



Policy Title:	Safeguarding Policy		
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PENDLEBURY CENTRE

SAFEGUARDING CHILDREN IN EDUCATION POLICY

Revised January 2012
Revised November 2013
Revised September 2014
Revised September 2015
Revised January 2017

PENDLEBURY CENTRE SAFEGUARDING CHILDREN IN EDUCATION POLICY

The wider safeguarding agenda

This policy should also be read in conjunction with the following policies/documents:

- Behaviour management (including exclusions)
- Anti-bullying
- Equality and Diversity policy
- Care and Control
- Health and Safety
- Acceptable/Responsible Use
- Managing Attendance
- Record Retention Guidelines for Schools (SMBC 2008, updated 2010)
- Managing Medical Conditions
- Visits and Journeys
- Security Statement

“A culture of vigilance pervades every aspect of the school.”

“Child protection records are kept meticulously”

Ofsted 2017

At The Pendlebury centre we are committed to safeguarding and promoting the welfare of all children and young people, in line with the duty placed on us by section 175 of the Education Act 2002.

We strongly believe that all children and young people have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect.

An effective whole school safeguarding policy is one which provides clear directives to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy makes explicit the schools commitment to the development of good proactive and sound procedures in order that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act 2002, the Counter Terrorism and Prevent duty 2015 and in line with government publications: ‘Working Together to Safeguard Children’ 2013, Revised Safeguarding Statutory Guidance 2 ‘Framework for the Assessment of Children in Need and their Families’ 2000, ‘What to do if You are Worried a Child is Being Abused’ 2003. The guidance reflects, ‘Keeping Children Safe in Education’ 2014.

Scope of our commitment

At our school safeguarding encompasses child protection, safer recruitment, managing allegations against member of staff as well our approach to the Team Around the Child (TAC) process. It is also supported by our approach to behaviour management, our response to managing bullying and racist incidents, our response to care and control, our response to children who are absent from school, our response to the use of technology in school, our management of children with medical needs, our first aid arrangements, our management of educational visits and our health and safety procedures, including site security. These are documented separately.

Throughout our work we have a clear commitment to supporting families. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our young people.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

MISSION STATEMENT

The Pendlebury Centre aims to provide for, a supportive, consistent educational environment which promotes positive mental health alongside academic achievement whilst developing social skills, independence,, self motivation and respect for others.to raise students' self esteem and to develop their social skills, whilst promoting independence, self motivation and respect for others.

The Pendlebury Centre aims to provide a positive, personalised learning experience which will secure a students' successful reintegration into an appropriate educational provision, which will equip them with the skills to achieve in their future.

Our Centre fully recognises the contribution it can make to protect children and support students' in school.

There are three main elements to our Safeguarding Policy:-

- **Prevention**, for example, positive school atmosphere, teaching and pastoral support to all students;
- **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- **Support** to students' and school staff who may have been abused.

This policy applies to all students who attend the Pendlebury Centre on a part-time or full time basis, students at Cedars and students taught through the Service for the Education of Sick Children.

We recognise that, for students, high self esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

Our Centre will, therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to.
- Ensure that the students know that there are adults in the Centre who they can approach if they are worried or are in difficulty.
- Include, in the curriculum, activities and opportunities for PSHE, which equip students with the skills they need to stay safe from abuse.
- Include, in the curriculum, material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Educational establishments do not operate in isolation. 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 is the responsibility of Stockport Safeguarding Team. The role of Stockport Safeguarding Children in Education Team is to be an inter-agency and multi-disciplinary body, set up under Department of Health guidelines to determine and coordinate child protection policy.

Its main functions are:

- to establish, maintain and review local inter-agency procedures to be followed in individual cases;
- to review significant issues arising from the handling of cases and reports from inquiries;
- to review arrangements to provide expert advice and inter-agency liaison;
- to review progress on work to prevent child abuse;
- to review work related to inter-agency training;
- to review, annually, the work done to protect children from harm and plan for the year ahead.

The purpose of the Child Protection Conference is:

- to identify children at risk of significant harm and to formulate effective inter-agency Protection Plans;
- to review the effectiveness of Protection Plans and to modify them as appropriate;
- to decide when Protection Plans can be terminated on the basis of diminished risk.

All adults working with, or on behalf of, children have a responsibility to protect children. There are, however, key people within schools and the CYPD who have specific responsibilities under Safeguarding procedures.

The named Child Protection Coordinator for the Pendlebury Centre is the Head of Service, but every teacher within the Centre will attend and complete appropriate training. This will be reviewed annually to ensure that staff are aware of current safeguarding issues.

Serious Case Reviews

At our school we are committed to taking account of any recommendations that are made from local Serious Case Reviews. We are aware that our school may become involved in a Serious Case Review and we are committed to supporting the process. As such we will ensure that the files and records that pertain to a child involved in an incident that may lead to a Serious Case Review are preserved in school and we will co-operate with the representatives from the Local Children Safeguarding Board who are undertaking the review.

Child Protection

Key staff

In our school the designated officer for child protection is **Janice Cahill - Headteacher**

In his/her absence the role is fulfilled by **Stella Hulley – Deputy Headteacher**

Both these post-holders have the status and authority within our management structure to carry out the duties of the role and have undertaken the relevant training which is updated every two years.

All our staff are reminded annually who these key post-holders are. This is supported by a poster in school (Appendix 1)

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. The only purpose of confidentiality in this respect is to benefit the child.’

