

# St. Peter's Church of England Primary School

## SAFEGUARDING & CHILD PROTECTION POLICY

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

Academic Year	Designated Child Protection Person & 'Back-Up' or Deputy DCP	Nominated Governor
2016-2017	Aelred Whelan Kate Hardman (DSL) Faye Dawson	Margaret Sutton
2014/2016	Aelred Whelan Kate Hardman (DSL) Stephanie Goodall Anne Marie Harrop	Margaret Sutton
2013/2014	Jean O'Neill Lynne Maciver (DSL) Stephanie Goodall	Jean Hall

### B. Whole School Child Protection Training

#### 2016 - 2017

Date	Staff Member	Course Title
27.4.17	New staff/Governors	Prevent
15.11.16	Faye Dawson	Working Together to Safeguard Children
21.9.16	Aelred Whelan Kate Hardman	Toxic Trio
27.6.16	Whole Staff	Basic Introduction to Safeguarding Jude Crabtree
20.1.16	Anne Marie Harrop	Sexually Harmful Behaviours
12.1.16	Kate Hardman	Emotional Abuse and Neglect
5.1.16	Steph Goodall	Child Sexual Abuse
12.11.15	Whole Staff/Governors	Prevent
28.4.15	Kate Hardman	MARAC Training: Domestic Abuse

**February 2015**

Date	Staff Member	Course Title	Feedback given
3.2.15	Aelred Whelan Kate Hardman		

**December 2014**

Date	Staff Member	Course Title	Feedback given
9.12.14	Kate Hardman	Safeguarding Leaders Network Meeting	LM – Graded Care Profile

**November 2014 – Basic Introduction to Safeguarding**

Staff Members	Position	Staff Members	Position
Aelred Whelan	Headteacher	Kate Hardman	Deputy Headteacher
Sarah Lloyd	Business Manager		
Kelly Hulse	Teacher	Bethany Mortimer	Teacher
Shazmeen Akhtar	TA	Sabina Yasmin	TA
Stephen Law	Caretaker	Stacey	Cleaner

**September 2013 – Basic Introduction to Safeguarding**

Staff Members	Position	Staff Members	Position
Kath Ainscough	TA	Shahida Ali	TA
Parveen Asghar	TA	Janet Bailey	Business Manager
Ann Baleem	TA	Suraha Begum	TA
Farzana Begum	TA	Alexis Birtwell	Attendance Officer
Stuart Booth	Teacher	Linda Bowker	Teacher
Bobbie Bracken	SALT	Pamela Brewer	TA
Duncan Bromley	Teacher	Kayleigh Bulmer	TA
Lauren Burke	Teacher	Sharon Butler	TA
Nicola Butterworth	TA	Zena Cavill	Teacher
Sue Clegg	Office Manager	Caitlin Crabtree	Teacher
Naz Crossley	TA	Gemma Davies	TA
Faye Dawson	TA	Christine Fielding	ASC
Claire Fielding	TA	Maria Fox	TA
Eleanor Frechou	TA	Stephanie Goodall	LM
Lesley Green	Teacher	Jean Hall	Governor
Claire Harrison	Teacher	Anne-Marie Harrop	LM
Stacey Harrop	TA	Judith Helm	TA
Joanne Helm	TA	Angela Hinchcliffe	Governor
Rebecca Howarth	TA	Joanne Hughes	TA
Sabeha Kamam	Admin	Samina Kauser	Governor
Angela Keiley	TA	Shahla Khan	Family Liason Officer
Vikki King	TA	Natasha Lilley	Teacher
Sarah Logan	Teacher	Lynne Maciver	Deputy Head
Jill Mackin	TA	Naseem Mahmood	TA
Sandra Marland	TA	Natalie Marney	Teacher
Rachel Mather	Teacher	Kate Mellor	Teacher
Sam Molloy	Teacher	Rosemary Moorhouse	Teacher
Jean O'Neil	Headteacher	Cath Palmer	TA
Charlene Parkinson	Finance Assistant	Jessica Rennie	TA
Natalie Roberts	TA	Shazia Saleem	TA

Sarah Salisbury	TA	Lindsay Stringfellow	HLTA
Victoria Taylor	TA	Sam White	TA

### C. Review dates for this policy

Review Date	Changes made	By whom
January 2017	Updated alongside Annual Safeguarding Audit	Kate Hardman
July 2016	Update to training/information from Rochdale	Kate Hardman
September 2015	Reference to Prevent Duty	Kate Hardman
January 2015	Personnel responsible for child protection	Lynne Maciver
February 2014	Personnel responsible for child protection	
September 2011	Personnel responsible for child protection	Lynne Maciver

## WHOLE SCHOOL POLICY SAFEGUARDING & CHILD PROTECTION

### 1. PURPOSE OF THIS POLICY

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

### 2. INTRODUCTION

- 2.1 St. Peter's is a Church of England School. The staff and governors have agreed these aims for our school.

