



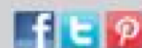
FALINGE  
PARK  
HIGH  
SCHOOL

# Safeguarding and Child Protection Policy

**Date: September 2018**



Opening Doors; Unlocking Potential



## Document Control

Organisation	Falinge Park High School
Title	Safeguarding Policy
Author	J Turrell
Filename	
Owner	J Turrell
Subject	Safeguarding children
Review date	September 2019

## Revision History

Revision Date	Reviser	Previous Version	Description of Revision
September 2017	J. Turrell		Updates
September 2018	J. Turrell		Updates (in line with KCSIE 2018)

## Document Approvals

This document requires the following approvals:

Approval Sought From	Name	Date
Governing Body		November 2017
Governing Body		October 2018

## Document Distribution

This document will be distributed to:

Individual/Group	Job Title/Group Type	Distribution Date
All staff	All titles/Groups	September 2017
All Staff	All titles/Groups	September 2018



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

Academic Year	Designated Safeguarding lead (DSL) or Deputy DSL	Linked Governors
2018/19	Janice Allen (Headteacher)	Paul Young
2018/19	Julia Turrell (DSL)	
2018/19	Simon Ward (Deputy DSL)	
2018/19	Kate Broadhurst – maternity cover for Emma Rudkowskyj (Safeguarding Officer)	
	<b>Wider Pastoral Team</b>	
2018/19	Louise Pottinger	
2018/19	Abdullah Abdullah	
2018/19	Emily Clark	
2018/19	Natalie Hallas	
2018/19	Katie Stanway	
2018/19	Harriet Herdman	
2018/19	Richard Rhodes	
2018/19	Joanna Sanderson	
2018/19	Collette Barrett	
2018/19	Sara Cove	
2018/19	Jenny Miller	
2018/19	Andrea Slessor	
2018/19	Julie Wellens	
2018/19	Kate Barnes	

Designated Staff in School (DSLs) must attend multi-agency safeguarding training upon commencing in a DSL post and on an annual basis, in an area of relevance to school.

Name of Staff Member/ Governor	Date when last attended Safeguarding Training	Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team)
Julia Turrell	January 2017 - DSL Training	H. Crane Training

Simon Ward	October 2017 – DSL Training	R.B.S.C.B.
Emma Rudkowskyj	January 2017 - DSL Training Registered Social Worker – BA Social Work 2013	H. Crane Training University of Salford
Kate Broadhurst	March 2018 Advanced Safeguarding Training	

### Whole School Staff Safeguarding Children Training

All staff should receive safeguarding training as part of induction and refresher training at regular intervals - from a good practice perspective at least annually, although at FPHS this is always at more regular intervals.

Who attended (e.g. all teaching and welfare/support staff, Governors, volunteers)	Date	Training Delivered by
Janice Allen	2016-18	Safeguarding Course – 2018 (Hays Training) DSL Training (H. Crane Training) - 2015, NSPCC, & Safer recruitment training + RBSCB Secondary Head Representative
Julia Turrell (Lead)	2016-18	Safeguarding Course – 2018 (Hays Training) E-Safety Training and Awareness of Prevent Duty – 2016 (Child protection.com), Safer Recruitment (NSPCC), Prevent & DSL Training (H. Crane Training) - 2017
Simon Ward (Deputy Lead)	2016-18	Safeguarding Course – 2018 (Hays Training), Safeguarding in Education – 2016, Awareness of Prevent Duty and E-Safety Training – 2016 (Child protection.com) Safer Recruitment and Prevent
All SLT	2016-2018	Safeguarding Course – 2018 (Hays Training) Safer Recruitment training

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All Staff	2016-2018	Safeguarding Course – 2018 (Hays Training) Annual staff inset on safeguarding Awareness of Prevent Duty, E-Safety Training, Safeguarding in Education – 2016 (childprotection.com) Prevent training Feb 16 and Sept 17 CSE & Healthy relationships training – Feb 17. All staff must also read and sign safeguarding documentation annually to acknowledge their responsibilities.
Governors Nominated Safeguarding Governor – Paul Young	2016-18	Safer Recruitment training x 5, Child Protection training x 4

## **SAFEGUARDING**

Safeguarding is defined as –

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

## **LEGAL BASIS**

Falange Park High School will fulfil their local and national responsibilities as laid out in the following documents:

- **Working Together to Safeguard Children (HM Government 2018)**
- **Keeping Children Safe in Education: Statutory guidance for schools and colleges (DFE Sept 2018)**
- **Greater Manchester Safeguarding Children Procedures and Rochdale Borough Safeguarding Children Board advice. ([www.rbscb.org](http://www.rbscb.org))**
- **Sexual Violence and Sexual Harassment between children in schools and colleges: Advice (DfE May 2018)**
- **The Children Act 1989 /2004**
- **The Education Act 2002 s175 / s157**

- **Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)**

## **PURPOSE OF POLICY**

The purpose of this policy is to provide clear direction to staff and others about expected codes of behaviour in dealing with Safeguarding issues. It makes explicit Falinge Park High School's commitment to the development of good practice and sound procedures ensuring that Safeguarding concerns and Child Protection referrals are handled sensitively, professionally and in ways which prioritise the needs of the child. The fact that Safeguarding is the only non-negotiable at Falinge Park High School is comprehensively acknowledged and understood. It is our aim to create a culture of vigilance.

## **AIMS**

Falinge Park High School fully recognises the contribution we can make to protecting and supporting the welfare of all our pupils/students. We are committed to providing a safe, secure and supportive learning environment where we "Open doors and unlock the potential of everyone". As a school we aim for all our children to develop and grow into mature, responsible and successful members of society.

