

Ashfield Valley Primary School

Safeguarding Policy

September 2017

Contact Telephone Numbers

- Children's Social Care & MASS team 0300 303 0440
- Rochdale Borough Safeguarding Children Board 0300 303 0350
www.rbscb.org

Designated Safeguarding Leads

- Mrs H Edge, headteacher, lead responsibility
- Mrs M McKenzie

Safeguarding governor

- Mrs Shabana Anwar

Additional contact numbers

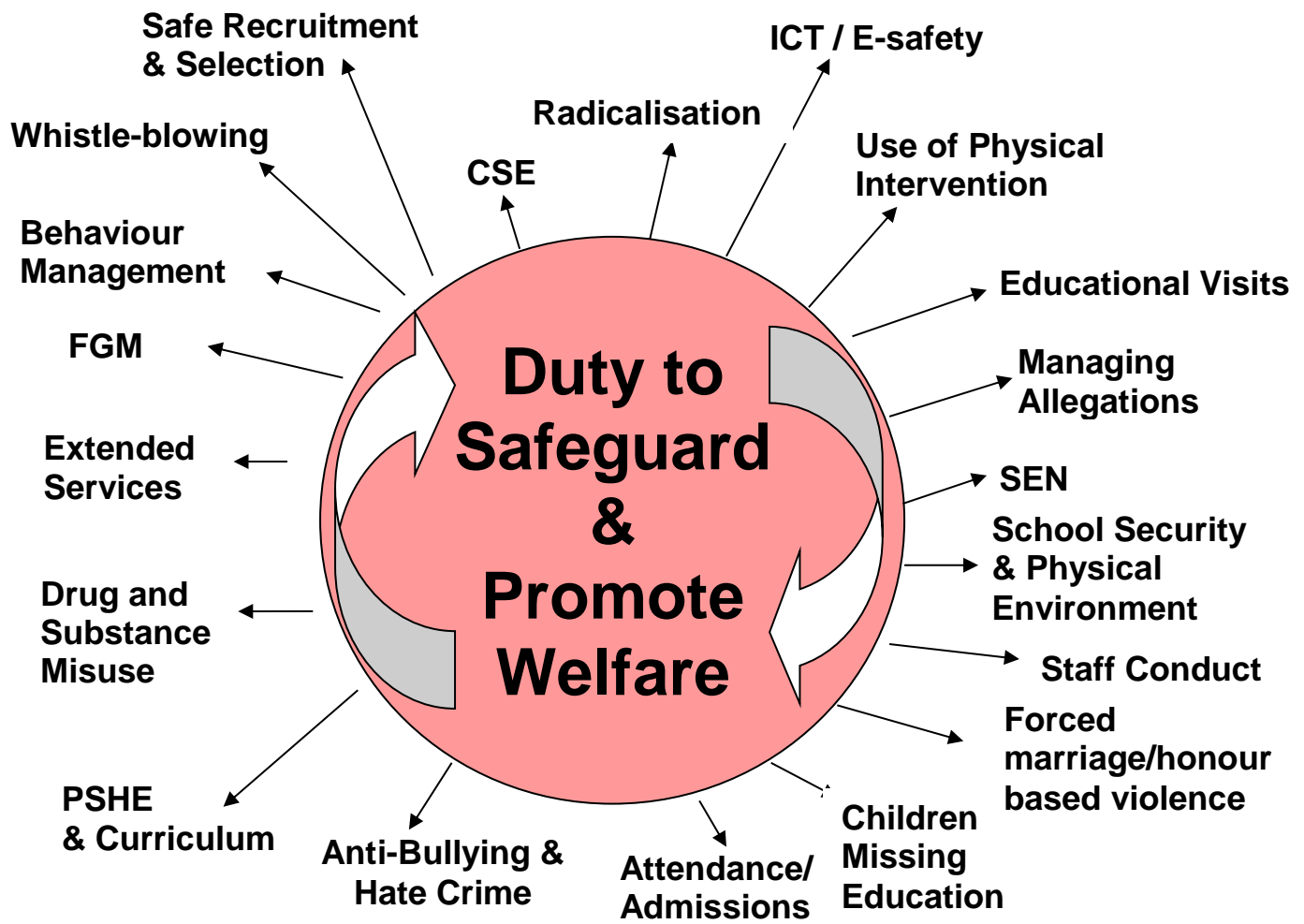
- Education Safeguarding Officer 01706 925384
- Education Welfare Service 01706 925115
- Multi Agency Screening Service 0300 303 0440
- Out of Hours Emergency Duty Social Work Team 0300 303 8875
- LA Designated Officer
(Allegations of abuse by professionals) 01706 925365
- Safeguarding Unit 0300 303 0350
- Police Protection and Investigation Unit (PPIU) 0161 856 4810 (CP)
0161 856 8757 (DV)
- NSPCC whistleblowing helpline 0800 028 0285

