



**MATTHEW MOSS
HIGH SCHOOL**
Learning for Life

Policy No.: 17

Policy: Safeguarding and Child
Protection

Review Date: February 2019

Policy Name: Safeguarding and Child Protection

Nominated Lead Member of Staff: Assistant Headteacher

Review Cycle: 1 Year

Authorisation: Governing Body

Review Date: February 2019

LA Guidelines www.rbscb.org

Safeguarding Officers: Mr Chris Jennings, Designated Senior Lead for Safeguarding, Mr James Glennie, Mrs Debbie Darnborough, Mrs Samantha Hoyle and Mrs Julie Smedley.

Matthew Moss High School Policy on Safeguarding and Child Protection

Designated Safeguarding Lead: Chris Jennings - Assistant Headteacher

Deputy DSL:

Child Protection Officers: James Glennie - Assistant Headteacher

Deborah Darnbrough

Julie Smedley

Sam Hoyle

Nominated Safeguarding Governor: James Bannon

Safeguarding Team Training:

Name	Training	Provider
C Jennings	Basic Introduction Safeguarding	RMBC
J Glennie	Basic Introduction Safeguarding	RMBC
D Darnbrough	Basic Introduction Safeguarding	RMBC
J Smedley	Basic Introduction Safeguarding	RMBC
S Hoyle	Basic Introduction Safeguarding	RMBC

Staff also attend other training that links to safeguarding, for example; WRAP 3, MHFA etc. A central record of all training is kept electronically within school.

Whole School Safeguarding Training:

All new staff receive safeguarding training as part of their induction.

Title	Date	Provider
Whole School Basic Training	2018	RMBC
Prevent	Dec 2017 - Jan 2018	CJennings
Gender Identity	26th June / 16th July 2017	CJennings
Whole School Basic Training	September 2015	RMBC

Staff also have yearly updates and other training that is linked to areas of safeguarding throughout the year.

PURPOSE OF SAFEGUARDING & CHILD PROTECTION POLICY

1.1 Safeguarding at Matthew Moss High School is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi agency plan.



2. INTRODUCTION

2.1 This policy is for Matthew Moss High School. We aim to provide an education for our children and young people that educates the whole child - one that brings out a student's talents and provides the skills necessary for becoming a useful young adult. We aim to provide this education within a moral framework that helps our students become rounded citizens.

2.2 Our school fully recognises the contribution it can make to protect children and support pupils in our care. There are three main elements to our Safeguarding & Child Protection Policy. It is:

- a) **Preventive** – e.g. positive school atmosphere with excellent teaching and strong pastoral support and provision of effective Early Help to support families.
- b) **Protective** – by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Safeguarding & Child Protection concerns
- c) **Supportive** – to pupils and school staff and to children who may have been abused

2.3 This policy applies to all teaching and support staff employed or working within school e.g. teachers, volunteers as well as welfare staff, site managers, pastoral managers and office staff.

3. SCHOOL COMMITMENT

3.1 We recognise that self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or suffering abuse. Our school therefore will:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. This will be achieved through building strong relations between teachers and other adults working with young people. The building of a strong learner voice.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. This will be achieved through strong pastoral ethos at the school starting with the classroom teacher and Form Tutors and will be supported by the Pastoral Team, consisting of Heads of Family, Safeguarding and members of the Senior Leadership Team.
- Foster a culture of ongoing vigilance amongst staff and volunteers, with all adults understanding that it is everyone's responsibility to safeguard children and having a clear understanding of their responsibilities within school procedures. This will be achieved through staff induction, training and communicating trends / issues either locally or nationally through staff teams.
- Include in the curriculum activities and opportunities for PSHCE (Learning for Life) which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse or extremism. There are areas within the curriculum notably in Learning for Life, CHANGE curriculum and the Form Tutor Programme where children will be able to reflect on how to develop skills they need to stay safe or communicate their fears or concerns. More can be found in the programmes of study for the individual subjects.
- Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies. We will always make every effort

to establish effective working relationships with families through multi agency working.

4. FRAMEWORK

4.1 Education staff have a crucial role to play helping identify welfare concerns, and indicators of possible abuse, neglect or extremism at an early stage: referring those concerns to the appropriate organisation, contributing to the assessment of a child's needs and where appropriate to ongoing action to meet those needs. They will also be well placed to give a view on the impact of treatment or intervention on the child's care behaviour. (Working Together to Safeguard Children 2016).

4.2 Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Rochdale Borough Safeguarding Children Safeguarding. www.rbscb.org will provide more information.