- Expecting the best, from all, for all.
- Building respect and care.
- Celebrating the diversities within our school community.
- Becoming confident, lifelong learners

These aims will guide all our work together. They are shared with the children and included in our prospectus. Together, the community of St. Peter's School is working to achieve these aims.

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

There are three main elements to our Child Protection Policy.

- (a) **Prevention:**  
(e.g. positive school atmosphere, teaching and pastoral support to pupils).
- (b) **Protection**

(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.

- (c) **Support**  
(To pupils and school staff and to children who may have been abused).

2.3 This policy applies to all staff and volunteers in school.

### 3. SCHOOL COMMITMENT

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

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to, for example via one-to-one support, group activities, Learning Mentor support, school counsellor sessions and whole class and school approaches.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty, via building good relationships with children in school, so that they know who to approach.
- (c) Include all curriculum activities and opportunities for PSCHE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- (d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- (E) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies, in particular via multi-agency meetings and parenting support services.

### 4. FRAMEWORK

Education Staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect (Appendix D), 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.

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

Please refer to [www.rbscb.org](http://www.rbscb.org) for further details.

Gail Hopper, Director of Children's Services and Jude Crabtree, Attendance & Safeguarding Team Leader, represent schools on this board.

## 5. ROLES AND RESPONSIBILITIES

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

5.2 What is the role of the Designated Child Protection Person?

- To ensure that all relevant policies are adhered to.
- Provide advice and support to staff.

5.3 What are the responsibilities of the Head Teacher, if they are not the Designated Child Protection Person?

- Ensure records are kept up-to-date and stored securely.
- Ensure confidentiality is maintained, including where records are electronically stored.
- Attend or facilitate the school's attendance at Child Protection conferences.
- Ensure effective communication with outside agencies.
- Ensure safer recruitment procedures.

5.4 What are the roles and responsibilities of the named governor responsible for Child Protection?

- Policies for Child Protection are adhered to.
- In the case of allegations against the Head Teacher, act as officer.
- Governors should not be given details relating to specific Child Protection situations because of confidentiality issues.

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

**Education Safeguarding Officer - 01706 925384**

**Education Welfare Service - Tel: 01706 925115**

**Multi Agency Screening Service - Tel: 0300 303 0440**

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

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

**Safeguarding Unit – 0300 303 0350**

External Agency

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

## 6. PROCEDURES

The first steps to be taken should a member of staff have reasonable cause to suspect that a child or young person is suffering or is likely to suffer significant harm is to ensure the immediate safety of that child or young person and others who may be judged to be at risk of abuse. Consultation must take place with the Designated Safeguarding Lead (or named deputy) who will be the most appropriate person to initiate any referral. At St Peter's, we use 2 different

internal recording forms (Child Protection Concern Form [Appendix E] and Child Initial Record of Concern Form [Appendix F] – found in orange files). Staff are trained to use the Child Initial Record of Concern Form, found in orange files to record ANY possible or potential safeguarding/child protection concerns. The Child Protection Concern Form is used to record clear safeguarding related concerns. When completed either of these forms should then be given to the Designated Safeguarding Lead (or Deputy if DSL unavailable) who will then make the decision whether a referral is needed to Children’s Social Care.

Where it is believed that a child is suffering from, or is at risk of significant harm, we will then follow the procedures set out in the document produced by RBSCB - Children’s Needs and Response Framework (July 2015). Once the level of risk has been assessed on this framework, a referral to the relevant body will be made i.e. MASS, Early Help.

Early Help is an offer to help children, young people and families to deal with any issues as early as possible, before they turn into big problems. It is about providing information, advice or services at the right time to meet a family’s needs and to support them in resolving any concerns as soon as they emerge. St Peter’s support this system through working with outside agencies and providing an Early Help Champion in school.

How will staff be kept informed about Child Protection procedures?

- Regular update staff meetings and documents disseminated.

How will St. Peter’s School ensure that other adults in school know what to do if there are Child Protection concerns?

- Referral to the ‘notes for new arrivals’ document.

