



SACRED HEART RC PRIMARY SCHOOL

**Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed, respected and cared for and where LOVE is at the heart of everything we do:**

*Learning and living by Jesus' example in the Gospels.*

*Offering a safe, healthy & stimulating environment in which to grow.*

*Valuing and respecting everyone including our wider community.*

*Empowering children to achieve and meet life's challenges*

# **SAFEGUARDING AND CHILD PROTECTION POLICY**

**(Revised February 2017)**



## SACRED HEART RC PRIMARY SCHOOL

- School Commitment
- Framework
- Roles and Responsibilities
- Role of the Designated Safeguarding Lead (DSL)
- Duty to Report
- Training and Support
- Confidentiality
- Records and Monitoring
- Child Protection Confereneces
- Supporting Pupils at Risk
- Managing Allegations
- Use of Mobile Phones and Cameras in School
- PREVENT
- Child Sexual Exploitation (CSE)
- Female Genital Mutilation (FGM)
- Child Missing in Education
- Forced Marriage and Honour Based Violence
- Safer Schools Safer Staff
- Emotional Abuse
- Physical Abuse
- Neglect
- Sexual Abuse
- Self-Generated Indecent Images
- Trafficking
- Child on Child / Peer on Peer Abuse
- Whistleblowing
- Private Fostering
- Recruitment Procedure
- If Staff or Volunteers have a concern
- Safeguarding SEND Pupils
- Early Help
- Making Referrals to the MASS
- Risk Assessment Checklist
- Appendix 1: Taking Action on Child Welfare / Protection Concerns in school
- Appendix 2: Talking and Listening to Children
- Appendix 3: Duty to Safeguard and Promote
- Appendix 4 Named Staff with Specific Responsibility for Child Protection
- Appendix 5: Child Protection Annual Checklist for Staff
- Appendix 6: Channel Panel Referral Pathway for Children



## SACRED HEART RC PRIMARY SCHOOL

### SCHOOL COMMITMENT

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

#### **Our school will therefore:**

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. (peer mediation, prayer and worship, worry boxes, chaplaincy, LIVING our faith and the Roman Catholic Statements to Live By, Tootoot, Family Worker).
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.

Children are reminded in assemblies and during PSHE / Dinosaur School, Prayer and Worship that they can speak to any adult in our school if they are worried or are in difficulty)

- (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.  
(PSCHE, Religious Education, our schools approved SRE scheme, 'In The Beginning', Termly anti-bullying days, e-safety workshops, NSPCC assemblies and workshops, Dinosaur School, Roman Catholic Statements to Live By)
- (d) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies. (Sacred Heart RC has the LPPA Award and is constantly looking for new ways to engage parents and to work alongside them).
- (e) Ensure that all staff are trained at least annually and when major changes are made to the policy and / or new types of safeguarding concerns become apparent.



## SACRED HEART RC PRIMARY SCHOOL

### **SAFEGUARDING AND CHILD PROTECTION POLICY**

#### **FRAMEWORK**

Child Protection 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](http://www.rbscb.org) will provide you with all of the information you need about the local safeguarding board.

#### Important Sources of Further Information

1. 'Keeping Children Safe in Education', DfE (Statutory Guidance revised in May 2016) with effect from 5<sup>th</sup> 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 organisations<sup>1</sup>.
2. The Greater Manchester Safeguarding Children procedures can be found on the Rochdale Borough Safeguarding Children Board website [www.rbscb.org](http://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.
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.

#### **ROLES AND RESPONSIBILITIES**

Sacred Heart RC School is dedicated to safeguarding and promoting the welfare of its pupils. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring this. All members of staff are expected to be aware of and follow the Safeguarding procedures. In particular, they need to be aware of their duty to report concerns, the guidance for identifying child abuse, what to do if a child makes an allegation of child abuse and issues about confidentiality. All staff are regularly remind of this duty and if it is believed that a member of staff has not followed procedure correctly, then this will be dealt with appropriately by the SLT.