5. ROLES AND RESPONSIBILITIES

5.1 All adults working with or on behalf of children have a responsibility to protect children. They are however key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

5.2 The role of the Designated Safeguarding Lead is to provide a critical discussion with the member of staff making the initial report of concerns or a disclosure. The DSEND Co or Assistant DSEND Co will be responsible for all communications with the Cared for Children Virtual Headteacher. There will be a central point of reference of this policy and related policies on google drive and website and a record of referrals made are also recorded on CPOMS. The designated staff have been on the appropriate training and the Deputy Head is responsible for ensuring the upkeep of the policies ensuring the training required for key staff and for all staff is undertaken, that staff have had guidance including new staff during their induction or temporary staff on arrival. A Safeguarding Team with a specific base has been established and all issues should be directed there in the first instance. The Designated Safeguarding Lead would remain the point of responsibility for review and for the keeping of records for referrals. The senior staff are also responsible for prioritising training needs and deciding on key staff attending conferences or reviews.

5.3 The Head is responsible for having a clear overview, for the delegation of responsibilities to other staff and for the establishment and maintenance of a robust single central record. Further guidance is available on the Ofsted guidelines for inspection (Nov 09 Edition P23). Crucially the Head will be involved if the allegations or concerns include a member of staff or an adult working within the school. These should come directly to the the Head. An investigation will be undertaken in consultation with the Local Authority following the agreed procedures. The Head is responsible for working with the governors to ensure appropriate procedures and training are in place.

5.4 The Governing body is accountable for ensuring that the school has effective safeguarding policies and procedures in place and for monitoring compliance with them. We will ensure that:

- There is a safeguarding and child protection policy in place, which is reviewed on an annual basis and accessible on the school's website.
- The school complies with safer recruitment procedures and at least one person on every recruitment panel will have completed Safer Recruitment training.
- The school has a code of conduct (Guidance for Safe Working Practises) which outlines the expectations of school staff
- The school has a procedure for handling allegations against professionals.
- The school has a Designated Safeguarding Lead (DSL) and deputy/deputies, who receive relevant training and access regular supervision. The names of these staff will be displayed within school.
- All staff in school attend safeguarding training upon Induction and at three-yearly intervals, in addition to school briefings and updates.
- Information is shared appropriately and without delay to support safeguarding of children.
- School provides a broad and balanced curriculum that helps children learn how to keep themselves safe.
- All staff in school understand their role in identifying concerns about children and handling disclosures and know how to report these via school procedures.
- All staff will sign to confirm they have read and understood Part 1 of Keeping Children Safe in Education 2016. This will be issued to all new starters as part of their Induction, along with school safeguarding policies.

N.B It will be necessary to not inform governors of the details of specific Child Protection issues to protect confidentiality. The Governors are responsible for the annual review of three policies and for the support of the ethos of the school.

5.5 Advice and support for the three key positions is available from Attendance and Safeguarding Team:

Education Safeguarding Officer - 01706 925179

Education Welfare Service - Tel: 01706 925115

Multi Agency Screening Service - Tel: 0300 303 0440

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

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

Safeguarding Unit – 0300 303 0350

NSPCC Whistleblowing 0800 0280285

Non urgent reports to police – 101 Immediate risk to a child - 999

See 'Safeguarding Children & Safer Recruitment in Education' (DCSF2007) There should already be a hard copy in school but, if not, it can be accessed at WWW.teachernet.gov.uk

6. PROCEDURES

6.1 Where it is believed that a child is suffering from, or is at risk of significant harm or radicalisation, we will follow the procedures set out in the document produced by RBSCB (2007) and the Counter-Terrorism & Security Act (2015).

6.2 All Safeguarding is to be recorded on CPOMS and all staff will receive a password and training. The Designated Safeguarding Lead, Safeguarding Team and Heads of Family have higher levels of access through a meritloc key.

6.3 For cases where a referral has been made, individual staff will be informed of the outcomes. Staff can ask to see the records of referrals they have been involved in to ensure there has been due care and attention given. All staff are expected to be aware of the basic principles. This includes teaching and non-teaching staff. This policy is to be easily available.

6.4 All staff will have the basic awareness training and will have it updated every three years. All staff will have the “starting points” given to them when they join the school. As part of the induction for new staff there will be awareness training. The staff handbook has this policy included. This policy will be available on the website for staff and parents. The policy will be available to parents in hard copy upon request along with the other related policies.

7. TRAINING AND SUPPORT

7.1 Our school will ensure that the Headteacher, the Designated Safeguarding Lead and the nominated governor for Safeguarding attend training relevant to their role’ at intervals of not longer than 2 years unless otherwise directed.

7.2 The Designated Child Protection Person will also attend Multi-Agency Child Protection training within this timescale.’ All staff should receive induction training and this will be updated every 3 years by the Rochdale Safeguarding Team.

7.3 Safeguarding will feature annually on the CPD schedule and address constant and new issues as appropriate. Any updates in the meantime will be conveyed to staff in writing via the staff bulletin and handbook. The Designated persons and other Pastoral staff who have undergone the 2 days training will always be available to staff for consultation. The Safeguarding Team listed above will always be available to answer individual queries or concerns.