We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable child/young person will achieve better educationally;
- Young people with Special Educational Needs and Disabilities are at an increased risk of abuse and/or neglect, thus available support mechanisms are in place within school to reduce this risk and keep them safe;
- Young people who are Looked After or Previously Looked After are particularly vulnerable and staff should have the skills, knowledge and understanding to keep these children safe;



- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

This policy will contribute to safeguarding our pupils/students and promoting their welfare in 3 key ways:-

Through Prevention:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils/students and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff's awareness of the risks and vulnerabilities their pupils/students face;
- Addressing concerns at the earliest possible stage;
- Providing effective Early Help to support families;
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation, or victimisation.

Through Protection:

- Providing clear and consistent expectations of behaviour, work ethos and care for others
- Implementing child protection policies and procedures;
- Ensuring staff are familiar with and follow the Greater Manchester Safeguarding Children Procedures and Rochdale Borough Safeguarding Children Board advice ([www.rbscb.org](http://www.rbscb.org))
- Ensuring the physical environment meets legal Health and Safety requirements;
- Ensuring access to the building and grounds is restricted and monitored;
- Providing clear guidelines about safe working practices in specialised subjects/areas such as science labs, technology rooms and PE;
- Providing clear guidelines about the safe use of ICT and the internet, including social media (with particular reference to E Safety);

- Including appropriate work within the curriculum so that students can acquire the knowledge and skills necessary to help them Stay Safe and Be Healthy for example through:
  - PSHE (Personal, Social and Emotional Aspects of Learning) including work around Sex and Relationships Education, anti-bullying, personal safety, community cohesion and drugs awareness.
  - SMSC (Social, Moral and Cultural Education)
  - P.E (Physical Education)
  - Food Technology
  - History (including Citizenship, Culture and the Law)
  - R.E. (Religious Education, including morals and values)

Much of this curriculum may also incorporate the expertise of external agencies to support content and delivery.

Where appropriate, additional personalised curriculum opportunities will be used to target specific needs for potentially vulnerable young people, for example to raise levels of self-esteem. Experience days underpin the development of confidence, self-management and independence. Extra-curricular events will also provide opportunities for students to participate in activities such as sport helping to develop personal, social and physical wellbeing.

#### Through Support:

- Identifying and protecting the most vulnerable.
- Identifying individual needs where possible.
- Designing plans to meet those needs.
- Providing appropriately differentiated learning opportunities within lessons.
- Personalising learning support/intervention as appropriate.
- Ensuring that staff who deal with specific disabilities such as sensory impairment and or emotional and behavioural problems are particularly sensitive to signs of abuse – recognising that statistically these children are potentially more vulnerable than others.
- Ensuring there are clear procedures for dealing with sick children, including appropriately trained staff and provision for managing conditions such as diabetes, anaphylaxis, and asthma.
- Ensuring there are appropriately trained first aiders available throughout the school day, and clear procedures relating to first aid and medicines.
- Providing effective links with a variety of support agencies including Healthy Young Minds, the Educational Psychology Service, Childcare Services, Thrive, Brook/Orbish and





Education Welfare for example who can provide timely and appropriate support as required.

- Implementing a clear, consistent and positive behaviour policy, with clear details of key expectations also within student planners.
- Implementing a clear anti-bullying policy with clear details of related information for students also within their student planners (including where they can seek advice/help).
- Providing additional pastoral support through the work of the mentors, attendance lead and heads of year (including home visits where necessary) around for example, behaviour management, self-esteem, supportive friendships, restorative justice, managing workload and personal organisation.
- Providing school representation at conferences and other meetings, i.e. core group, team around the Child or other meetings relating to Child Protection or Looked After Children.
- Completing as necessary Early Help Assessments (EHAs) so that we can establish quickly which other practitioners are working with a child and engage with other services to address issues or problems early.

This policy applies to all teaching staff, support staff and volunteers who come into or work with students at our school.

## **SCHOOL COMMITMENT**

At Falinge Park High School safeguarding is the only non-negotiable. We aim to provide an environment in which children feel safe, secure, valued, respected and are able to fulfil their potential. We recognize that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or who are suffering significant harm.

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) 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.

- (d) Include in the curriculum activities and opportunities for PSHE activities which equip children with the skills they need to recognise when they are at risk and how to get help when they need it.
- (e) Include in the curriculum material and activities which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting.
- (f) Ensure that a continuous effort is made to create, establish, develop and maintain positive and effective working relationships between Falinge Park High School staff, our parents and colleagues from other agencies.

## **FRAMEWORK**

Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation, namely Rochdale Child Care Services, contributing to the assessment of a child's needs using the Children's Needs and Response Framework and, in particular, using and embedding an Early Help response where the Child Protection Threshold is not met. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.

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

Rochdale Borough SCB is responsible for co-ordinating local agencies' in the 'statutory' and 'non statutory' sectors and has a collective responsibility for ensuring that all agencies working with children fully understand and undertake their safeguarding duties and responsibilities. Schools are represented on this board by HT representatives & Sandra Bowness, Assistant Director, Early Help and Schools. Janice Allen, our head, is also the representative for the secondary heads on the Rochdale Borough Safeguarding Children's Board.

## **ROLES AND RESPONSIBILITIES**

All adults working with or on behalf of children have a responsibility to safeguard and actively promote safe working practices and the safeguarding of children.

Parents/Carers are responsible for keeping school up to date with at least two emergency contacts and parental responsibility details, information relating to absence, and any other matters relating to the safety or well-being of their child.

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Every member of staff is responsible for reporting any concerns relating to child protection immediately following the school's agreed procedures. They are responsible for ensuring they are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. They are responsible for reading and applying the content of "Keeping Children Safe in Education" (Part 1) DFE (Statutory guidance Revised September 2018) and for being familiar with any other relevant documentation which applies to their particular role within the school.

They are also responsible for accurate completion of attendance registers and for completing, as directed, all relevant Safeguarding training.

Every member of teaching and support staff is issued with and responsible for wearing a photo ID card at all times.

All qualified First Aiders are responsible for ensuring all incidents are dealt with and recorded correctly according to FPHS First Aid Procedures and Practice.