## SACRED HEART RC PRIMARY SCHOOL

### Key Points

- Each member of staff is issued with guidelines (Annex 2), has training and receives refresher training at least once every year.
- Members of the School do not investigate serious allegations of Child abuse themselves as serious allegations will be reported to Social Services and, if necessary, the Police.
- When a serious allegation is made against a member of staff then the School will report it and any findings following investigation, to the Secretary of State for Education and Skills, even if the School has ceased to use that person's services.
- The following people have specific responsibility for Safeguarding matters at Sacred Heart RC Primary School:

**Designated Safeguarding Lead** – Mrs P Dungworth

**Supported by** – Mrs L Price

**Governing Body representative** – Chair of Governors

### Role of DSL

Responsibilities of the DSL are: to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school. Safeguarding training takes place for all staff on an annual basis. NQTs are inducted in safeguarding training at the beginning of the year.

The DSL is required to attend or ensure that a senior member of staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions to safeguard and promote the child's welfare.

### Duty to Report

Any member of staff who either knows of, is told of, or strongly suspects any incident of physical, emotional or sexual abuse occurring in the School, or to a pupil of the School at home or outside the School must report the information the same day to the Designated Staff, unless it involves an allegation against a member of staff in which case it should be reported directly to the Head.

In the absence of the DSL, the immediate report should be made to Deputy Head.

If the allegation or suspicion is about the Head, the report should be made to the Chair of Governors.

Child abuse to be reported includes abuse of a pupil by a staff member or other adult, abuse at home which a pupil reports to staff, abuse by a stranger outside school, and abuse of one pupil by another pupil.

In the case of abuse by a pupil, or group of pupils, the key issues identifying the problems as abuse (rather than an isolated instance of bullying which might be considered within normal bounds in the school community) are:



## SACRED HEART RC PRIMARY SCHOOL

- The frequency, nature and severity of the incident(s),
- Whether the incident involved a potentially criminal act, and whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.
- Whether the victim was coerced by physical force, fear or by a pupil or group of pupils significantly older than him or her, or having power or authority over him or her

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

Education Safeguarding Officer - 01706 925384

Education Welfare Service - Tel: 01706 925115

Rochdale Multi Agency Screening Service (MASS) 0300 303 0440 (8.30am - 4.45pm)

0300 303 8875 (out of office hours)

E-mail: [mass@rochdale.gov.uk](mailto:mass@rochdale.gov.uk) Website [www.rochdale.gov.uk/.../child-protection.aspx](http://www.rochdale.gov.uk/.../child-protection.aspx)

Children's Social Care – First Response Team – Tel: 0845 226 5570

Out of Hours, Emergency Duty Social Worker – Tel: 01706 354836

Police Public Protection and Investigation Unit – Tel: 0161 856 8067/9442

### **TRAINING AND SUPPORT**

Our school will ensure that the Head Teacher, the Designated Safeguarding Lead and the nominated governor for Child Protection attend training relevant to their role' at regular intervals.

The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training within this timescale.'

All staff will receive basic training on Child Protection. This is done twice a year led by the headteacher and senior leadership team. A safeguarding representative from the local authority trains all school staff on a three-year cycle.

The first agenda item at all staff briefings is Safeguarding. This time is used to either update staff on changes to legislation / good practice or to update staff on specific school based concerns / Child Protection issues. Staff are well supported by the senior leadership team in terms of being developed to have a secure understanding of their role and responsibility.

Members of the School do not investigate reports of physical, emotional or sexual abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved will not be interviewed by members of staff beyond the point at which it is clear that there is an allegation of abuse. The interviewing of children and adults will be carried out by specially trained staff only, following procedures in line with government requirements and in the light of the recommendations of past inquiries into the handling of child abuse issues.



## SACRED HEART RC PRIMARY SCHOOL

The School acknowledges that its policy will inevitably lead to some investigations being triggered which do not substantiate the allegations made, as well as those that do. It is a basic assumption that it is better to endure some 'false alarms' than to fail to initiate specialist investigation of instances of real abuse

### **CONFIDENTIALITY**

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

Adults at the School should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should however guarantee that they will only pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort the problem out, that they will never tell anyone who does not have a clear 'need to know', and that they will personally take whatever steps that they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made

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), must always have regard to both common and statute law.

What to do when a pupil wants to tell you about something that has happened:

1. Listen very carefully.
2. Do not promise confidentiality.
3. Ask 'open' questions like 'tell me what has happened', and avoid any leading questions like 'Did he/she do \*!??\*\*! to you?'
4. Make written notes as soon as possible, including anything that you have said.
5. Do not take it upon yourself to investigate what the pupil has told you.
6. Do not tell the person about whom the pupil has complained.
7. If you think that a child is at risk contact either the Head (Designated Safeguarding Lead) or Deputy Head

### **RECORDS AND MONITORING**

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

#### **Safeguarding Concerns**

Where the school has concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, these concerns must be recorded:

Where any adult working with a child has a safeguarding concern then they must complete a Safeguarding Log Sheet and give the White and Pink copies to the Headteacher.