7.4 We recognise that staff who have been involved with a child who has suffered harm may find the situation emotionally difficult and as part of the school’s duty of care, we will seek to support staff via internal and external networks. There is access within school for staff directly involved in safeguarding to have specialist supervision and other staff can request or be directed to counselling support.

8. CONFIDENTIALITY

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

This is discussed at the basic training which all staff have to undertake. Remember you must be honest and clear about confidentiality boundaries. Children need to know that staff may not always be able to uphold confidentiality where there are child welfare concerns and will need to share them with a Designated Child Safeguarding Officer or the Headteacher.

You should say to the child that you will listen and if you think someone is at risk of harm you will have to record it and share the concern with the safeguarding team in school.

The Designated Safeguarding Officer will advise and may make the referral or delegate a member of the Pastoral Team to make the referral.

In most cases the member of staff making the referral to the Pastoral Team can expect to have access to the records and information known on that child. Sometimes this may be withheld as SIMS/PARS does not contain details of home circumstances for instance and if such situations arise the Deputy or the Designated Officer will have to be able to explain the reasons to the member of staff.

The Pastoral Team, Form Teacher, Head of Family will be expected to share information freely between themselves and if they judge it necessary – (in consultation with the Deputy or Designated Officer) this may be shared with other staff e.g. P.E staff to observe a child more closely. There is a general principle of only sharing information if there is an objective argument for doing so.

Often concerns begin at the level of suspicion and during periods of observation not all concerns are shared with all teaching staff. Once a referral is made and outcomes are more clear there is an expectation that these will be shared with staff more freely but still on a 'need to know basis'. Wherever possible these will be transparent discussions shared with the Deputy and Designated Officer and with parents.

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

8.3 Normally personal information should only be disclosed to third parties (including other agencies) with the consent of the subject for that information (Data Protection Act 1998, European Convention of Human Rights, Article 8). Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of

confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

9. RECORDS AND MONITORING

9.1 Well kept records are essential to good Child Protection & Prevent 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 records are kept electronically by the Safeguarding Team via CPOMS . The schools SIMS/PARS records are not the appropriate place for the recording of all concerns. All contact with staff or home is included and access is controlled by the Pastoral staff. In the event of a member of staff wishing to have access to the documents the Deputy or Designated Officer may grant it, though such incidents will be recorded on the log. Staff who have their own concerns should at first discuss these orally with the team involved and if necessary once written down these ought to be passed to the team for inclusion on the child's file.

9.2 As already stated during a period of observation several staff may notice different aspects of a child's condition or behaviour and only when they are passed to the Pastoral Team does a pattern emerge. Of course if there are serious and immediate concerns an individual member of staff has the right to make an individual referral on their own authority e.g. It is the end of term and the Pastoral staff or the Designated Officers cannot be contacted, in such cases the member of staff acts individually but records things in the appropriate manner and informs the Pastoral Team at the next reasonable opportunity. Please consult with the Local Authority at www.rbscb.org for the latest procedures. If it is necessary to inform staff that a child is being monitored this will be done in the most appropriate way, usually with a carefully worded e-mail but sometimes with a disguised email and a personal word to those staff concerned. Fuller accounts of these changes can be recorded on the Pastoral records, especially the returns from staff. Staff should be aware that unless circumstances dictate otherwise family members may see such returns and records. The child being monitored will be discussed regularly between the Pastoral Team members, any member can make the referral though usually it will be a consensus as to when there are grounds for it to be made. The general principle is that such cases are always discussed between the members of the team. The model for judging when a referral is to be made is the LA one of hierarchy of need see (Threshold Model 01.10.07) If a child transfers the Pastoral Team, Head of Family and Pastoral Manager or Safeguarding lead if appropriate, will pass on records to the new school. In the case of Child Protection or Extremism concerns being an issue a member of staff from the team ought to speak directly to the appropriate opposite person at the receiving school, this will usually be the Head of Family, Pastoral Manager or Safeguarding lead. If the child leaves school and there is no record of the new school the Education Welfare Officer is informed and a search is undertaken by the Local Authority.

All transfer of information must follow Rochdale Transition Arrangements.

10. CHILD PROTECTION CONFERENCES

10.1 Once a child has been deemed at risk of significant harm the case social worker may call a conference and ask professionals involved from key agencies to provide a written report about the child's progress and welfare and to discuss and share information and concerns about an individual child or family.

10.2 The IRO will review the information and then a group decision is made by all the professionals involved whether to proceed to CP or if it should remain at CIN level. The school is always invited and usually a Safeguarding Officer attends, however if neither are available another may deputise e.g. a Pastoral Manager or Head of Family who has completed the working together training and will therefore have a good working knowledge of the process.

10.3 The staff attending ought to have knowledge of the child and the recent history and have a copy of the file and contact log. Staff ought to feel confident as to their role and the nature of their contribution and can clarify that through discussion with others on the team or the Designated Officers.