All temporary/supply staff will be provided with the basic information they require regarding their safeguarding responsibilities whilst working within the school. They will wear "visiting teacher ID badges."

Risk assessments are completed for volunteers.

All visitors who enter the main body of the school are issued with visitors' badges to be worn at all times.

Directors of Areas and subject leads are responsible for ensuring safe working practices within their areas.

Any member of staff leading an off-site activity is responsible for ensuring the correct checks and procedures are followed well-in advance of the planned activity.

The designated Attendance Lead and our Education Welfare Officer are responsible for ensuring attendance policy and practice takes all due account of relevant safeguarding issues and legislation. This includes informing Children's Social Care and/or the Education Welfare

Service if the school excludes a student who is subject to a Child Protection Plan (CPP), or if a child with a CPP has an unexplained absence of more than 2 days or 1 day following a weekend.

The Deputy Headteacher for the curriculum is responsible for ensuring that all relevant school policy and practice takes due account of relevant safeguarding issues and legislation in line with both national and local practice.

The Director of Resources is responsible for ensuring that only approved contractors work within the school and grounds, and that appropriate levels of supervision are maintained. She is responsible for ensuring regular Health and Safety checks are made and is also responsible for completing and maintaining the Single Central Record accurately.

The DESIGNATED SAFEGUARDING LEAD has the lead responsibility for safeguarding and child protection. They are responsible for the management and co-ordination of the school's response to all matters related to child protection. They provide support to staff to carry out their safeguarding duties and liaise closely with other services such as children's social care.

The DESIGNATED SAFEGUARDING LEAD on the senior leadership team is JULIA TURRELL. The designated deputy for the management of Safeguarding is SIMON WARD. In the absence of the Designated Safeguarding Lead staff should refer to the Deputy Designated Safeguarding Lead.

We are also assisted in this work by KATE BROADHURST our Safeguarding Officer (maternity cover for EMMA RUDKOWSKYJ).

Together with the Head Teacher they are responsible for co-ordinating all child protection activity.

- When the school has concerns about a child, the Designated Safeguarding Lead or her Deputy, in discussion with our Safeguarding Officer will decide what steps should be taken and will advise the Head Teacher.
- Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family.
- All staff working within the school use a DFE and GDPR approved online Safeguarding system called "My Concern" to record any concerns and these are triaged daily by the Safeguarding Officer, the Designated Safeguarding Lead or her Deputy in consultation with each other.

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- Child Protection information and records are stored securely on MyConcern.
- Paper based Child protection records are stored separately and securely away from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- Access to records by staff other than by the Designated Safeguarding team will be restricted, and a written record will be kept of who has had access to them, when and why.
- Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. N.B. Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm. General communications with parents will be in line with home school policies and give due regard to which adults have parental responsibility.
- If a pupil/student moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- If sending by post pupil records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student’s wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- The Designated Safeguarding officer, lead and or her deputy will lead regular case monitoring reviews of vulnerable children.

The Headteacher is responsible for managing allegations against staff.

The Headteacher, Director of Resources and Chair of Governors are responsible for ensuring that Safer Recruitment practices are employed including appropriate DBS and other checks – and updating of these as appropriate.

The Governing Body are the accountable body for ensuring the safety of the school. The Governing Body is responsible for “ensuring that their functions relating to the conduct of

the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school” section 175 of the Education Act 2002, which came into effect from 1st June 2004. The Governing Body is therefore accountable for ensuring that the school has effective safeguarding policies and procedures in place and for monitoring compliance with them.

The Governing Body 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 Practices) which outlines the expectations of school staff
- The school has a procedure for handling allegations against professionals/volunteers.
- The school has a Designated Safeguarding Lead (DSL) and deputy, 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 2018. This will be issued to all new starters as part of their Induction, along with school safeguarding policies.
- The school remedies any deficiencies or weaknesses brought to its attention without delay.

The Nominated Governor for child protection at Falinge Park High School is Paul Young. The Nominated Governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students. The Nominated Governor will liaise with Head Teacher and the Designated Safeguarding Lead to produce an annual report for governors and the local authority.

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The Chair of Governors is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Headteacher.

### **FURTHER LOCAL AUTHORITY SUPPORT**

Within the Local Authority the following key staff will be able to offer advice

- FPHS School Health Practitioner: Nicola Feighan Tel: 01706 676555
- Education Welfare Service - Tel: 01706 925115
- Education Safeguarding Officer – Tel: 01706 925179
- Early Help and Safeguarding Hub (EHASH) - Tel: 0300 303 0440 (8:30am – 4:45pm)
- Out of Hours, Emergency Duty Social Work Team - Tel: 0300 303 8875
- LA Local Authority Designated Officer (LADO) -01706 925365
- Safeguarding Unit – Tel: 0300 303 0350
- Police non-emergency calls – 101
- Police emergency calls - 999
- Police Protection and Investigation Unit (PPIU) –  
Tel: 0161 856 4810 (Child Protection) Tel: 0161 856 8757 (Domestic Violence)
- Virtual School Headteacher - Christopher Tyler - Tel: 01706 925209 & 07583 983075
- NSPCC Whistleblowing advice line number. Call 0800 028 0285, Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **PROCEDURES**

Where it is believed that a child is suffering from, or is at risk of significant harm we will follow the Rochdale Borough Multi-Agency Safeguarding Children Procedures located at [www.rbscb.org](http://www.rbscb.org)

✓ All safeguarding records must be kept centrally in the secure restricted access area.

Remember – the safeguarding of the children in our care is the responsibility of ALL OF US. Safeguarding is the only NON-NEGOTIABLE at Falinge Park High School.

Not referring a concern may jeopardise the safety of a child.

### **TRAINING AND SUPPORT**



Falinge Park High School will ensure that the Head Teacher, the Designated Safeguarding Leads and the nominated governor for Child Protection attend training relevant to their role at regular intervals. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training. The school will encourage all members of the governing body to access safeguarding training and all school staff will access basic safeguarding and Child Protection training upon Induction and subsequently at regular intervals.