#### **Secure Records**

Only the Headteacher and Deputy Headteacher have access to the schools Child Protection Records.



## SACRED HEART RC PRIMARY SCHOOL

The records are kept in a locked cabinet and the only key is kept with the Headteacher.

The school also keeps a secure electronic system for recording Safeguarding incidents and follow up actions.

Where the designated officers believe a child to be at immediate risk from abuse then a referral to Children Social Care is made.

Where a child, who the school has child protection records for, transfers to another school the Headteacher will in the first instance contact the headteacher of the new school directly.

School then follows the Rochdale Local Authority Guidance on the, 'Transfer of Child Protection Records between Educational Settings'.

### **CHILD PROTECTION CONFERENCES**

The Headteacher and Deputy Headteacher (Mrs Price) will when required attend Child Protection Conferences.

As part of the 'Rochdale Borough Safeguarding Children Board' the headteacher as the designated teacher attends regular Safeguarding Training and Updates including Case Conferences and Core Groups.

### **SUPPORTING PUPILS AT RISK**

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

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

Our school will endeavour to support pupils through:

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



## SACRED HEART RC PRIMARY SCHOOL

- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.

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

These are:

- Staff Codes of Conduct – Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (September 2012)
  - Behaviour Management Policy
  - Anti-bullying
  - SEND
  - School's Offer
  - Positive Handling Plans
  - Health and Safety
  - E-safety

### **Managing Allegations**

We are aware of the possibility of allegations being made against members of staff or volunteers that are working or may come into contact with children and young people whilst in our school. Allegations will usually be that some kind of abuse has taken place. They can be made by children and young people or other concerned adults.

Allegations are made for a variety of reasons:

- Abuse has actually taken place
- Something has happened to the child that reminds them of a past event – the child is unable to recognise that the situation and people are different. Children can misinterpret your language or your actions.
- Some children recognise that allegations can be powerful and if they are angry with you about something they can make an allegation as a way of hitting out.
- An allegation can be a way of seeking attention

If an allegation is made against an adult in a position of trust whether they be members of staff or volunteers this should be brought to the immediate attention of the DSL who will advise the Headteacher. In the case of the allegation being made against the Headteacher this will be brought to the immediate attention of the Chair of Governors. The Headteacher/Chair of Governors will need to discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for the appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made.

### **Use of Personal Mobile Phones and Cameras in School**

On arrival at school, staff should switch their phones off to silent during the course of the school day. Staff may use their phone at break times and lunch time provided that (i) pupils are not present, (ii) they are in either the school office or staffroom (iii) they are not on duty and (iiii) this does not prevent them from responding to a request for assistance from another member of staff or other aspects of their professional duties. The school caretaker and headteacher are exempt from the restrictions on the use of mobile phones whilst on duty so that they can be contacted at all times by the school office in case of emergency.



## SACRED HEART RC PRIMARY SCHOOL

By arrangement with the headteacher, a member of staff's personal mobile phone may be designated as the means of communication for specific activities.

Except, with permission from the Headteacher, staff may not use their own cameras, phones or other equipment to take pictures in school or at school events. A school camera is available for this purpose. iPad cameras are kept and used in Early Years, all images are deleted after use in learning stories.

Users bringing personal devices in to the school must ensure there is no inappropriate or illegal content on the device. Staff must ensure that this policy is observed when using other equipment which can be used in connection with photographs (photocopier, scanner, printer, iPads etc.)

Close attention must be paid to the storage of images, particularly whilst kept on portable media such as flash cards and memory sticks. Staff are responsible for the security of such media and the images they contain and must take all reasonable measures to ensure that they are kept safe and do not come into the possession of unauthorised people.

Unless specific prior consent has been obtained, members of staff and volunteers must not post school images on personal pages of social networking sites or other websites. The use of images on the school's official Facebook page, website and other approved sites is carefully monitored to ensure that it is in line with this policy and parental consent. The age limit for having a Facebook account is 13 and other social networks have similar restrictions. However, parents do not always enforce these restrictions. Staff must be vigilant in respect of any inappropriate use by pupils of school images or their own photographs of school events on social networks and must report any concerns to the child protection officer.