11. SUPPORTING PUPILS AT RISK

11.1 Matthew Moss High School school recognises that children who are abused or 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 of 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 suspension or 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.

School recognises that children with DSEND may be more vulnerable to abuse and neglect. The SEND, Safeguarding and Inclusion Team work collaboratively to identify more at risk pupils through close monitoring of behaviour, attendance, appearance and general demeanour. This team also works closely with the Transition Team to identify any new pupils who may be more vulnerable.

We also recognise that some pupils may be susceptible to extremism and will monitor for any signs or evidence that this is the case

11.2 This School will endeavour to support pupils through:

- The curriculum, to encourage self-esteem, self-motivation & British Values.
- 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.

- The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act).
- 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.
- Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters.
- 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.
- The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection & Prevent situations.
- Vigilance, so that adults notice when things aren't right.
- Dealing with incidents and concerns sensitively and appropriately.

11.3 Other related policies are currently being reviewed and updated with reference to the new approaches. See individual policies

11.4 We recognise that, statistically children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be particularly vulnerable and in need of support or protection.

We recognise that as yet there is no clear pattern or type of home life or pupil who may be susceptible to extremism.

12.SAFER RECRUITMENT & SELECTION AND ALLEGATIONS AGAINST PROFESSIONALS

12.1 The school stringently adheres to safer recruitment procedures as outlined in "Working Together to Safeguard Children" 2010 (Updated March 2015) and "Keeping Children Safe in Education" 2016, taking a proactive approach to deter, reject and identify people who may be unsuitable to work with children.

12.2 Child Protection and Safeguarding are considered at all stages of the recruitment process. Matthew Moss High School follows the Rochdale Recruitment and Selection Policy - Code of Practice 2015 (updated Dec 17). Senior and middle leaders, as well as relevant Governors undertake Safer Recruitent Training.

12.3 The school understands that recruitment checks, although important, are only one aspect of a safeguarding culture and there cannot be over-reliance on DBS as assurance of suitability. Ongoing vigilance is key to maintaining a safe environment and school takes an approach of openness, characterised by:

- An “eyes open” belief that it could happen here.
- Encouragement of professional curiosity and appropriate challenge.
- Confidence of staff and children to raise concerns via clearly communicated and understood procedures.
- Safeguarding induction for all new starters, including temporary staff and volunteers.
- Communication to all staff of acceptable standards of behaviour
- All staff required to read and understand the Guidance for Safe Working Practises and Part 1 of Keeping Children Safe in Education.
- An ability to be reflective of the practise of professionals and to address any concerns in line with procedure.
- Regular safeguarding training, updates and dialogue for all staff and additional training and support for those with DSL responsibilities.

12.4 The school follows Rochdale Safeguarding Boards’ procedures for managing allegations against people who work with children. Concerns about the behaviour of a member of staff toward a child may be made in the form of a complaint or allegation and may be raised in a number of ways:

- Direct disclosure by the child or young person
- Indirect disclosure e.g. through written/art work or through friends
- Complaint from a parent/carer to:
 - Local Authority
 - The school
 - Children’s Social Care
 - Police
- Reports by other colleagues or agencies
- Anonymously

12.5 The school upholds the principle that the welfare of the child is paramount in all cases, listens to any concerns any treats these seriously, in line with procedure.

12.6 Our general principle is openness. Staff working in schools ought to share concerns with the pastoral staff and the pastoral team will share concerns between themselves. This way no member of staff ought to feel isolated unsupported or unsure as to what to do. The school has a Safeguarding Team available at all times and this includes members of SLT.

12.7 Staff sometimes may have a problem because of their own past experiences of harmful situations and this can become a barrier to effective working practices because of the above principle the barriers are more likely to be overcome and the individual staff, who might feel personally challenged because their own experience is more likely to be supported.

12.8 Staff are encouraged to build warmth in their relationship with the children they work with and in several curriculum areas and in many everyday situations touch is needed to guide students. Staff ought to be aware that some students are especially

sensitive to touch and any occasions when physical contact is needed may require an objective investigation and an account given in writing.

Please see the School Policy on Physical Intervention.

12. 9 To protect children and staff the following principles ought to apply.

- That staff ought not to seek to build personal relationships with students that are inappropriate or that could be seen by others as being in danger of becoming inappropriate. The member of staff has the responsibility of reflecting on this.
- That staff ought to ensure that one to one encounters with students are 'transparent' e.g. They are not deliberately held in private places and whenever reasonably possible they are in public places or that other staff are present or immediately to hand.
- That staff ought not to deal with student when their own emotional response is compromised, e.g. punishing when having lost control of their anger or offering counselling when unsure as to the nature of the encounter. This second would be especially important when dealing with a student who may have suffered sexual or emotional abuse. It is not unknown for such students to seek out caring and concerned adults to build an intimate relationship. Staff ought to bear in mind that their professionalism is compromised when they "become part of the problem" such occasions may result in an allegation being made against the member of staff and there would have to be an investigation. Staff ought to bear in mind the principle that all communication or interaction in the school environment or in the E-world ought to be capable of examination by other members of staff. If staff have any doubt sharing concerns at an early stage with a member of the pastoral team or with their line manager and recording encounters ensure that staff are working in a public and professional manner, and are reducing the likelihood of allegations resulting in an investigation.