Legal Framework and supporting documents

- The Children Act 2004 requires all agencies to work together for the protection and well being of children
- 'Keeping Children Safe in Education' (DfE 2016)
[KCSIE 2016](#)
- 'Working Together to Safeguard Children' (2015)
[Working together to safeguard children - GOV.UK](#)
- 'What to do if you are worried a child is being abused' (2015)
[What to do if you are worried a child is being abused](#)

These documents are available on the "O" drive under HT: policies and SIP: safeguarding

- Greater Manchester Safeguarding Children procedures
[RBSCB](#)



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PART ONE

An environment for safeguarding

Introduction

The school fully recognises the contribution it can make to protect and support children in school. We aim to promote the welfare, health, safety and guidance of all our pupils. The protection of children is an integral part of the ethos of this school. We strive to create an atmosphere in which children feel secure, their views are valued, they are encouraged to talk, and they are listened to. We promote good working relationships with parents, ensuring that they are aware of the school's responsibility for the welfare of the children.

“Because of their day to day contact with children during the school term, teachers and other staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop”. Children Act 1989

Aims

The policy has been developed to enable us to follow the Rochdale Borough Safeguarding Children Board Child Protection procedures effectively. These procedures can be found on www.rbscb.org

The role of the school is to be alert to possible signs of abuse, to consult, refer and record. The school should not investigate instances of abuse.

Links to other policies

This policy should be read in conjunction with policies on Prevent, Health and Safety, Personal Social and Health Education, Sex and Relationships Education, Anti-Bullying, Physical Restraint, Intimate Care, Safer Working Practice (LA) and Volunteers and Students in school.

Monitoring and Review

This policy is reviewed annually to ensure that the school is observing all necessary requirements.

The role of governors

Governors have a role in developing, monitoring and reviewing policies. Governors need to ensure that there is a designated person, who is part of the school leadership team. They do not have a role in individual cases, and should not attend case conferences. Governors will need to be involved if allegations are made about a member of staff.

Role of the headteacher

- To support the role and responsibilities of the designated safeguarding lead(s), ensuring that time and resources are available; the senior DSL should be a member of the leadership team
- To ensure that time is available for training
- To maintain child protection records securely, accessible to other staff on a “need to know” basis only.

Role and responsibilities of the Designated Safeguarding Leads (DSL)

The designated safeguarding leads should

- advise staff who have concerns about possible neglect or abuse
- consult with social services or other agencies, co-ordinate referrals, brief members of staff attending case conferences etc
- support staff and children while referrals and investigations are proceeding
- keep the suffering of the child to a minimum

Role and responsibilities of all members of staff

Safeguarding is the responsibility of all adults in school. All members of staff have a responsibility to ensure the safety and protection of all children. Any member of staff who has a concern about safeguarding should consult with the DSL without delay, and record accurately the event(s) giving rise to the concern.

A teaching assistant might normally talk to the child's classteacher first; if the classteacher decides the incident does not warrant consultation with the DSL, but the TA feels it does, the TA has a responsibility to consult with the DSL directly.

If any member of staff feels that the DSL has not responded appropriately to a situation, they must contact the Safeguarding Unit themselves.

Training

The headteacher, the DSL and the nominated governor for Child Protection attend training relevant to their role at regular intervals. The DSL attends Multi-Agency Child Protection training. Regular training in safeguarding issues is provided for all staff in school. Governors are encouraged to access safeguarding training, whether offered in-house or by attendance at courses run via the REAL trust or RBSCB.