Final responsibility for the appropriate use of photography at school and in connection with school events rests with the Headteacher who is the Designated Safeguarding Lead. They monitor school images and may require an image to be deleted, edited or removed from a particular document, website, etc in accordance with the requirements of this policy. The school assesses the risk of access to archived images by inappropriate individuals to be very low. Staff and volunteers must ensure that their use and storage of images maintains a similarly

### **SUPPORTING PUPILS UNDER 'THE PREVENT' DUTY**

#### 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



## SACRED HEART RC PRIMARY SCHOOL

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 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



## SACRED HEART RC PRIMARY SCHOOL

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

**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

### **Supporting Pupils at Risk of Child Sexual Exploitation**

#### **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 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).'*



## SACRED HEART RC PRIMARY SCHOOL

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.

Sacred Heart RC is committed to regular training of all staff using Sunrise materials so that they are equipped to recognise the signs of abuse and know how to report concerns.

Child Sexual Exploitation, or CSE, is a form of sexual abuse which sees children/young people being manipulated or coerced into sexual activity for receiving 'something' such as; gifts, money, food, attention, somewhere to stay etc.

Technology is very often used to groom victims. This may occur through social networking sites and mobile phones with internet access.

**Sunrise** is the team that tackles sexual exploitation and related harm in the borough of Rochdale. The team includes professionals from the police, children's social care, health and Early Break.

**You can report any concerns regarding CSE by phoning 0161 856 1734**

**The Sunrise Team**

**Rochdale Police Station**

**The Holme**

**The Esplanade**

**Rochdale OL16 1AG**

Charities such as NSPCC and Barnardos have been campaigning to raise the profile of this form of child abuse. Information regarding CSE can be found here;

[www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-introduction\\_wda97566.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-introduction_wda97566.html)

[www.barnardos.org.uk/what\\_we\\_do/our\\_projects/sexual\\_exploitation.htm](http://www.barnardos.org.uk/what_we_do/our_projects/sexual_exploitation.htm)

**Female Genital Mutilation (FGM) & the Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers<sup>10</sup>, 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



## SACRED HEART RC PRIMARY SCHOOL

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

In April 2014 every school in England received new safeguarding guidelines and detailed information on identifying and responding to Female Genital Mutilation.

FGM is a procedure carried out on young girls between the ages of infancy and 15 years of age. Female Genital Mutilation is classified as a form of Child Abuse in the UK. It therefore makes the procedure of it a serious Child Protection issue.

It is illegal for anyone to perform FGM in the UK or to arrange for a child to be transported to another country for the procedure. The maximum sentence for carrying out FGM or helping it to take place is 14 years in prison.

There is lots of information and support available online for parents/carers concerned about this subject or if you know someone who is at risk:

Contact the **Police** if you think that a girl or young woman is in danger of FGM.

**The Daughters of Eve** website helps to raise awareness of this issue and sign-posts those affected by it to supportive services:

[www.dofeve.org](http://www.dofeve.org)

The NSPCC has detailed advice on how to spot the signs, symptoms and effects of FGM and provides support for people who are concerned about a child or who have been affected themselves:

[www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/](http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/)

The NSPCC offers a free and anonymous **FGM 24 hour helpline**. Call; **0800 028 3550** or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

**Children Missing Education (DfE statutory guidance) January 2015**



## SACRED HEART RC PRIMARY SCHOOL

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](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



## SACRED HEART RC PRIMARY SCHOOL

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.

### **SAFER SCHOOLS, SAFER STAFF**

Sacred Heart RC provides regular training and updates on the 'Safer Working Practises' Document issued by Rochdale Local Authority. School refers to these guidelines, which are issued to ALL staff on the prevention of abuse covering:

- Staff supervision in high-risk situations.
- Avoidance of inappropriate physical contact between staff and pupils.
- Avoidance of inappropriately spending time alone with individual pupils.
- The need for staff to be vigilant in spotting and reporting clear suspicions that abuse maybe occurring.

### **Raising Awareness**

- Briefing and guiding teaching and non-teaching staff on Safeguarding matters. This includes the briefing of new staff as part of their induction, as well as part-time, visiting and voluntary staff. Staff must receive Rochdale LA Safeguarding training at least every three years as well as annual training.
- Keeping close contact and maintaining Safeguarding awareness with all Staff. Staff know that if they have any concerns to pass these directly onto the DSL.
- Ensuring that the Safeguarding procedures are followed within the school, that each member of Staff has access to the procedures and an understanding of them.