12.10 The same principle of transparency and the early reference to or inclusion of others in the situations ought to prevent sensitive situations developing into harmful or compromising ones.

Go to www.rbscb.org for further guidance on "working with sexually active young people under the age of 18".

12. 11 Fundamentally staff ought to remember that apart from the considerations of being a professional working with vulnerable and sometimes damaged students the deliberate attempt to abuse the privileged position that society accords to those who work in schools can result in criminal proceedings against the member of staff.

12.12 Equally the school has a duty of care to the member of staff who works within it. Staff are sometimes placed in very challenging circumstances and are expected to make the correct judgements every time. Difficulties can arise when staff are unclear as to the expectations. The school does not operate a 'no touch' policy but the use of touch and

especially force is governed by clear government advice please see the Behaviour & Rewards Policy (section on the use of physical restraint).

12.13 It has been increasingly the case that parents have sought to challenge staff when they have felt it necessary to lay hands on a student. In order to prevent difficulties in the future staff ought to bear in mind the school guidance allied to the expectation that they may be asked to explain or justify their actions to other colleagues, senior staff, parents or outside agencies.

12.14 In any circumstances when working with young people or on occasion their parents, staff have the right to ask for guidance or immediate support when they have reason to feel unsafe or actually threatened or at risk of harm.

12.15 Colleagues working nearby ought to be the first to be called upon, senior staff are available either directly, on the phone or via the school office which is always manned. Go to www.rbscb.org for Allegations Management Procedures.

13 WHISTLEBLOWING

13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

13.2 All staff need to be aware of their professional duty to raise concerns about the management of child protection, which may include the attitudes or actions of colleagues. This can be done anonymously if necessary, but employees and workers who make a 'protected disclosure' are protected from being treated unfairly or being dismissed.

13.3 There are clear displays in offices with reference to whistleblowing and who to contact, whether it is the LA or NSPCC. Staff are reminded in training sessions about the procedure

14. PREVENTING RADICALISATION

14.1 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.

14.2 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 and 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.

14.5 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
- Monitor all internet access and other related information to establish any concerns

14.6 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

14.7 This policy will be shared with staff in a consultation process and will be reviewed annually when the staff handbook is reviewed. Monitoring will be the responsibility of the Assistant Head and the Head. The school has staff monitoring advanced software which will identify any internet or work related references to any identifiable extremist materials or views. The IT Manager receives reports when inappropriate material is viewed and shares this information with the safeguarding team. This is checked daily and acted upon instantly.

15. FEMALE GENITAL MUTILATION

15.1 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, 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.

15.2 Concerns

- Information comes to the notice of a professional, which suggests that there is a plan to arrange for the genital mutilation of a girl, for example – a conversation with a child who may allude to female genital mutilation or request help to prevent it happening or express anxiety about a special procedure which may include a discussion of a holiday to their country of origin
- Suspicion that a girl is being sent abroad for that purpose (abroad can be other countries in Europe)
- A girl’s prolonged absence from school with noticeable behaviour changes on return
- A girl spending long periods of time away from class in school during the day possibly with bladder or menstrual problems
- One girl in a family having undergone genital mutilation, raising concerns about other younger girls in the same family; or
- There is concern that a mother who has undergone female genital mutilation may wish to arrange the female genital mutilation of her daughters

15.3 Any concerns regarding possible FGM must be reported to Safeguarding asap following the same procedures as any other child protection concern.

For further information about FMG visit **FORWARD UK**

16. Children Missing Education (DfE statutory guidance) September 2016

16.1 Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims

of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

16.2 Matthew Moss High School 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. As part of this process, school investigates unexplained absences and reports attendance to the Local Authority.

16.3 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.

16.4 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)

16.5 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.

17. Forced Marriage & Honour Based Violence

17.1 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.

17.2 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.

17.3 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

17.4 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.

17.5 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. Matthew Moss High School 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.

17.6 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.

Further guidance is available at:

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

18. Child Sexual Exploitation

18.1 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.

18.2 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.

18.3 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)'

18.4 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.

18.5 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.

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

18.7 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.

18.8 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.