Additionally all members of staff will receive basic training (including Certification) in Child Protection every three years - Safeguarding Course (Hays Training) incorporating 5 modules: Safeguarding Children, Radicalisation and Extremism, Mental Health and Wellbeing, How to keep children safe and Online Safety.

- All new staff will receive training throughout their Induction with updates delivered regularly (as appropriate) for all staff in staff meetings.
- Staff will be kept informed about current and local Child Protection issues as appropriate and never less than each half term. Safeguarding briefings led by our DSL, DDSL and Safeguarding Officer in line with RBCSB priorities are also delivered at suitable intervals. More detailed Safeguarding INSET programmes are also completed by key pastoral staff.
- All teaching, support and administrative staff have access to this policy and a detailed outline of the procedures to follow in case of a disclosure.
- Staff will be made aware of internal / external support networks if there are concerns or queries.

### STAFF SUPPORT

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.

### CONFIDENTIALITY

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Our information sharing is based on the HM Government guidance document (July 2018): Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (see Appendix 3).

- Staff training and information to parents, governors and every adult working in and associated with the school ensures the need for confidentiality.
- Staff are instructed in their training never to guarantee confidentiality to a child.





- Staff are instructed in their training to inform the child who asks the adult to keep a secret that the information given has to be shared with the designated Safeguarding lead.
- The designated Safeguarding lead will make final decisions, in discussion with others where appropriate, if a referral is to be made to Rochdale Children's Social Care.
- In all referrals to Children's Social Care Services the school follows Rochdale Borough Multi-Agency Safeguarding Children procedures located at [www.rbscb.org](http://www.rbscb.org).

### What to do if you have child protection concerns or a child makes a disclosure

- ✓ Stay calm and seek advice and support for yourself as soon as you are able.
- ✓ Always log your concern using MyConcern. This will involve completing information including:
  - The name of the child
  - The date and time of the disclosure/incident
  - Outline of the concern
  - Full details of the concern
  - Any actions taken
  - Selecting if the incident requires urgent action and providing a rationale for this.
  - Uploading any supportive documentation as necessary
  - Staff can then update these concerns.
  - All concerns are triaged within a 24 hour time frame.
- ✓ All recording must be factual. Distinguish between fact and opinion.
- ✓ If a child makes a disclosure to you, you must thoroughly record the context and content of your involvement. Record details including what the child said to you, in their own words.
- ✓ Ensure that interactions with children are child-centred, appropriate and professional.
- ✓ 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 someone who is responsible for child protection.
- ✓ Listen, believe and take seriously what the child is saying to you.
- ✓ Allow children time and space to talk to you, but avoid interrogating, investigating or examining children in your care.
- ✓ If you see a child with an injury, always ask them how they sustained the injury.
- ✓ Do not ask a child to remove clothing to show you an injury.
- ✓ Always refer to a Designated Safeguarding Lead (or deputy) and agree what action, if any, is to be taken. Wherever possible there should be a conversation with the DSL (or DDSL), who will help staff decide what to do next. If in exceptional circumstances, the Designated

Safeguarding Lead (or deputy) is not available, this should not delay appropriate action being taken. You should speak to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or deputy) as soon as is practically possible.

If you have a concern about a member of staff or adult within the school you must refer your concern to the Headteacher or, if she is not available, to Julia Turrell – Assistant Headteacher and Designated Safeguarding Lead.

The Chair of Governors is responsible for managing concerns regarding the Headteacher. The following additional procedures are for designated child safeguarding officers only.

- ✓ The Designated Safeguarding Officer should always speak with the parent/carer unless they consider, that to do so would pose additional risk to the child (or in the case of suspected sexual abuse, forced marriage or fabricated/induced illness) or that any injury is serious enough to warrant immediate medical treatment and/or referral to Children's Social Care.
- ✓ The Designated Safeguarding Officer should always, follow the Rochdale Borough Safeguarding Children Board Multi Agency Child Protection Procedures. These can be accessed via [www.rbscb.org](http://www.rbscb.org) to guarantee updated information.
- ✓ All concerns, actions, statements and contact must be recorded, dated and kept even if it is determined that no action should be taken – occasional minor incidents/injuries can form a pattern over time which can only be detected through careful logging, and may then lead to more serious concerns and the need for action.
- ✓ The Designated Safeguarding Lead will make final decisions, in discussion with their deputy and the Safeguarding Officer where appropriate, if a referral is to be made to Rochdale Children's Social Care.
- ✓ In all referrals to Rochdale Children's Social Care the school follows Rochdale Borough Multi-Agency Safeguarding Children procedures.

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

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 2018, European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances,