The Safeguarding procedures must also be available to any parents of pupils in the School on request.

### **Emotional Abuse**

Emotional abuse occurs when a child's basic needs for love, security, praise and recognition are left unmet. It may result in a child becoming withdrawn, nervous, unhappy or lacking in confidence. Emotional abuse may happen when an adult constantly behaves in an uncaring and hostile way towards a child, perhaps through inconsistency, bullying, rejecting, frightening, criticising, racially abusing or scapegoating the child.

#### **Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the "cold shoulder";
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons

### **Physical Abuse**

This is when someone physically hurts or harms a child. Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones.



## SACRED HEART RC PRIMARY SCHOOL

### **Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - Bruises or cuts;
  - Burns or scalds; or
  - Bite marks

### **Neglect**

Neglect can result when adults fail to meet the physical or emotional needs of the children they are responsible for. All children need food, clothing, warmth, love and attention in order to grow and develop properly.

### **Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The abuser(s) may use different methods to persuade the child to co-operate and not to tell, like bribery, threats or physical force.

Sexual abuse can take many different forms from touching to intercourse and may also include involving children in looking at, or being forced to take part in, the production of pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual abuse happens to boys as well as girls, and often there will be no physical signs.

### **Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you would not expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

### **Self-generated Indecent Images (SGI)**

Staff should be aware that incidents of SGIs being sent or received are becoming increasingly common and that when a child send such images they may be breaking the law and leaving themselves vulnerable to



## SACRED HEART RC PRIMARY SCHOOL

exploitation by third parties. In addition there is increasing evidence that such activity may result in depression, self-harm and in extreme cases suicide.

Such incidents will always be treated as a safeguarding concern unless there is a very good reason not to such as an element of intimidation, bullying or exploitation.

### **Trafficking**

Trafficking of persons means that recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms.

### **Child on Child Abuse/Peer on Peer Abuse**

In the event of disclosures about child on child abuse, all children involved, whether perpetrator or victim, will be treated as being “at risk”. A bullying or sexting incident for example will be treated as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm”. Other examples may include gender issues which may be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Any such abuse which puts children at significant risk will be referred to local agencies.

In the event of physical or emotional abuse of one pupil by another it will be taken seriously and dealt with through the school’s Anti-Bullying Policy.

If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm as a result of such abuse, the school will refer its concerns to the MASS

### **Whistleblowing**

Sacred Heart RC has a separate Whistleblowing Policy. If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headteacher or to the Chair of Governors (where the concern relates to the Headteacher). Any concern will be thoroughly investigated under the school’s whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Where ever possible, and subject to the rights of the pupil, the member of staff will be informed outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it. **The NSPCC Whistleblowing advice line is 0800 028 0285**

### **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:



## SACRED HEART RC PRIMARY SCHOOL

- A parent
- A person who is not a parent but has parental responsibility
- A close relative
- A Local Authority

For more than 28 days and there the care is intended to continue. It is a statutory duty for us at Sacred Heart RC Primary school to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements/

### **Recruitment Procedure**

Sacred Heart RC Primary School regularly reviews its recruitment procedure to ensure the safety of its pupils by preventing as far as possible, unsuitable people from working here. The following nine elements are part of the routine recruitment procedure for all teaching and non-teaching staff (including ancillary staff) that may have substantial unsupervised access to pupils. The Head has completed training in Safer Recruitment, meeting the requirements of DfE, and OFSTED. At least one member of an interview panel, or an individual at the School, must have completed safer recruitment training.

### **Criminal Records Checks**

The Enhanced Disclosure is required for anyone, whose duties include regularly caring for training, supervising, or being in sole charge of children under 18 years of age. Anyone else who works at the school requires a Standard Disclosure from the CRB on appointment.

Pre-employment checks are required for all staff at the School and for people working on behalf of the School such as the School's volunteers, the self-employed, contractors and agency staff. They include the successful completion of a Disclosure from the Criminal Records Bureau at an Enhanced level, a List 99 check and the Protection of Children List as appropriate.

### **Identity**

Check the identity against an official document such as a passport or birth certificate.

### **References**

At least two written references, including the most recent employer, with a reference request letter that specifically asks all referees to state any known reason why the person should not be employed to work with children and that there should be no material misstatement or omission relevant to the suitability of the applicant.