19. Private fostering

19.1 A private fostering arrangement is one that is made without the involvement of a local authority for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. The legislation governing private fostering is the 'Children (Private Arrangements for Fostering) Regulations 2005'

19.2 Most frequently, young people are in private foster care for the following reasons:

- Children from other countries sent to live in the UK with extended family
- Host families for language schools
- Parental ill-health
- Where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- Teenagers estranged from their families

19.3 There may also be private foster care arrangements for the following reasons;

- Children brought from outside the UK with a view to adoption
- Children at independent boarding schools who do not return home for holidays and are placed with host families
- Trafficked children

19.4 Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

19.5 Current arrangements for the regulation of private fostering originate from concern following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt. Arrangements were codified in the Children Act 2004. Following this, the Children

(Private Arrangement for Fostering) Regulations 2005 set out the duties of local authorities in their arrangements for private fostering, and national minimum standards for local authorities were published in 2005.

19.6 In January 2014, Ofsted published a report called '[Private fostering: better information, better understanding](#)'. From a safeguarding perspective, the report's findings gave much cause for concern. Many private fostering arrangements are 'hidden' and, it appears, are rarely brought to the attention of local authorities, even though there it is an offence not to inform them. The penalty for non-reporting is a maximum £5,000 fine, but it seems that convictions are extremely rare.

19.7 Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness of the need to notify the local Children's Services department and schools have a vital role within this, as the people who see children and families on a day to day basis.

Further information is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf

20. Peer on peer abuse

20.1 It is possible that children themselves will be accused of an offence against other children. In the event of this occurring we will investigate by interviewing the possible victim, taking statements, informing parents and complete a MARF. Depending upon the specific nature of the allegation, a range of options are available to us with regards to the alleged perpetrator. These include interview by Safeguarding staff, MARF referral and contacting the police. Staff must report any allegations or suspicions to the Safeguarding Team immediately.

20.2 There are different types of peer on peer abuse. The following list is not exhaustive but is intended to identify the most common types:

- Inappropriate sexual behaviour
- Harassment Violence
- Domestic abuse
- Violence of a sexual nature e.g. a child hitting their girlfriend (or boyfriend)
- Stalking
- Honour based violence

20.3 Sexting is the most common type of problem with peer on peer abuse. School will take this matter very seriously. All allegations will be investigated. Parents informed and where evidence exists the police will be informed. School will also implement any appropriate sanctions up to and including permanent exclusion. The focus will be on rehabilitation and education with regards to this matter.

21. Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms .g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

22. Racist Incidents

Our policy on racist incidents is set in the Equality policy, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

23. Health & Safety

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

24. Early Help

24.1 Is intervening early and as soon as possible to tackle problems emerging for children, young people and their families.”

24.2 Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life, including pre-natal interventions and early years support through to the teenage years.

24.3 Early Help can prevent problems escalating to a crisis level by providing help at the right time to meet the family's needs and to keep them in control of resolving their issues and problems. School uses early help services as appropriate on a case by case basis. Integrated Early Help Strategy 2016 to 2019

25. Monitoring and Evaluation Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Logs of bullying/racist/behaviour incidents for SLT

- Review of parental concerns and parent questionnaires

APPENDIX 1: SCHOOL SAFEGUARDING & CHILD PROTECTION PROCEDURES

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

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

The Designated Safeguarding Lead is: Mr Chris Jennings

The Deputy Designated Safeguarding Lead is: Mr James Glennie

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 action¹:

Staff should never:

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

What should the DSL consider right at the outset?

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need and consider the Children's Needs and Response Framework?)
- Can the level of need identified be met:
 - In or by the school/college or by accessing universal services/without referral to the MASS or other targeted services?
 - By working with the child, parents and colleagues?
 - By Early Help intervention with parents/carers/child & other professionals
- What resources are available to me/the school/college and what are their limitations?
- Is the level of need such that a referral needs to be made to the Multi Agency Screening Service requesting that an assessment of need be undertaken? (**Section 17 Child in Need referral**)
- Is the level and/or likelihood of risk immediate and such that a Child Protection referral needs to be made (i.e. a child is suffering or is at risk of suffering significant harm? (**Section 47 Child Protection referral**))

¹ Detailed information on possible signs and symptoms of abuse can be found at www.rbscb.org in the Rochdale Borough Multi-Agency Safeguarding Children procedures.

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

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

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

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

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

(i) Is this a Child In Need?

Under section 17 (s17(10)) of the Children Act 1989, a child is in need if:

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

(ii) Is this a Child Protection Matter?

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

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

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

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

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

(i) Child In Need/Section 17 Referrals

The DSL should look with other services as part of the Early Help Strategy to complete an Early Help Assessment

- 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 Assessment
- Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc., and the possibility of a Child Protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents)

(ii) Child Protection

Use the multi-agency referral form (MARF found at www.rbscb.org) for referrals to the Multi Agency Screening Service where it is considered that a child may be at risk of or suffering significant harm. If an Early Help Assessment is in place then this information must form part of the CP referral and the DSL or delegate completes the front sheet of the multi-agency referral form.