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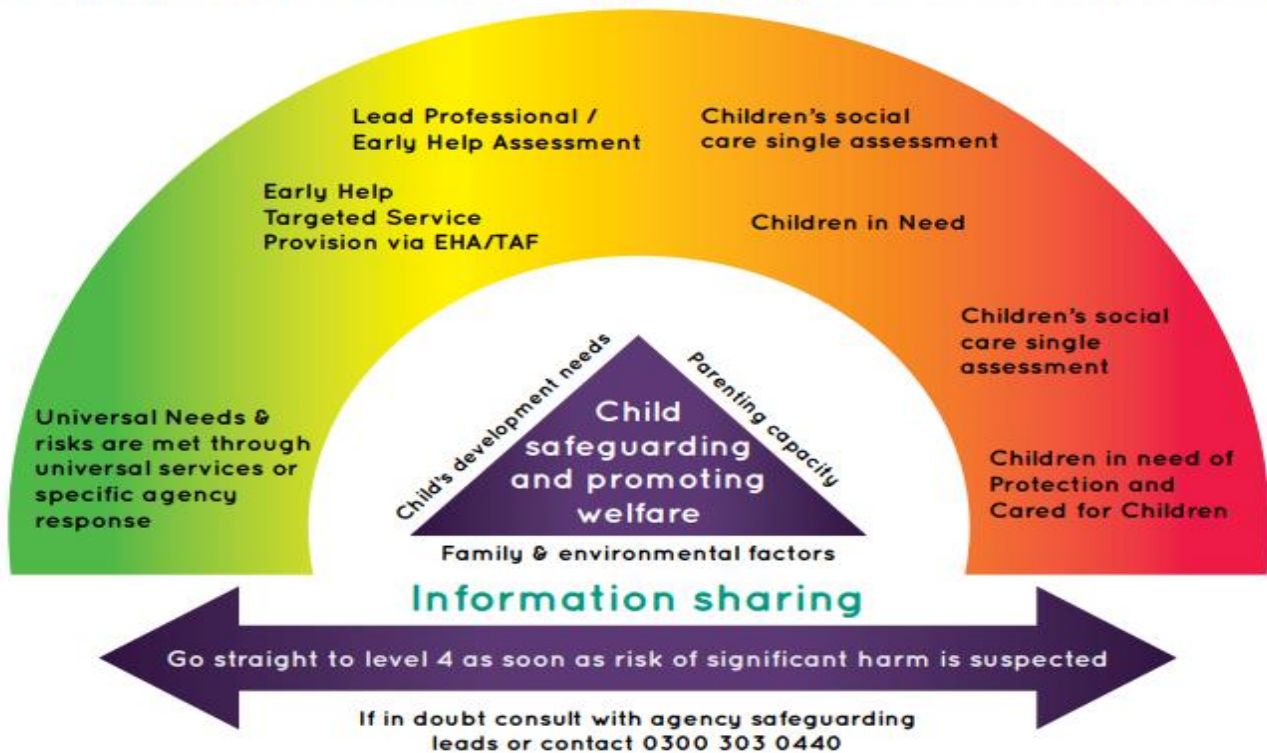
consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

## RECORDS AND MONITORING

Well-kept records are essential to good Child Protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies. There is also a need to share important education and any CP information at the point of a child's transition to another education establishment (in line with RBC's Child Protection Information Sharing at Transition Protocol).

- All Child Protection concerns must be recorded, utilising our electronic Safeguarding system, MyConcern.
- The Safeguarding Team monitor students about whom there are concerns. Referrals are followed up by the safeguarding officer, the designated safeguarding lead or her deputy.
- Staff are informed on a need-to-know basis. Information sharing is kept to a minimum.
- Falinge Park High School uses the Children's Needs and Response framework set up by Rochdale Borough Children's Trust - see below and at <https://www.rbscb.org/professionals/children-s-needs-response-framework/>. This assists us in assessing and identifying a child's level of need and crucially how best to respond and meet those needs as early as possible to prevent difficulties escalating into crises. If necessary the school will inform the Educational Welfare Service to conduct a trace on the student.

## 5. Children's Needs and Response Framework



- When a child transfers or leaves the school, a copy of any relevant records is sent to the appropriate person at the receiving school. The original documents are retained securely by Falinge Park High School. Standard school records will be retained until the student reaches the age of 25 years. Safeguarding records will be retained until the student reaches the age of 50 years.
- The Assistant Headteacher for Pupil Development and Welfare, Louise Pottinger, and Key Stage Directors, Abdullah Abdullah and Emily Clark, are responsible for completing and sending all racist and bullying incident forms to the Local Authority termly.
- If a member of the first aid team is required to attend any incident, detailed school records are kept. Incident forms in case of incident/accident are completed and when appropriate reported to the LA with one retained by the SLT Personal Assistant, Lisa Fitton. Accident at Work forms are also completed by relevant professionals and administrated by Lisa Fitton.



- A record is held centrally of all relevant training – and update/refresher training is organised and accessed as appropriate.
- Heads of Year monitor incidents of (for example) harassment, discrimination, racial abuse, gang activities and work with other members of SLT, the pastoral team, other staff members and related agencies to deal with these and develop strategies to reduce their occurrence.
- The progress of students in identified vulnerable groups, for example LAC, Post-LAC and SEND, is monitored and interventions applied as appropriate – this includes the monitoring of academic progress, attendance and punctuality, as well as fixed-period exclusions.
- Student Voice has been created and developed within the school to ascertain student perceptions of matters relating to their safety and well-being.
- The Headteacher and/or the Designated Safeguarding Lead reports regularly to the Governing Body.
- The Governing Body will undertake an annual review of child protection and safeguarding activities within the school, including allegations against staff.

## EARLY HELP

We are committed to Rochdale's Early Help Strategy and where appropriate offer this support to families in the first instance. Early Help is Level 2 provision on the continuum of Needs and Response and provides multi-agency support to children and their families. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. At FPHS we have staff experienced in completing Early Help assessments and who form part of our "Team around the Family" provision.

Any child may benefit from early help but we should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have an education health care plan)
- Is a young carer
- Is frequently missing/goes missing from care or home
- Is misusing drugs or alcohol
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse and/or
- Has returned home to their family from care.

## CHILDREN IN NEED

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

### CHILD PROTECTION CONFERENCES

An Initial Child Protection Conference (ICPC) is a meeting which must be convened where there are concerns of significant harm and a child is judged to be suffering, or likely to suffer, significant harm. The outcome of a Child Protection Conference may be to make a child the subject of a Child Protection Plan.

- Child Protection Conferences are attended by the Designated Safeguarding Lead or the Safeguarding Officer. In the unlikely event that they are unavailable, the Deputy Designated Safeguarding Lead or the Headteacher would attend.
- All these staff have received appropriate training and are able to produce relevant, concise and professional reports for Child Protection Conferences.