The headteacher gives a safeguarding briefing for all staff at least once in each school year.

Children in Public Care

The DSL is also the person who is responsible for children in public care. The DSL must always be made aware of the admission of a child in public care.

Curriculum Provision

The Children Act indicates that schools can protect children through preventative work in the curriculum, principally PSHE and Sex and Relationships Education. Rochdale LA and Rochdale Safeguarding Board recommend a whole school approach to "Keeping Safe". This includes

- assertiveness, decision making, communication, discussion of emotions and feelings
- correct vocabulary, understanding of relationships

This approach is reflected in our PSHE curriculum, including approaches to anti-bullying, SEALS, initiatives such as Playground Pals, and in our Sex and Relationships Education policy.

Supporting children at risk

We recognise 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. The school may be the only stable, secure and predictable element in the lives of children at risk. While at school, their behaviour may be challenging and defiant. We also recognise

that some children who have experienced abuse may in turn abuse others. A sensitive, thoughtful approach is needed to provide the children with the help and support that they need. Our behaviour policy emphasises positive behaviour management, and there are opportunities for children at risk to work in small groups, including with the inclusion lead.

Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) may face additional safeguarding challenges. Additional barriers may exist when recognising abuse or neglect for this group of children. These may include

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's SEND without further exploration
- communication barriers and difficulties

Appointment of staff

All staff in school undergo an extended Criminal Record Bureau check before their appointment. Where the school employs specialist staff such as football coaches or artists, for example, these are taken from reputable agencies well known to the education authority, such as Rochdale Football Club, Link for Life, Touchstones. Non-school adults are accompanied by a member of school staff: they do not work alone with children.

Record keeping

When making a record of a concern about a child, notes should be made by the member of staff who has raised the concern, had the conversation with the child etc. All notes should be on the school's safeguarding pro-forma, dated and signed, stating exactly what the child said, or what was observed. Notes should be made as soon as possible after the incident. Records should contain the full names of children and staff, and their full job titles.

Records should include

- copies of letters
- reports, including medical reports
- details of telephone conversations
- details of contact with parents

Careful note should be made of dates, times, and members of staff involved. Records should be objective and should contain relevant and factual information.

Records are kept separately from academic records, in the headteacher's office. Information is shared with other staff on a "need to know" basis via CPOMS. The headteacher keeps a "Safeguarding File" for each year group, with child protection concerns, and other referrals eg to the school health practitioner, HYM

Records are transferred promptly to any receiving school, separately from academic records, in an envelope marked confidential, addressed to the DSL. . (See RBC's Child Protection Information Sharing at Transition Protocol)

Staff may continue to make notes regarding the child. These notes **must** be placed in the Safeguarding file in the office. Where staff observe potential risks to children outside school, this information should also be recorded and treated confidentially.

Confidentiality

When children do tell an adult about an abusive situation, they need to know that the information they are sharing will have to be passed on to other people, but that this will be done with the utmost sensitivity. Staff must not promise to keep secrets for children, but must reassure them that everything possible will be done to help them.

Child Protection concerns should only be discussed amongst staff on a “need to know” basis.

Using interpreters

Bilingual members of staff are available to translate for parents as needed. Where an interpreter is used, the same member of staff should be used for each conversation with a given parent, wherever possible. The name of the interpreter should be noted in the records.

Local Authority concerns

The LA operates a “ring round” warning system. When a warning is received, the headteacher should be informed. The headteacher (or administrator in her absence) will inform the caretaker, and send a confidential message to staff.

Guidance on dealing with children who have wet or soiled themselves

Children are encouraged to tell staff if they have wet or soiled themselves.

• Foundation Stage Unit

Children who have wet or soiled themselves should be encouraged to remove wet or soiled clothes themselves, and to wipe themselves if possible. If children are very dirty, there is a hand held shower and large sink in the bathroom, where they can be washed or bathed, using “babybath”. They should attempt to wash and dry themselves as far as possible. Wherever possible, two members of staff should supervise a child who needs to be washed/changed. However, there is no door on the bathroom, and it is open to the rest of the unit..