- You **do not require the consent** of a parent or child/young person to make a Child Protection referral
- A parent should, **under most circumstances, be informed** by the referrer that a Child Protection referral is to be made. The criteria for not informing parents are:
 - (a) Because this would increase the risk of significant harm to a child(ren), to another member in the family home or to a professional; or
 - (b) Because, in the referrer’s professional opinion, to do so might impede a criminal investigation that may need to be undertaken;
 - (c) Because there would be an undue delay caused by seeking consent which would not serve the child’s best interests.

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

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will

be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the referral or in any telephone contact with the Multi Agency Screening Service.

5. The MASS Responses to Referrals and Timescales

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

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

6. Feedback from the MASS

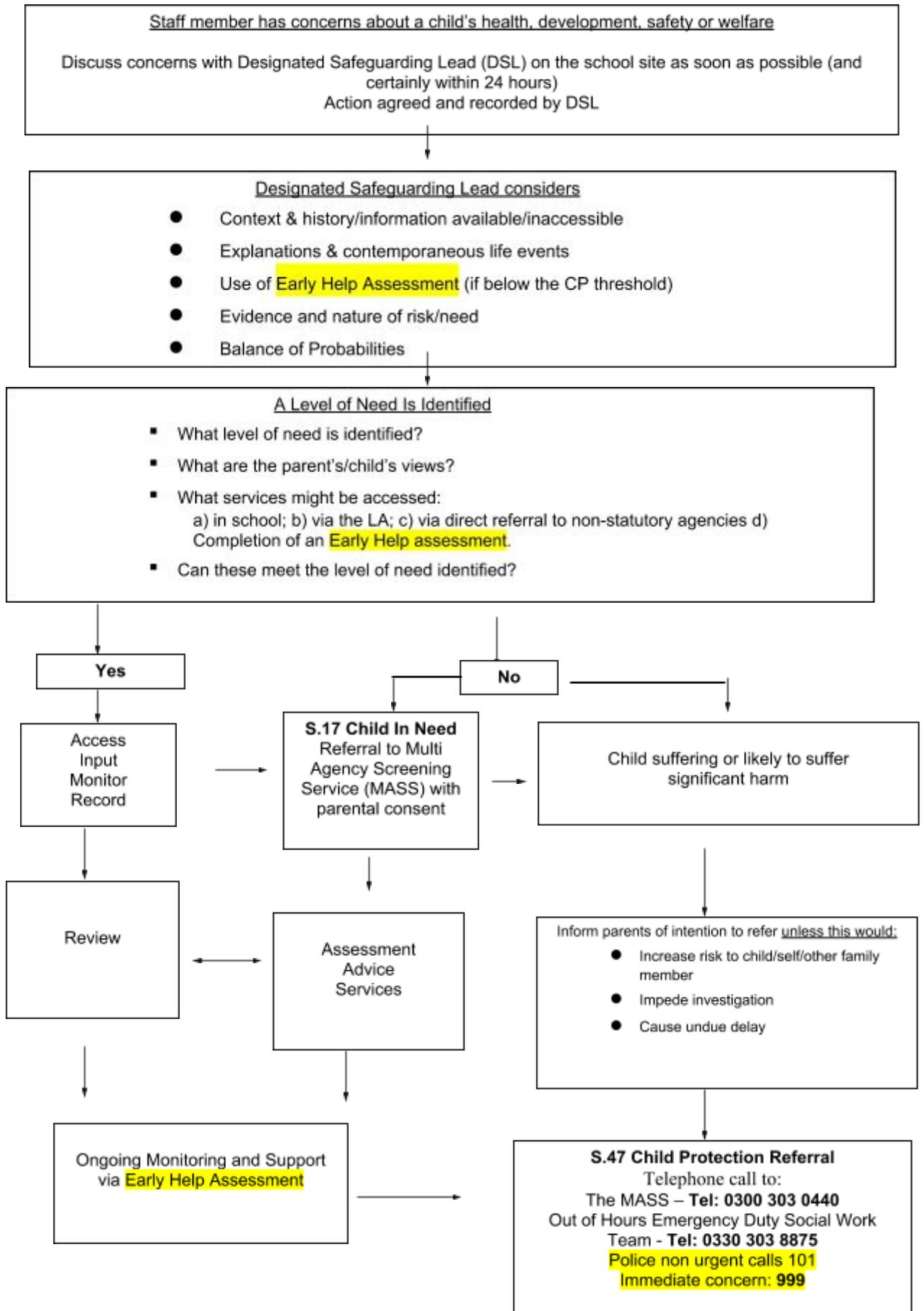
The MASS has 24 hours within which to make a decision about a course of action in response to an urgent referral. If you do not receive any (same day) verbal feedback following an urgent Child Protection referral, and where this places school/college/a child(ren) in a vulnerable position, you should ask to speak to the relevant Team Manager at MASS (0300 303 0440) or the Education Safeguarding Officer ([01706 925179](tel:01706925179))