### CONTEXTUAL SAFEGUARDING

Our school recognises the importance of considering the wider environmental factors in a child's life that may be a threat to their safety and/or welfare. Contextual safeguarding is an approach to understanding, and responding to children's experiences of significant harm beyond their families. We recognise that the different relationships that young people form in their neighbourhoods, in school and online can feature violence and abuse.

### SUPPORTING PUPILS AT RISK

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

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

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Falinge Park High School will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (d) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (e) 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;
- (f) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.
- (g) Vigilance, so that adults notice when things aren't right.
- (h) Dealing with incidents and concerns sensitively and appropriately.

It must also be stressed that in a home environment where there is domestic abuse, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.

### CHILDREN WITH SEN AND DISABILITIES

We recognise that, statistically, children with special educational needs and disabilities are particularly vulnerable to abuse and may require additional pastoral support. Staff are aware of the additional safeguarding challenges for children with SEN and disabilities including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability;
- Higher risk of peer group isolation;
- Disproportionate impact of bullying; and
- Difficulties with communication.

### LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

We recognise that looked after and previously looked after children are particularly vulnerable and ensure that all staff have the skills, knowledge and understanding to keep such pupils safe. The Designated Teacher for LAC and PLAC is also the Designated Safeguarding Lead and ensures that agencies work together and take prompt action to



safeguard these particularly vulnerable children. The Designated Teacher works closely with virtual school heads in the relevant local authorities to promote the educational achievement of these pupils.

## RELATED POLICIES

This policy should be considered alongside other related policies in school which are:

- Staff Codes of Conduct – Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (updated by Rochdale BC in May 2015)
- Compelling Behaviour Policy
- Attendance and Punctuality Policy
- Anti-bullying Policy
- ICT Policy
- E-safety and Acceptable Use Policies (staff and pupils)
- Social Media Policy
- Recruitment and Selection Policy
- Induction Policy
- Allegations of Abuse against Staff Policy
- Health and Safety Policy
- Critical Incident Action Plan
- Fire Evacuation Policy
- School Closure and Snow Protocol Procedures
- First Aid Policy and Procedures
- Substance Use and Misuse Policy
- Special Educational Needs Information Report and Local Offer
- Child Protection and Safeguarding Procedures - Additional support
- Whistle Blowing policy

## ONLINE SAFETY

For advice and guidance related to online safety please refer to the school E-Safety and Acceptable Use Policies for both staff and pupils. School's Social Media Policy provides guidance around the use of own devices and social media.

## SAFER RECRUITMENT AND SELECTION

The school stringently adheres to safer recruitment procedures as outlined in "Working Together to Safeguard Children" 2018 and "Keeping Children Safe in Education" 2018, taking



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a proactive approach to deter, reject and identify people who may be unsuitable to work with children.

Child Protection and Safeguarding are considered at all stages of the recruitment process as follows:

- All recruitment materials will include reference to the school's commitment to safeguard and promote the wellbeing of pupils.
- Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).
- All members of SLT, and various members of the governing body have undertaken Safer Recruitment training and when any new person is appointed, a person who has received this training will always be involved in all aspects of the recruitment process.

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 Practices and Part 1 of Keeping Children Safe in Education.
- An ability to be reflective of the practice 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.

### SAFER SCHOOLS, SAFER STAFF

During Induction training staff are advised on safe working practice with pupils, including:

- Physical contact with pupils

- Working in a one-to-one situation with a pupil
- How to avoid situations where allegations may be made against them and current procedures for dealing with allegations of abuse against staff
- Giving advice about sexual matters or counselling pupils
- Sharing information with other agencies
- Working with parents/carers.

When staff start working at the school they are given a variety of documents which they are required to read and sign as evidence that they have understood and agreed to abide by their content. These include:

- Guidance for Safe Working Practice for the Protection of Children and Staff in Education Setting' DFE statutory guidance
- "Keeping Children Safe in Education" (Sept 2018)
- Guidance on the use of Social Networking
- Dignity at work (Anti- Bullying and Harassment policy for school employees)
- Discretionary Leave policy
- Flexible working policy
- Grievance policy and procedure
- Disciplinary policy and procedures
- Capability policy and procedures.

They are also given access to a variety of useful documentation via the school's intranet and information about useful websites and LA advice/documentation.

This key documentation is also given to all staff annually with the requirement of a signature to acknowledge both an understanding and acceptance of the requirement to follow their contents.

Please note that in terms of Female Genital Mutilation (FGM) there is a legal duty upon all staff working within a school to report their concerns direct to the appropriate agencies (either Children's Social Care or the Police) if they discover that FGM appears to have been carried out.

### MANAGING ALLEGATIONS AGAINST PROFESSIONALS

The school follows Rochdale Safeguarding Board's procedures for managing allegations against people who work with children. Concerns about the behaviour of a member of staff

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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.

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

Concerns about the conduct of other adults in the school should be taken to the headteacher, or in her absence the Designated Safeguarding Lead. Concerns about the headteacher should be directed to the Chair of Governors, Paul Young.

## WHISTLEBLOWING

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

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.

## SCHOOL CHILD PROTECTION PROCEDURES

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

Education professionals who are concerned about a child's welfare or who believe that a child is or may be at risk of abuse should pass any information to the Designated Safeguarding

Lead, their deputy or the Safeguarding officer; this should always occur as soon as possible and certainly within 24 hours. Concerns should be logged using MyConcern.

The Designated Safeguarding Lead is: Ms Julia Turrell

The Deputy Designated Safeguarding Lead is: Mr Simon Ward

The Safeguarding Officer is: Ms Kate Broadhurst (maternity cover for Emma Rudkowskyj)

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'Child Protection' then a discussion with their DCP/line manager will assist in determining the most appropriate next course of action.

Staff should never:

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

What should the DSL consider right at the outset?