• Whole School

Children who have wet or soiled themselves should be encouraged to remove wet or soiled clothes themselves, and to wipe themselves if possible, and to change themselves if clean clothes are available in school. If these things are not possible, parents should be contacted and asked to collect the child, take the child home, change the child and return the child to school. If parents cannot be contacted, the child may be washed/changed in the Foundation Stage bathroom. An additional adult should be present wherever possible.

There is a book in the Foundation Stage bathroom, in which such incidents should be recorded. School clothes which have been taken home should also be recorded here.

Photographing children

Children’s names will not normally be given with newspaper photographs, unless permission has been obtained from parents.

PART TWO: CHILD PROTECTION

Responding to concerns – Consultation and Recording

*Where there is a potential child protection concern, no member of staff should make a decision alone: **all staff must consult with the DSL**. There may already be concerns about that child, or family, that have been kept confidential.*

Staff should:

- talk to the classteacher.
- The member of staff and/or the classteacher should talk to the DSL (currently the headteacher). Where the headteacher is not available, there is another designated person in school. Staff should ask the DSL to look at any marks or bruises.
- Staff member and/or DSL talk to the child, and also the parents; eg "How did you/your child get this bruise?". It is important to establish whether the child's explanation and the parent's explanation are congruent.
- Avoid leading questions such as "Did somebody do that to you?" "Did you feel very frightened?"
- Make a written record of the concern, dated and signed, and giving the child's exact words wherever possible. The school has a proforma for recording safeguarding concerns, and sheets are available in the staff room. Ensure this is given to the DSL without delay. Include details of conversations with parents.

Listening to children

If a child chooses to disclose information to a member of staff about an abusive incident or incidents, it is important that the child feels supported and feels he/she has done the "right thing" in talking about it. Staff should try to

- listen to the child: avoid directly questioning the child
- Use phrases such as "I believe you" "It's not your fault" "I'm glad you told me" "I'm sorry this has happened to you".
- Avoid making any promise that may not be able to be kept. (It is not possible to promise the child to keep this a secret)
- make note of the discussion as soon as possible
- answer the child's questions as openly and honestly as possible.

Sometimes children may begin to talk about issues in situations that do not seem appropriate eg a whole class situation. Staff should either take the child to one side, or reassure the child, and talk to them as soon as possible afterwards.

Referring your concern to the MASS team 0300 303 0440

- Member of staff consults with the DSL.
- The DSL records essential information.
- The DSL may consult with the MASS team, acting on their advice, which may include a formal referral.
- Injuries that may be non-accidental must be referred to MASS team . 0300 303 0440 without delay. School staff should not take photographs: this will be done by the consultant paediatrician

Thresholds for Referral to Childrens Social Care

Is this a child in need? (Section 17)

A child is in need if

- He is unlikely to achieve or maintain, or have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services for the LA
- His health or development is likely to be impaired, or further impaired, without the provision of such services
- He is disabled

The DSL should complete a Common Assessment Framework (CAF) with the consent and assistance of the parents. (This may be delegated to the inclusion lead.) The CAF should be sent to caf.team@rochdale.gov.uk

This is a request for assessment/support/services and, as such, the school **must obtain the consent** of the parent(s) (and child where appropriate). This must be identified on the CAF.

Where a parent or child refuses to consent, the DSL should explain the ongoing plans and responsibilities in respect of support and monitoring, 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).

Is this a child protection matter? (Section 47)

The local authority has a duty to make enquiries where they are informed that a child

- is the subject of an emergency protection order
- is in police protection
- or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm

The DSL needs to make judgments about “significant harm” or “level of need”. Parental consent is not needed for a Section 47 referral, but in most circumstances, parents should be informed.

The multi-agency referral form (MARF) found at www.rbscb.org is used 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.

- The school **does 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.

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

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

Feedback from the MASS team

The school can expect to receive written confirmation of action following a referral, within seven days. If the designated person does not receive at least verbal feedback, and where this places the child in a vulnerable position, the designated person should contact the MASS team.

PART THREE

The "Prevent Duty"

Protecting children from radicalisation (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 **teachers⁽¹⁰⁾, 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:

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.