### **Veracity of References**

Direct contact by the School with each referee to verify the reference.

### **Interview**

A personal interview, with a written record of issues covered and the assessment by the interviewer(s).

### **Veracity of Qualifications**



## SACRED HEART RC PRIMARY SCHOOL

Verification of any qualification offered by the candidate, with a written record of those verified.

### Full Employment History

Requirement that applicants supply a full employment history, stating that any previous employer may be approached by the school.

### Exploration of Reasons for Termination of Previous Employment

Contact by the School, where feasible, with each previous employer involving work with children or vulnerable adults to check the reasons the employment ended.

### Explanation of Gaps in CV

Explanation of any gaps in the CV, with a written record by the school explaining the reasons for any gaps and that the reasons have been sought and are satisfactory.

Where staff are recruited from abroad, or have resided overseas within the last five years, the School will try to obtain a 'certificate of good conduct' or equivalent from the relevant authorities of the applicant's home country where such facilities are available. This is in addition to the checks outlined in this document for all staff.

Where the School has not received the full CRB disclosure information before a member of staff arrives, as a result of a failure of CRB to respond to a disclosure application, the member of staff may work but only under special supervision with no unsupervised access to pupils.

If the School discovers that an application has made a false statement in attempting to gain employment at the School, this will be reported to DCFS for them to consider misconduct action against the application.

### Verification of Medical Fitness

The School verifies the medical fitness of staff to work with children in accordance with the Department for Children, Families and Schools and the School's guidelines.

### Note on Assessing CRB Disclosures

If a CRB Disclosure shows that a person is disqualified from working with children by virtue of Section 35 of the Criminal Justice and Court Services Act 2000, the school should immediately take steps to remove the person from the premises, if he or she is already at the school, and should contact the CRB to ensure that the Bureau has reported the matter to the police to investigate whether the person has committed an offence by applying for, or undertaking work with children while disqualified.

Similarly if a Disclosure reveals that a person is barred by DfE and is on List 99, the school should immediately contact the DfE Teacher Misconduct Team (Telephone 01325 392162) to confirm the position and obtain further advice. In the meantime the person should be suspended from contact with pupils.



## SACRED HEART RC PRIMARY SCHOOL

Further advice is available to school at: [www.rbscb.org](http://www.rbscb.org) for Allegations Management Procedures.

### 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.



## SACRED HEART RC PRIMARY SCHOOL

**The Designated Safeguarding Lead is: Mrs P Dungworth**

**The Deputy Designated Safeguarding Lead is: Mrs L Price**

**The Designated Teacher with Responsibility for Cared for Children is: Mrs P Dungworth**

**The SENDCo is: Mrs L Price.**

### **Safeguarding SEND Children**

Sacred Heart RC Primary School recognises that SEND pupils are more likely to be abused or neglected.

SEND children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

SEND children (refer to SEND policy) do however require additional action. This is because they experience greater risks and “created vulnerability” as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment (Safeguarding Children, DSCF, July 2009. We will ensure that our SEND children are listened to and responded to appropriately where they have concerns regarding abuse. Particularly as they may disclose their abuse in a different way to their peers.

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 action:

#### **Staff should never:**

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

**What should the DSL consider right at the outset?** Am I dealing with ‘risk’ or ‘need’? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need/ think about the Children’s Needs and Response Framework?)

- What resources are available to me/the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children’s Social Care requesting that an assessment of need be undertaken? (**Section 17 Child in Need referral**)
- 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**)



## SACRED HEART RC PRIMARY SCHOOL

- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals, recording, etc.)

### **Can the level of need identified be met through Early Help?**

Early Help is about helping children, young people and families to deal with any issues as early as possible, before they turn into big problems. It is about providing information, advice or services at the right time to meet a family's needs and to support them in resolving any concerns as soon as they emerge. This could include offering the expertise of our school's Family Support Worker or Parent Partnership HLTA.

The Head and Deputy have both completed the, The Common Assessment Framework (CAF) training and this process is used by school as a tool to coordinate multi-agency intervention to further support families and meet pupil's needs.

### **Feedback to Staff Who Report Concerns to the Designated Child Protection Person**

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Child Protection Person to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Child Protection Person will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

### **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:

#### **Is this a Child In Need?**

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

- 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;
- His/her health or development is likely to be impaired, or further impaired, without the provision of such services;
- S/he has a disability

#### **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:

Is the subject of an Emergency Protection Order;

Is in Police Protection; or where they have

**There is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.**



## SACRED HEART RC PRIMARY SCHOOL

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)**

### **Making Referrals to the MASS (Guidance for the Designated Safeguarding Lead)**

#### **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](mailto: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).