How will you inform parents of the school’s duties and responsibilities under the Child Protection procedures?

- Provide a statement to be inserted into the school prospectus. Regular updates in newsletters.

**The School’s Child Protection Procedures are attached to this policy (Appendix A).**

## **7. TRAINING AND SUPPORT**

7.1 St. Peter’s School will ensure that the Head Teacher, the Designated Child Protection Person and the nominated governor for Child Protection attend training relevant to their role at intervals of no longer than two years. The Designated Child Protection Person will also attend Multi-Agency Child Protection training at least annually.

- All staff will receive basic training on Child Protection via an induction and an update every three years to be delivered by RMBC staff.
- All staff will be kept informed on current Child Protection issues through regular briefings and staff meetings, at least annually.

- Designated Safeguard Lead, Learning Mentor, Head Teacher, multi-agency staff, linked staff plus RMBC safeguarding staff are available to staff if there are concerns or queries.

## **8. CONFIDENTIALITY**

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

We ensure that parents, governors and every adult working in/associated with the school understand the need for the basic principles regarding confidentiality via regular updates and informal discussions where needed.

Our guidelines in the case of disclosure are attached at Appendix A.

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

## **9. RECORDS AND MONITORING**

- 9.1 Well-kept records are essential to good Child Protection practice. Our school 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.

The system for recording concerns about the welfare or behaviour of a child is as follows:

- Staff may keep their own record if requested.
- When it becomes apparent there are Child Protection concerns, these are recorded via multi-agency meetings and notes. These records are kept separate from other school records in the Deputy Headteacher's office in a locked cabinet. Keys are stored in a secure key safe.
- Teacher-held notes become part of school records at multi-agency meetings.

- The school monitors children about whom there are concerns through our multi-agency meetings. All members of the multi-agency team and class teachers are notified when a child is being monitored. Concerns are collated at these meetings.
- It is decided at the multi-agency meetings when the monitoring record indicates sufficient concern to warrant a referral or Early Help Assessment.
- The Learning Mentor is an Early Help Champion and co-ordinates these meetings.
- Record keeping is stringent – all departments have monitoring files stored in locked cupboards. These records are transferred to secure electronic storage and remain in place for the child's time at the school.
- Staff are briefed as to the status of these records on a need to know basis.
- If a child transfer or leaves the school, records are always sent on. Stringent procedures are in place to ascertain where a child has gone via EWO service.

## **10. CHILD PROTECTION CONFERENCES**

- A Child Protection Conference may be convened following a Section 47 referral
- The Chair of the Conference extends an invitation to the school rather than a named person. The Headteacher or the Deputy Head Teacher attends from our school, but the Learning Mentor normally represents the school on core group/CIN meetings.
- Staff are supported via training and a pro-forma to produce relevant, concise and professional reports for Child Protection Conferences.

## **11. SUPPORTING PUPILS AT RISK**

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

Research suggests that children with SEND are more likely to be abused than children without disabilities. Families with children with disabilities are more likely to experience poverty and children with special educational needs are more likely

to be excluded from school, (70% of all permanent exclusions are for pupils with SEN). St Peter's recognises it is of critical importance to communicate with children with disabilities and that all children will have different preferences of communication and if asked in the right way by those who understand their needs and have the skills, they can be listened to.

We also liaise with the Virtual School Headteacher for Looked After Children to ensure all involved with LAC pupils, including themselves, have high educational aspirations so that our pupils are given the best opportunities to engage, progress and achieve to their full potential.

- 11.2 This school will endeavour to support pupils through:
- (a) The curriculum, to encourage self-esteem and self-motivation.
  - (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
  - (c) The implementation of school behaviour management policies (required under the Code of Practice, 1993 Education Act).
  - (d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
  - (e) Regular liaison with other professionals and agencies who support our pupils and their families, on-line with appropriate confidentiality parameters.
  - (f) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.
  - (g) Access to on-site trained school counsellor services
- 11.3 This policy should be considered alongside other related policies in school. These are:

- Supporting Pupils with Medical Needs.
- School Security
- Staff Codes of Conduct
- Behaviour Management Policy.
- Anti-bullying
- Special Education Needs
- Health & Safety
- E-safety
- Handling Allegations of Abuse Against Staff
- Intimate Care Policy
- The Prevent Duty (June 2015) – see Appendix C

All staff are required to sign that they have received the Code of Practice on Safe Working, including newly appointed staff (Appendix B).