Peer on peer abuse

The school recognises that children may be abused by their peers. This may be in the form of

- bullying, including cyber bullying
- physical abuse, including hitting, biting, kicking, hair pulling
- sexual abuse, including sexting
- prejudiced behaviour, including prejudices to do with disabilities, special educational needs, race, gender, religion, culture, home circumstances, sexual identity.

The school works to prevent peer on peer abuse through

- the Behaviour and Discipline and Anti-Bullying policies,
- social inclusion support,
- the PSHE curriculum
- assemblies
- staff code of conduct
- inclusive approaches to SEND
- school council
- promotion of safeguarding awareness
- promotion of Childline contact numbers
- NSPCC "Speak out stay safe" workshops

If staff become aware of peer on peer abuse, they should

- gather the facts
- talk to all the children involved
- promote a "no blame" approach where possible, supporting both victim and perpetrators
- assess the risks of abuse
- inform the DSL where abuse is suspected.

Sexting

Sexting is when someone shares sexual, naked or semi naked images or videos of themselves or others, or send sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops - any device that allows you to share media and messages.

Creating or sharing explicit images of a child is illegal, even if the person who is doing it is a child. A young person is breaking the law if they

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if the child gave their permission for it to be created.

It may be easy to send a photo or a message but the sender has no control over how it is passed on. When images are stored or shared on line, they become public. Sexting can result in

- blackmail
- bullying
- unwanted attention
- emotional distress

If school staff become aware of sexting, they should

- report the image to the site hosting it. Net Aware gives information about reporting to social media providers.
- Inform CEOP of the incident if the child is believed to be at risk of abuse.
- Contact the Internet Watch Foundation (IWF) or ask the child to contact Childline. Together IWF and Childline will try to get the image removed.
- Offer ongoing support to the child
- Talk to the child's parents

Gender based violence

In 2016, the government launched the "Violence against Women and Girls" strategy. This promotes a vision of eliminating violence against women and girls. New legislation has been put in place, including specific offences of

- Coercive or controlling behaviour in an intimate or family relationship
- Stalking
- Forced marriage
- Failure to protect from FGM
- Revenge pornography