#### **Child Protection**

Use the multi-agency referral form (MARF) ([www.rbscb.org](http://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 can form part of the CP referral but the school must complete 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 on going trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be



## SACRED HEART RC PRIMARY SCHOOL

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.

### **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;
- 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;

### **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)

**CSC Responses to Referrals and Timescales** In response to a referral, Children's Social Care may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting for referrals under Section 47 of the Children Act;
- Provide support services under Section 17;
- Undertake an Initial Assessment;
- Convene an Initial Child Protection Conference;
- Undertake a Core Assessment;
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

### **Feedback from Children's Social Care**

CSC have 24 hours within which to make a decision about a course of action in response to a referral. A DCPP should expect to receive written confirmation about action following any referral within 7 days. 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 a Duty Social Worker, or the relevant Team Manager (0845 226 5570) or the Education Safeguarding Officer (01706 925384)

### **Risk Assessment 'Checklist'**



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- 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?

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

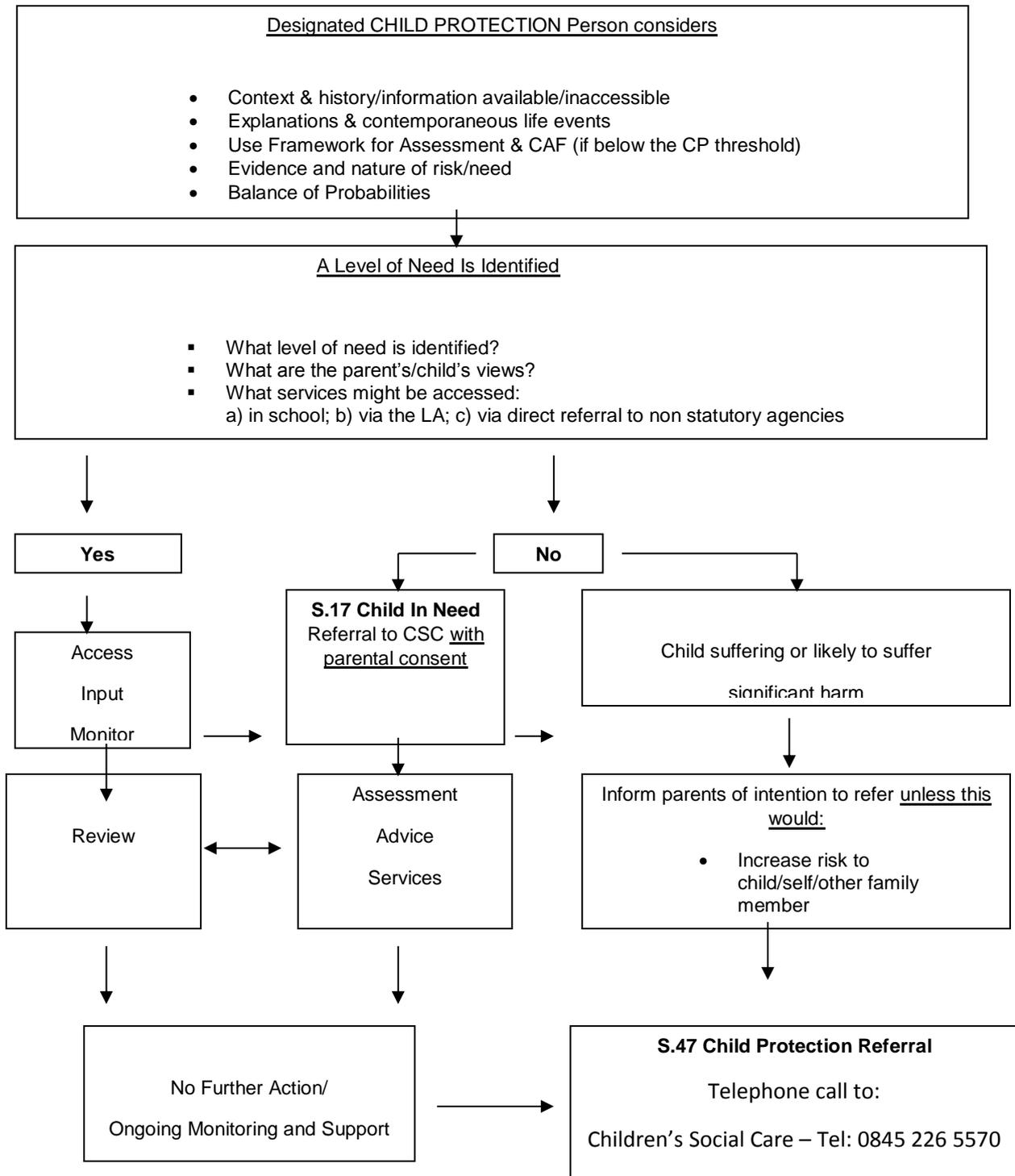
Staff member has concerns about a child's health, development, safety or welfare