### **Important Sources of Further Information**

1. 'Keeping Children Safe in Education', DfE September 2016.
2. The Greater Manchester Safeguarding Children procedures, on the Rochdale Borough Safeguarding Children Board website [www.rbscb.org](http://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. Specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

## **12. SAFER SCHOOLS, SAFER STAFF**

Information is available to school staff about ‘counselling’ and/or giving advice to children/young people about sexual matters via this website.

**Go to: [www.rbscb.org](http://www.rbscb.org) ‘Working with Sexually Active Young People Under the age of 18.**

**‘Safer Recruitment’ procedures are fully in place.**

Staff are made aware of the current procedures for dealing with allegations of abuse against staff

**Also go to [www.rbsch.org](http://www.rbsch.org) for Allegations Management Procedures or NSPCC Whistleblowing Helpline 0800 028 0285.**

## **APPENDIX A SCHOOL SAFEGUARDING PROCEDURES**

If you have a concern about a child in our care, speak to the named person for child protection, this should *always* occur as soon as possible and certainly within 24 hours.

**The Safeguarding Lead Person is: Miss Kate Hardman (Deputy Headteacher).**

**The Back Up Safeguarding Lead Person is: Mr. A. Whelan (Headteacher) or Mrs. Faye Dawson (Learning Mentor).**

You will be asked to write a statement about your concern. This will be done on a Child Protection Concern Form/body map immediately after the concern was raised. This form will be completed in conjunction with the Learning Mentors and the Safeguarding Lead, and will be signed and dated by all parties.

1. Complete the form with as much detail as possible.
  2. Take immediately to the Learning Mentor (unless you believe the child to be in immediate risk, in which case take it straight to the Safeguarding Lead).
  3. Discuss the matter with the Learning Mentor who will decide on the course of action, logging any actions on the Child Protection Concern Form.
  4. The Learning Mentor will discuss all Concern Forms with the Safeguarding Lead who will review and file any necessary paperwork.
- If it is deemed appropriate, either the Safeguarding Lead or the Headteacher will contact MASS. Parents will be informed, unless this may pose a risk to the child.
  - In the case of sexual abuse, you must not discuss or question the child about any disclosure. This could lead to negation or contamination of evidence. Appropriate authorities will be contacted immediately.
  - Always remember confidentiality is paramount. You must not disclose any information to anyone except the Safeguarding Leaders, who will pass on information on a 'need to know' basis.
  - Any paperwork or correspondence necessary for meetings will be requested from staff one week prior to the meeting date and should be returned to the Safeguarding Lead two full days before the meeting commences.
  - Any correspondence with outside agencies should be authorised by the Safeguarding Lead or the Headteacher.

### **Feedback to Staff**

Rules of confidentiality dictate that it may not always be possible or appropriate for the Safeguarding Lead to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the 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.

## TALKING AND LISTENING TO CHILDREN

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

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

### You should **NEVER**

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

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

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

### Recordings should

- State who was present, time, date and place (using full names and full job designations of staff);
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or 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 B**

### **CODE OF PRACTICE FOR ADULTS WORKING WITHIN ST PETER'S CE PRIMARY SCHOOL**

#### **Aims**

- To safeguard the personal safety of all.
- To protect children from professional abuse.
- To avoid random allegations of professional abuse.

This code of practice is devised with consideration to legislation, Rochdale Policy and Guidelines, and St Peter's Policies and ethos.

- Create a safe environment.
- Invite people into the classroom – volunteers, parents, visitors, colleagues.
- Make it possible for people to see into the room, even when they don't come in.
- If you need to work/talk privately with pupils, make sure that the pupil and other staff are clear about what you are doing; for how long, where, how and why.
- Call pupils by their given name (nicknames signal favouritism which may be misinterpreted).
- Avoid situations that may be interpreted as favouritism – giving items to individuals that could be interpreted as gifts, using nicknames or terms of endearment etc.
- Avoid private/personal correspondence or communication with a student or pupil by means of text messages, personal e-mails or chat rooms.
- Give all pupils equal opportunity to engage in activities (school holidays, trips, etc.)
- Give all pupils access to positions of responsibility.
- Ensure pupils know the consequences of physical touch between children, e.g. poking, pushing, fighting, kicking, unwanted hugging, stroking, kissing.
- Use rewards and sanctions as part of the whole school policy and make sure the system is displayed or accessible.
- Avoid isolating yourself with pupils in changing rooms. Be aware that some children feel more vulnerable when they are wearing less clothing.