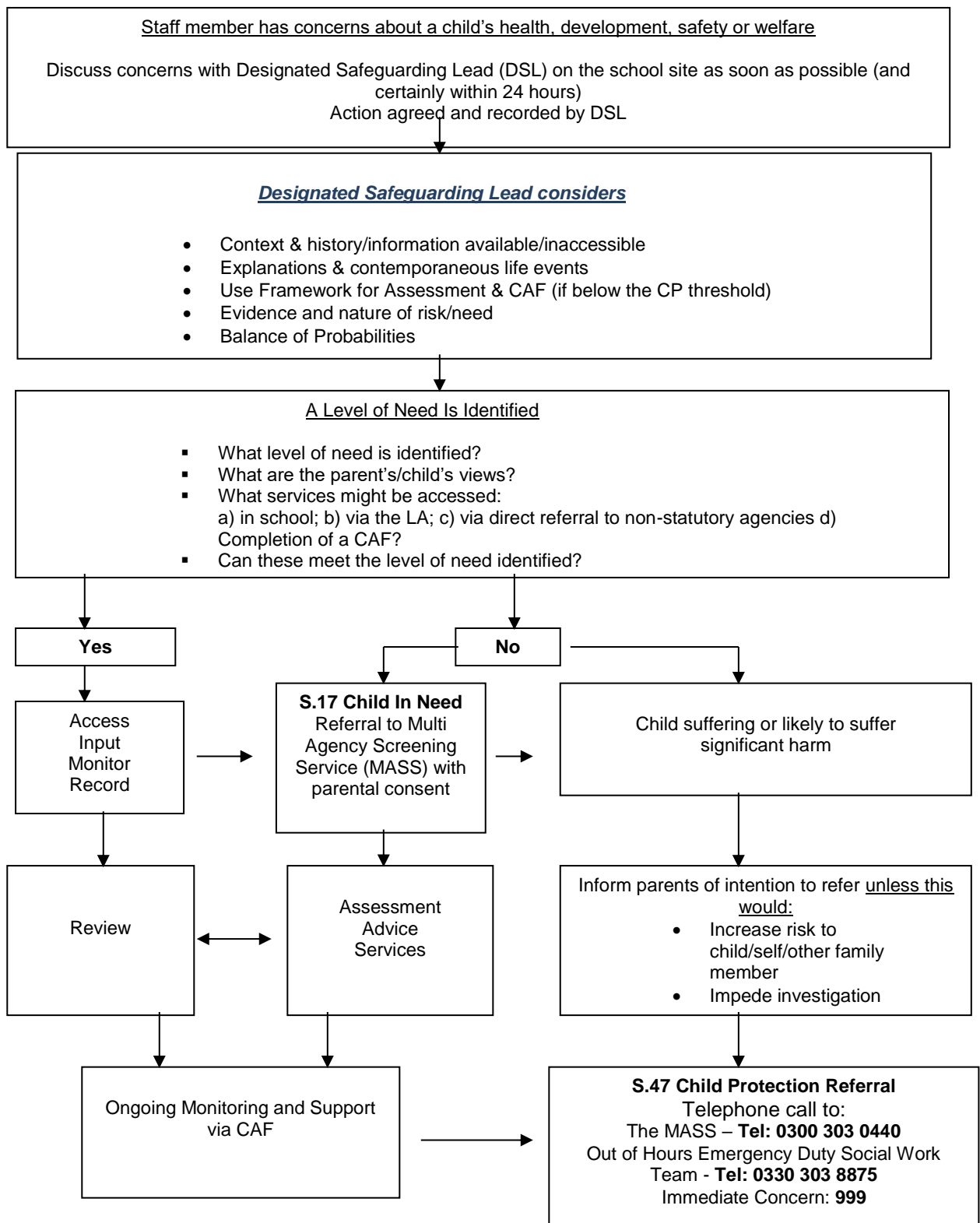
The impact of violence against women and girls is very high. Experiences of abuse can result in multiple disadvantage, chaotic lifestyles, substance abuse, homelessness, offending behaviour, mental health problems. 41% of the prison population in 2016 had witnessed or experienced domestic abuse, illustrating the wider social harms caused by these crimes.

The school aims to promote equality and respect at all levels in the school community, for example through

- the Behaviour and Discipline and Anti-Bullying policies,
- social inclusion support,
- the PSHE curriculum
- assemblies
- staff code of conduct
- school council
- promotion of safeguarding awareness
- promotion of Childline contact numbers
- NSPCC "Speak out stay safe" workshops

Children who experience domestic abuse are supported sensitively by school staff. The DSL will refer families for support, either through Early Help or through MASS.

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



The Designated Safeguarding Lead is Mrs H Edge, Headteacher
The Deputy DSL is Mrs McKenzie, Deputy Headteacher

APPENDIX 2: TALKING AND LISTENING TO CHILDREN

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

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

You should **NEVER**

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

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

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

Records 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 headteacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?

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

- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?';
- If the answer is yes, or if you're not sure, record and share immediately with the Designated Safeguarding Lead/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/college. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;

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

Appendix 3

Designated Safeguarding Lead: Risk assessment checklist

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

Appendix 4

Recognition of abuse

Areas of abuse include

- physical abuse,
- emotional abuse,
- sexual abuse
- neglect.

School staff are in the unique position of being the only adults outside a child's family who see the child almost daily. School staff also have a knowledge of child development, and experience of significant numbers of children of the same age.

Possible triggers for concern include

- marks on a child's body, eg bruises, scratches, burns
- puzzling or disturbing statements or stories from the child; either deliberate disclosures, or in the course of general conversation
- changes in behaviour, relationships, mood changes
- changes in the quality of class work
- changes in general demeanour and appearance
- home or family changes
- response to PE or sport; reluctance to get changed
- information from others
- frequent unexplained absences
- domestic violence in the family

Accidental bruises are often on a child's "bony prominences". Bruises may be non-accidental if they are

- on fleshy areas
- in pairs
- patterned, striated or showing markings

Staff must consult with the designated person regarding any bruises or injuries on a child. Staff must ask the designated person to look at marks, bruises or injuries.