Discusses with Designated CHILD PROTECTION Person (DCPP) on the school site as soon as possible (and certainly within 24 hours)





## SACRED HEART RC PRIMARY SCHOOL



**The Designated Safeguarding Lead: Mrs P Dungworth:**

**The Deputy Designated Safeguarding Lead is: Mrs L Price:**

### APPENDIX 2: TALKING AND LISTENING TO CHILDREN

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

- Be accessible and receptive;



## SACRED HEART RC PRIMARY SCHOOL

- 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;
- 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 (the Designated Safeguarding Lead).

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

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

### Recordings should

- State who was present, time, date and place;
- Be written in ink and be signed by the recorder;
- Be passed to the DCP 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 pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;



## SACRED HEART RC PRIMARY SCHOOL

- 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 Child Protection Person /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 . 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.



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**Named staff/personnel with specific responsibility for Child Protection:**

Academic Year	Designated Lead	Nominated Governor
2016 / 2017	Mrs P Dungworth (DSL)	Mrs Ashworth
2016 / 2017	Mrs C Price (Deputy DSL)	

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)
Mrs P Dungworth	17 <sup>th</sup> June 2016	RBSCB Neglect and Emotional Abuse
Mrs P Dungworth	7 <sup>th</sup> February 2017	DSL Annual Training RBSCB

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 staff including support and administrative staff	26 <sup>th</sup> June 2014	RBSCB
All staff including support and administrative staff	2 <sup>nd</sup> September 2016	P Dungworth (Headteacher) DSL



SACRED HEART RC PRIMARY SCHOOL  
**Child Protection Annual Checklist for Staff**

Name ..... Position .....

- I have received the Sacred Heart RC Safeguarding Policy and know how to access the most up to date version of it on the Sacred Heart RC Primary School website
- I have received Keeping Children Safe in Education 2016 (Part 1) and Annex A and I have read them.
- I have received the Staff Code of Conduct
- I have read and have an understanding of the principles outlined in the above documents and agree to abide by the contents of these documents
- I have an understanding of the current guidelines and legal contexts regarding Child Protection
- I have an understanding of the definition of abuse, the different types of abuse and what hurts children
  - I fully understand the correct procedures regarding the reporting of a disclosure of abuse or a welfare concern to the relevant members of staff at Sacred Heart RC Primary School
  - I fully understand the correct procedures regarding the reporting of an allegation against a member of staff including the Headteacher.
- I am aware of the name of the Designated Safeguarding Lead and of staff members who are Designated Persons at Sacred Heart RC Primary School
- I am aware of the Prevent Duty and understand my obligation under this duty.
- I am aware of the school's Whistleblowing Policy and where to access it on the website.
- I confirm that I have not been involved in any activity/incident since my last DBS/CRB check or within the last 12 months which might result in a change to my DBS (previously CRB) status, should a new check be requested. (If you are unable to confirm this, please detail any changes in writing to the Headteacher immediately. This information is given in the strictest confidence.)

Signature .....



SACRED HEART RC PRIMARY SCHOOL  
**CHANNEL PANEL REFERRAL PATHWAY FOR CHILDREN**

**You have concerns about a vulnerable child being radicalised**

Discuss this with your nominated Safeguarding Lead

**Safeguarding Lead makes a referral to MASS**  
**To make a referral complete the Multi-Agency Child Protection Referral Form**

MASS can also be contacted by calling **0300 303 0440**

There is already pre-existing statutory/multi-agency involvement with the child

There is no existing statutory/multi-agency involvement with the child

Channel Lead and CTU Channel Lead links into the existing processes

Channel planning process involving the representatives of key agencies appropriate to the specific case