- Am I dealing with a "concern" (a "Need" or "Vulnerability") or "Immediate Risk of Harm?"  
By definition, a child at risk is also a child in need. However, what needs to be established is the priority and immediacy of risk or need- taking into consideration the Children's Needs and Response Framework.
- Can the level of need identified be met:
  - i. In or by the school or by accessing universal services/without referral to Children's Social Care or other targeted services?
  - ii. By working with the child, parents and colleagues?
  - iii. By Early Help intervention with parents/carers/child & other professionals.
- What resources are available to me/the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Social Care requesting that an assessment of need be undertaken? (Section 17 Child in Need referral)
- Is the level and/or likelihood of risk such that a Child Protection referral needs to be made i.e. a child is suffering or is at risk of suffering significant harm? (Section 47 Child Protection referral)
- What information is available to me: Child, Parents, and 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?

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- 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 procedure.

## **3. Thresholds for Referral to Children's Social Care (CSC)**

Where the Designated Safeguarding lead or their deputy considers that a referral to the Early Help and Safeguarding Hub (EHASH) may be required, there are two thresholds for (and their criteria) and types of referral that need to be carefully considered:

### **(i) Is this a Child In Need?**

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

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

### **(ii) Is this a Child Protection Matter?**

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

- b) is in Police Protection;
- c) There is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore, it is the 'significant harm threshold' that justifies statutory intervention into family life. A professional making a Child Protection referral under s.47 must therefore provide

information which clearly outlines that a child is suffering or is likely to suffer significant harm.

The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need' and when to refer 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 EHASH.

#### 4. Making Referrals to EHASH (Guidance for the Designated Safeguarding Lead)

The DSL should look with other services as part of the Early Help Strategy to complete an Early Help Assessment and copy this to: [earlyhelp@rochdale.gov.uk](mailto:earlyhelp@rochdale.gov.uk)

##### (i) Child in Need/Section 17 Referrals

- 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 through an Early Help 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/Section 47 Referrals

Use the multi-agency referral form (MARF found at [www.rbscb.org](http://www.rbscb.org)) for referrals to the Early Help and Safeguarding Hub where it is considered that a child may be at risk of or suffering significant harm. If an EHA is in place then this information must form part of the CP referral and the DSL completes the front sheet of the multi-agency referral form.

- You do not require the consent of a parent or child/young person to make a Child Protection referral
- A parent should, under most circumstances, be informed by the referrer that a Child Protection referral is to be made.  
The criteria for not informing parents are:
  - a) Because this would increase the risk of significant harm to a child(ren), to another member in the family home or to a professional; or
  - b) Because, in the referrer's professional opinion, to do so might impede 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 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. On 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 Children's Social Care/EHASH.

## 5. The EHASH Responses to Referrals and Timescales

In response to a referral, the EHASH 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 EHASH

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

## 7. Risk Assessment 'Checklist'

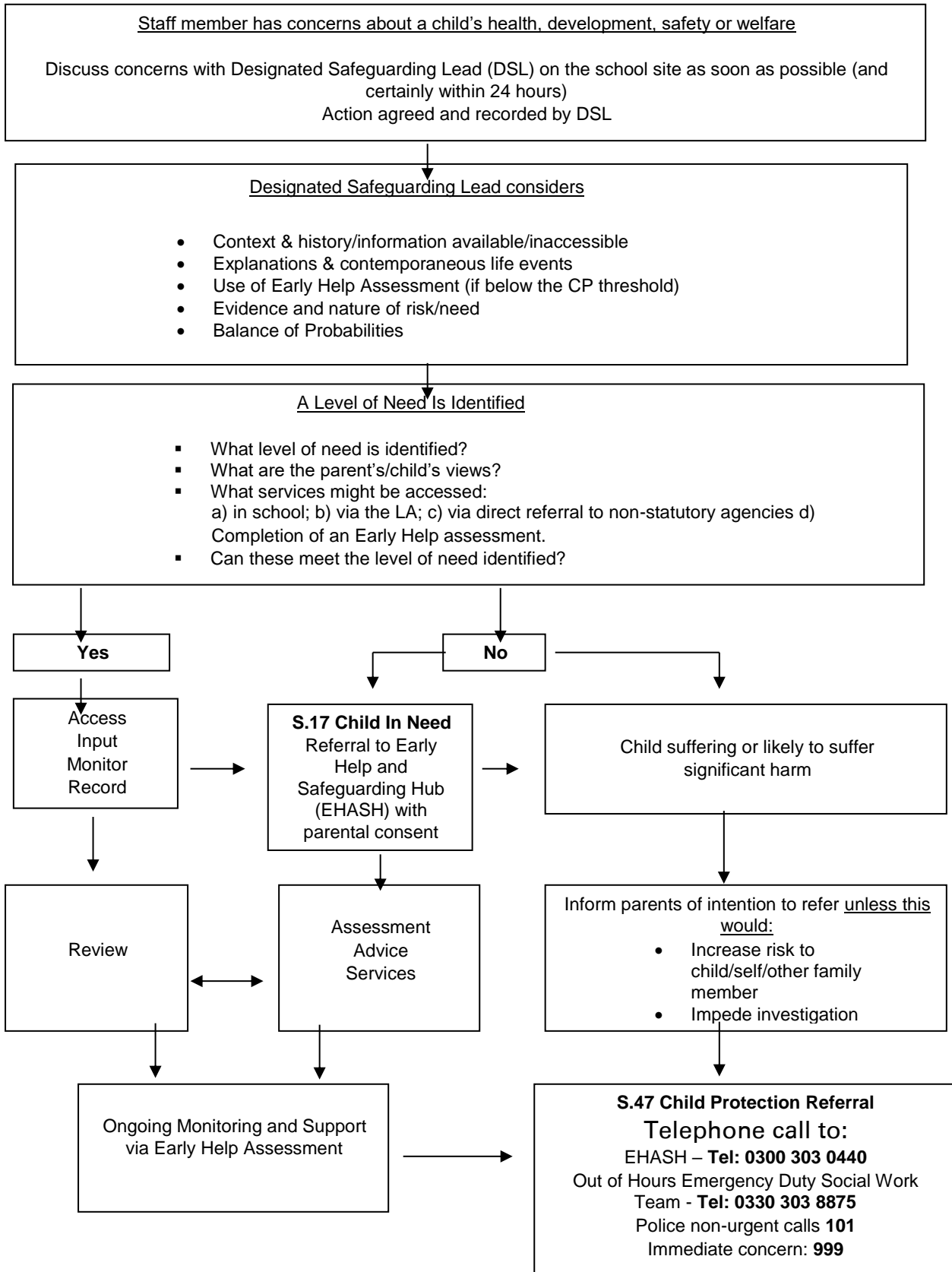
- Does/could the suspected harm meet the RBSCB definitions of abuse?

