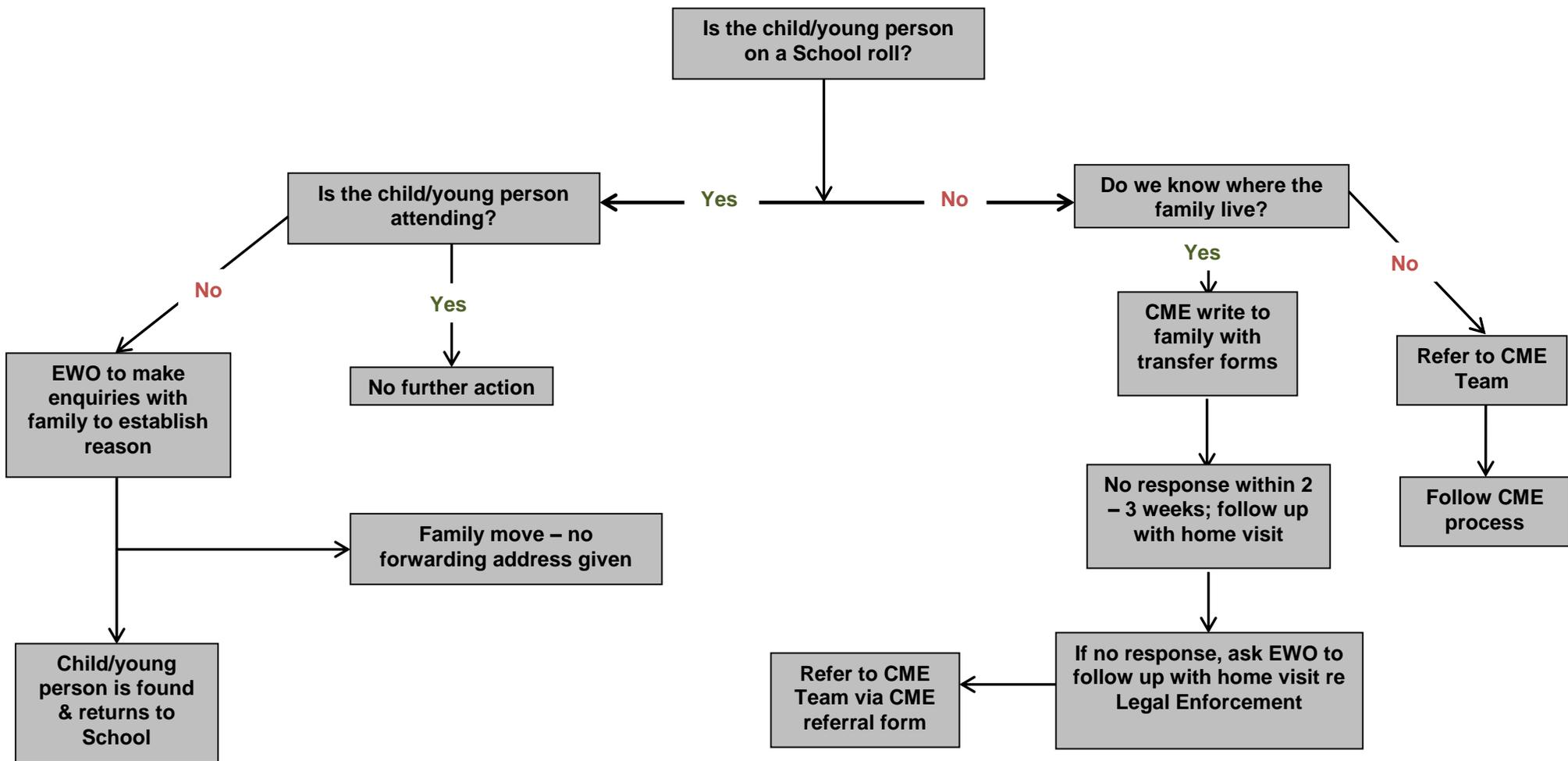
Appendix 3

When to refer a child / children as CME to the CME Team

Introduction

We endeavour to keep children safe by following the protocol for CME:

1. At the start of a new school year many children do not attend school. School do not receive a message from the family – it is the responsibility of the EWO to visit the family to establish if there is a problem. On visiting the family and the house is empty/boarded up etc the EWO should contact neighbours to make initial enquiries or contact housing (if relevant). Checks can also be made on EMS to see if the child is attending another school in the area. Once they have exhausted their enquiries a Movement of Children form or a CME Referral form should be completed by the EWO and passed to the CME Team.
2. If a child does not attend school and is not on a school roll, the responsibility would lie with the EWO. As we know where the family lives, whilst they are 'missing education' they are not 'missing' from home.
3. When to remove a child from School roll. The responsibility of this lies with the School. The Schools can seek advice from the EWO (please refer to the green binder).
4. Domestic violence – when a family flees domestic violence and either moves into or from the area the CME team are notified by other services. Once it is established where the family live, application forms are sent to the family by the CME Team, Schools are approached for school places. If the family fail to engage this would be referred to the EWO for a visit to support them through this process.
5. A referral should be made to the CME Team when a child is missing education, the family appear to have moved and the LA has no idea where the family have gone to.