#### **Transportation**

- If you are transporting children on a regular basis, make sure you rotate the adult/child pairings.
- If it is necessary to escort a child off site for any reason, always ensure that someone else knows, and that the Headteacher or Deputy Head has given permission.
- Avoid giving individual children lifts in private cars unless parents, the Headteacher and the pupil him/herself, as part of an agreed plan have sanctioned it.

#### **Supportive Contact**

*There are times when physical contact may be deemed appropriate. These situations will be in a caring context, when pupils need reassurance and support. Touch is a significant method of communication and needs to be available as a strategy in building positive relationships. However, we need to take into account the following:*

- The age of the pupil
- The severity of the pupil's distress
- As with all physical contact with pupils, the level of contact used should be the minimum necessary to achieve the desired outcome.
- Ensure that this supportive contact is agreed and open.

- Do not touch pupils, however casually, in ways or on parts of the body that might be considered indecent.
- Some children may find being touched uncomfortable or distressing for a number of reasons. Be sensitive to a child's reaction to physical contact and act appropriately.

**Procedures for Dealing with Allegations of Professional Abuse**

If you see, suspect or receive an allegation of professional abuse, you must refer to the Safeguarding Lead or the Headteacher, who will take appropriate action, in line with Rochdale Child Protection guidelines.

**I have read and understood the Child Protection Policy and Code of Practice.**

**I have also read and understand Part One: Information for all school and college staff from Keeping children safe in education (September 2016).**

**Signed:**

**Date:**

## APPENDIX C

### Preventing Radicalisation

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 (Kate Hardman).
- 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

## APPENDIX D – additional information

(For further information regarding all forms of abuse please refer to <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>)

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

St Peter's 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.

### **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.

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.

### **Peer on Peer Abuse**

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff are aware of safeguarding issues from peer abuse including:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual assaults and sexting.

St Peter's follow the procedures detailed in this policy to investigate any allegations made. When taking action, we will ensure:

- We always take any complaint seriously
- We will never ask a student for a written statement, as it can interfere with a criminal investigation
- We will assess the needs of the victim and the perpetrator
- We will consider a referral to Police or Social Care
- We will contribute to multi-agency assessments
- We will convene a risk management meeting
- We will record all incidents and all action taken

### **Female Genital Mutilation & the Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon 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. St Peter's acknowledge that it will be rare for teachers to see visual evidence, and clearly they will not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

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

### **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.

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. St Peter's 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 at St Peter's who should then make a CP referral to MASS in line with the procedures.

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.

## APPENDIX E

ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL

### CHILD PROTECTION CONCERN FORM

Name of Pupil

D.O.B.

Registration No.

Address

Name & Address of Person with Parental Responsibility

G.P.

Details of Siblings

**Why are you concerned about this pupil?**

What have you observed and when?

(this relates to anything you have personally witnessed)

What have you been told and when?

(write here anything you have been told by the pupil or any other person. Be clear about who has said what)

What have you heard and when?

(this may be third-party information that is relevant but as yet unsubstantiated)

Does the pupil have any visible injury, or have they told you they have been injured?

Yes

No

If yes, use a body map.

Has any action already been taken in relation to this concern?  
(for example, pupil taken out of class, first aid)

Date and time of this record      Date \_\_\_\_\_  
Time \_\_\_\_\_

**Your details**

Full name

Position

Signature

If you are not a member of the school staff, please provide details of your school, agency or service together with a contact telephone number.

Name and position of the person this record was handed to:

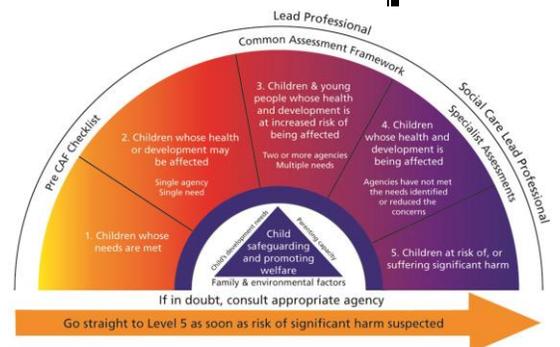
Date and time the above person received this record:

If this record has been handed to anyone other than the designated person please explain why

If you have completed a body map, please staple them to this form and indicate with a tick here. \_\_\_\_\_

Actions taken by designated lead

Designated Lead \_\_\_\_\_  
(Signature)



APPENDIX F  
**Record of Teacher Notes**

Child's name: \_\_\_\_\_

<b>Date:</b>
<b>Date:</b>