7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the Greater Manchester Safeguarding Children definitions of abuse?
- Child's Voice - needs, wishes and feelings?
- 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?
- Are explanations consistent with injuries/behaviour?
- What is the severity and duration of any harm?
- What is the effect on the child's health/development?
- What are the immediate/longer term effects?
- Likelihood of recurrence?
- Child's perception of the harm?
- Parents'/carers' attitudes/response to concerns?
- How willing are they to co-operate – is there parental capacity to engage?
- 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?
- Consider what are possibilities and what are probabilities?
- When and how is the child at risk?
- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

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



**The Designated Safeguarding Lead in School/College is:
The Deputy DSL is**

**Tel / Room
Tel / Room**

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)

Recording

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

What information do you need to obtain?

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

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

APPENDIX 3 – DEFINITIONS AND INDICATORS OF ABUSE

Reference: Working Together to Safeguard Children (DfE 2015)

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
 - Protect a child from physical and emotional harm or danger
 - Ensure adequate supervision (including the use of inadequate care-givers)
 - Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

Hunger

Tiredness or listlessness

Child dirty or unkempt

Poorly or inappropriately clad for the weather

Poor school attendance or often late for school

Poor concentration

Affection or attention seeking behaviour

Untreated illnesses/injuries

Pallid complexion

Stealing or scavenging compulsively

Failure to achieve developmental milestones, for example growth, weight

Failure to develop intellectually or socially

Neurotic behaviour

Physical abuse: Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

Patterns of bruising; inconsistent account of how bruising or injuries occurred

Finger, hand or nail marks, black eyes

Bite marks

Round burn marks, burns and scalds

Lacerations, wealds

Fractures

Bald patches

Symptoms of drug or alcohol intoxication or poisoning

Unaccountable covering of limbs, even in hot weather

Fear of going home or parents being contacted

Fear of medical help

Fear of changing for PE

Inexplicable fear of adults or over-compliance

Violence or aggression towards others including bullying

Isolation from peers

Sexual abuse: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not

the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse as can other children

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

Sexually explicit play or behaviour or age-inappropriate knowledge

Anal or vaginal discharge, soreness or scratching

Reluctance to go home

Inability to concentrate, tiredness

Refusal to communicate.

Thrush, Persistent complaints of stomach disorders or pains

Eating disorders, for example anorexia nervosa and bulimia

Attention seeking behaviour, self-mutilation, substance misuse

Aggressive behaviour including sexual harassment or molestation

Unusually compliant

Regressive behaviour, Enuresis, soiling

Frequent or open masturbation, touching others inappropriately

Depression, withdrawal, isolation from peer group

Reluctance to undress for PE or swimming

Bruises, scratches in genital area

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

Over-reaction to mistakes, continual self-deprecation

Delayed physical, mental, emotional development

Sudden speech or sensory disorders

Inappropriate emotional responses, fantasies

Neurotic behaviour: rocking, banging head, regression, tics and twitches

Self-harming, drug or solvent abuse

Fear of parents being contacted
Running away / Going missing
Compulsive stealing
Masturbation, Appetite disorders - anorexia nervosa, bulimia
Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) may indicate maltreatment.

Reference: What to do if you are worried a child is being abused (DfE 2015)

Child Sexual Exploitation: Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power, sexual gratification or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

An unexpected delay in seeking treatment that is obviously needed
An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
Reluctance to give information or failure to mention other known relevant injuries
Frequent presentation of minor injuries
Unrealistic expectations or constant complaints about the child
Alcohol misuse or other drug/substance misuse
Parents request removal of the child from home
Violence between adults in the household

Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
Not getting enough help with feeding leading to malnourishment
Poor toileting arrangements

Lack of stimulation
Unjustified and/or excessive use of restraint
Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
Unwillingness to try to learn a child's means of communication
Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
Misappropriation of a child's finances
Invasive procedures

Important Sources of Further Information

1. 'Keeping Children Safe in Education', DfE (Statutory Guidance revised in May 2016) with effect from 5th September 2016 replaces 'Keeping Children Safe in Education' 2015 and Safeguarding Children & Safer Recruitment in Education DCSF (2006) and former DCSF Guidance, and makes clear roles and responsibilities of education professionals, establishments and organisations 1.

All staff in education settings should have read and have an understanding of at least Part 1 of this statutory guidance.

2. The Greater Manchester Safeguarding Children procedures can be found on the Rochdale Borough Safeguarding Children Board website www.rbscb.org and make explicit what action should be taken at the point of referral to the Multi Agency Screening Service (MASS) or the police and thereafter 2

1 Includes the most up to date guidance on the requirement for staff working with children/young people to have enhanced DBS checks and Safe Recruitment and Selection processes in place.

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

3. Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2015).

4. What to do if you are worried a child is being abused – Advice for practitioners (DfE, 2015).

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

Linked Policies:

All areas of School Policy