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

Academic Year	Designated Child Protection Person & 'Back-Up' or Deputy DCPP	Nominated Governor
September 2016	Michael D Unsworth Child Protection Officer Eileen Steed Child Protection assistant/Inclusion officer.	Miss K Whitton

B. Training for Designated Staff in School (D CHILD PROTECTION Ps should refresh their training every 2 years)

Name of Staff Member / Governor	Date when last attended CHILD PROTECTION Training	Provided by Whom (e.g. RBSCB, Governor Support Services, Attendance & Safeguarding Team)
Michael D Unsworth	January 2016	RBSCB
Eileen Steed	October 2016	RBSCB
Kelly Whitton (Staff Governor)	September 2015	RBSCB

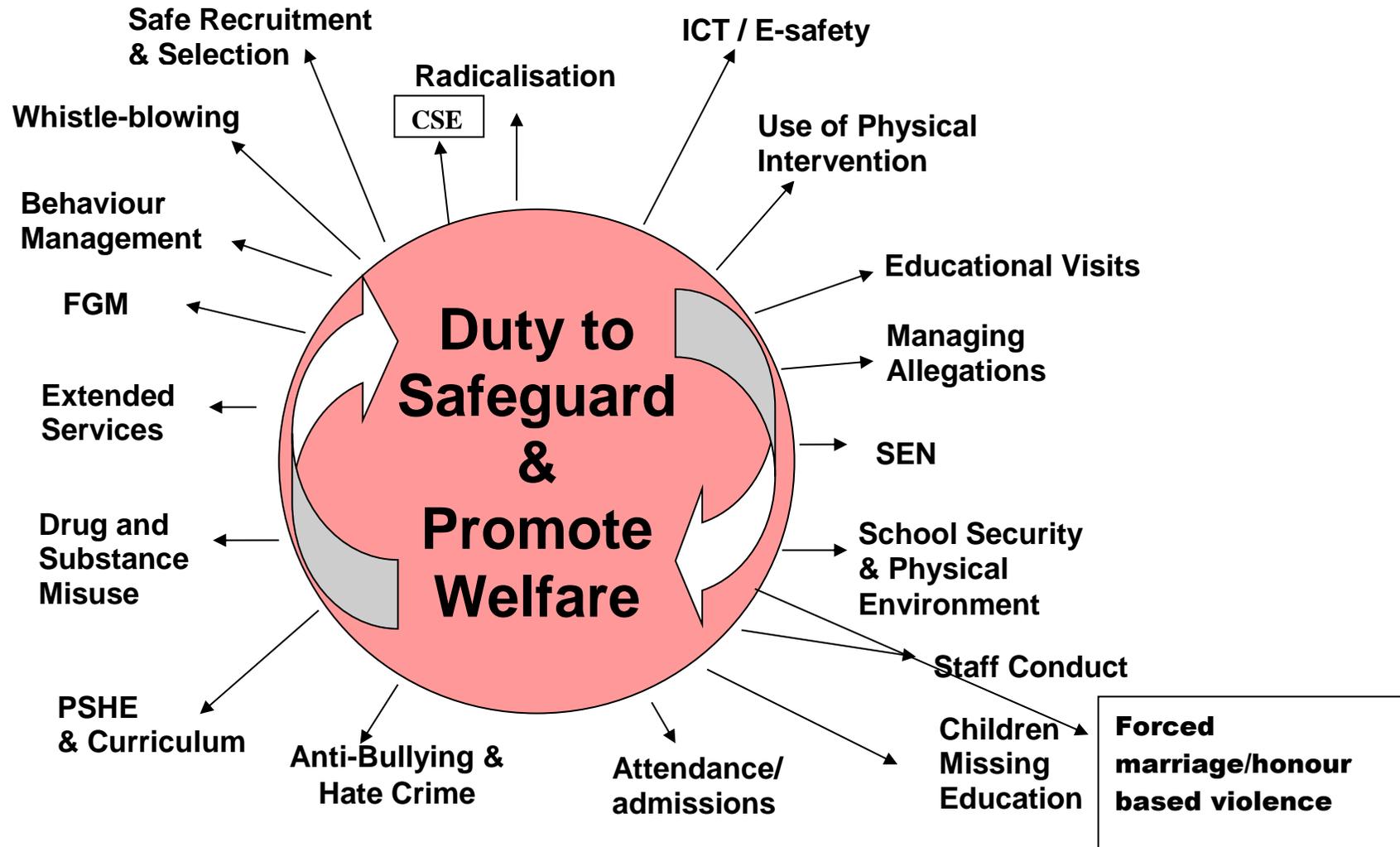
C. Whole School Child Protection Training (all staff should receive induction and an update every 3 years)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All teaching, welfare & support staff Rochdale Safe Working Practice	23/01/2014 14/09/2015	RBSCB
All teaching, welfare & support staff Child Protection Procedures	Annually Rolling programme	RBSCB

D. Review dates for this policy

Review Date	Changes made	By whom
October 2017	Update to Rochdale procedures	Mr Michael D Unsworth

Other areas to be considered in conjunction with Child Protection / Safeguarding



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
- 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

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

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.

Important Sources of Further Information

1. 'Keeping Children Safe in Education', DfE (Statutory Guidance revised in July 2015) replaces 'Safeguarding Children & Safer Recruitment in Education DCSF (2007) and former DCSF Guidance, and makes clear roles and responsibilities of education professionals, establishments and organisations².
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 thereafter³

² 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.

³ The Rochdale Borough Multi-Agency Safeguarding Children procedures are available electronically and can be accessed via the RBSCB web site: www.rbscb.org

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