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





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



**The Designated Safeguarding Lead in School is Julia Turrell Tel: 01706 631246 Ext. 3133**

**The Deputy DSL is Simon Ward**

**Tel: 01706 631246 Ext. 3132**

**The Safeguarding Officer is Kate Broadhurst**

**Tel: 01706 631246 Ext. 3168**

## **APPENDIX 2: TALKING AND LISTENING TO CHILDREN**

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

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

### **You should NEVER**

- Investigate or seek to prove or disprove possible abuse;
- 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 this information with the correct person (the Designated Safeguarding Lead).

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

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

### **Recordings should:**

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

### What information do you need to obtain?

- Schools have **no investigative role** in Child Protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses);
- Never prompt or probe for information, your job is to listen, record and share information;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?'
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Safeguarding Lead /Head Teacher/line manager.

### If you do need to ask questions, what is and isn't OK?

- **Never** ask closed questions i.e. ones which children can answer yes or no to e.g. Did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit etc. e.g. top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that ... ..'
- Timescales are very important: '**When was the last time this happened?**' is an important question.

### What else should we think about in relation to disclosure?

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

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

### **APPENDIX 3: INFORMATION SHARING**

HM Government Guidance (July 2018): **Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers**

#### **The Seven Golden Rules to Sharing Information**

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you

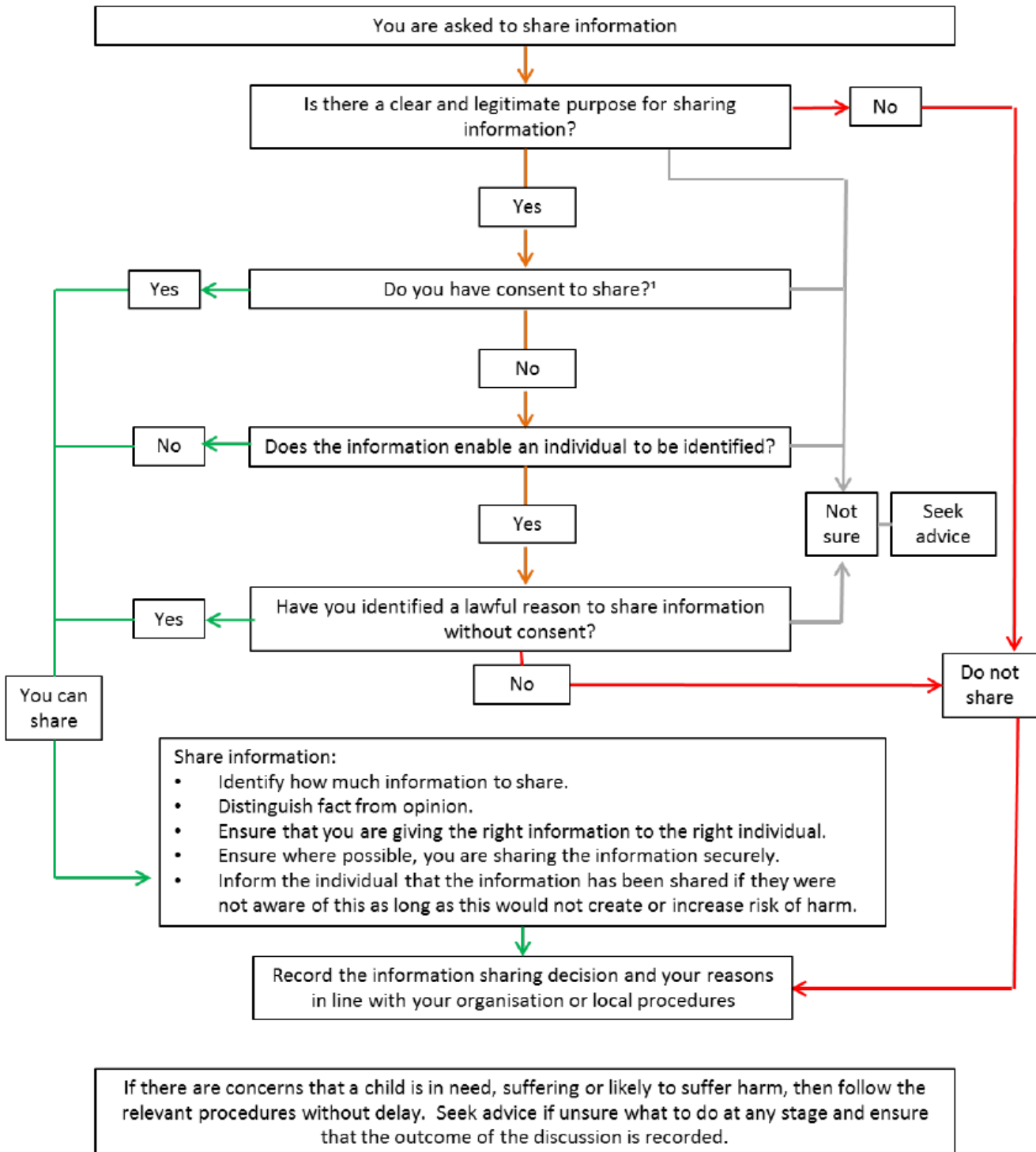
do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time