Whilst it is important that all students feel they can talk to the staff the Pendlebury in total confidence, we should always explain to the students that, if they divulge any information which implies they are at risk in any way, then we are compelled to pass on this information. Teachers must never guarantee confidentiality as they are placing themselves at risk.

Information for Parents/Carers

It is made very clear to all parents/carers that all our staff is legally obliged to follow up any concerns they may have around child protection. A statement to this effect is included in the school prospectus, is on our website and is in our home-school agreement. We also display our commitment to safeguarding in our entrance hall.

SHARING CONCERNS WITH PARENTS

Depending on the circumstances, discussing your concerns with the child's parents or carers can be a vital first step in establishing whether abuse is taking place. You may for example, be concerned that a previously healthy child has suddenly lost weight or has started to behave in a disruptive manner. Talking to the parents or carers may reveal that there is a perfectly innocent reason for the child having changed. For example, there may have been bereavement a divorce, a new baby or change in home circumstances, which has upset the child. This kind of information should be reassuring to you and, indeed, may help you to support the child through a temporarily difficult phase.

However, having talked to the parents, you may still have concerns about the child's safety and welfare. If this is the case, the child's needs must come first even if this means upsetting or angering the parents or carers.

WHEN IT IS NOT APPROPRIATE TO APPROACH PARENTS

Concerns should only be discussed with parents or carers when this will not place the child at greater risk. You should check this out with the designated teacher if you have any doubts. When it is thought a parent or carer is responsible for sexually abusing a child or for serious physical abuse, it is not advisable to discuss this with the parent without the advice of the police and social services department. It may interfere with the investigation of a criminal offence; lead to evidence being destroyed or the intimidation of the child.

(NSPCC Child Protection Awareness in Education)

The views of our young people

In our school the views of our young people are very important to us.

We make sure that our young people know that our staff are always prepared to listen to them. Young people are made aware that they can report any concerns verbally and/or through the

- Mentoring sessions
- Tea and talk with the Headteacher
- Form tutor time each day

In addition staff are mindful of the need to actively listen to young people at all times during the school day. Staff are asked to report the content of these conversations to senior leaders through established meeting structures in school, whether or not there are concerns expressed by the young people. We do this to ensure that we have a constant overview about how our young people are feeling in school throughout the year.

We use the findings to inform our school development plan, curriculum developments and specific interventions for individual young people.

RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our Centre is clear about the need to record any concerns held about a child or children within our Centre, the status of such records and when these records should be passed over to other agencies.

Confidentiality/Records

All child protection records are kept separately from other records in school. Hard copies are stored in a locked cabinet and electronic files are password protected with restricted access. The Designated Officer and her deputy are the colleagues in school who have the access rights to these documents. When necessary they may be shared with other relevant members of staff, but this is a decision taken by the Designated Officer. However they must always be read in school and then placed immediately back in the secure storage. Copies must not be taken.

When a child leaves our school, their child protection records are sent to the receiving school separately from the child's other school records. Records are not sent unless it has been confirmed that the child has taken up their new place. If this confirmation is not received we would retain the file indefinitely. We would inform Services for Young People (SFYP), via a password protected e-mail supported either by phone or an SFYP referral form, that the child was no longer at our school.

Files will either be collected by a designated, identified member of staff from the school or delivered by a member of staff from The Pendlebury Centre and must be signed for by both parties.

When is recording needed?

- When there is concern in school over:
 - Marks on a child's body
 - Unusual/different behaviour (including academic functioning)
 - Mood changed
 - Puzzling statements or stories from the child
 - Information from others
- If requested by another agency, for example, following a child protection conference.

What should be recorded?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with pets, adults)
- Behaviour
- Statements, comments, stories, 'news', drawing
- General demeanour and appearance
- Parental interest and comments

- Home/family changes
- Medicals
- Response to PE/Sports
- Injuries/marks, past and present.

All information should be placed in the students file and then placed in the locked filing cabinet. Any raised concerns are passed to all staff at the morning briefing sessions and a reference of this made on the student profile sheet. The information is only passed to other agencies if it is relevant to the other agencies input.

Child Protection Procedures

At our school we follow the policies and procedures generated by Stockport's Local Safeguarding Children Board.

1. When staff receive a disclosure or notice something which leads them to suspect that abuse may have taken place the information is recorded on our 'Note Of Concern' (Appendix 2). If physical abuse is suspected a 'skin map' will be used to record the site and extent of any injury that has been noticed (Appendix 3). These are both passed in a sealed envelope to the designated safeguarding lead **Mrs Cahill or in her absence Mrs Hulley** as soon as possible. This record should include:

The date and time of the observation/disclosure

Full information including verbatim accounts when possible of the incident

Comments about the child's appearance, behaviour, emotional state and actions

All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. **Anyone can make a referral**, however if it becomes necessary to consult outside the school, they should speak in the first instance to the Senior Adviser for Safeguarding in Education-0161 474 5958 where it is practicable to do so. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately via the Contact Centre-0161 217 6028 or to the police.

When staff are receiving a disclosure from children they should follow the guidance issued by the LSCB .

When technology is involved we retain all the evidence (e.g. screen shots/emails/text messages) and use it to support the 'note of concern'. However we do not search mobile phones or computers to gain further information. Instead we seek advice from the police via the Public Protection and Investigation Unit (856 9931) about gathering evidence.

2. Upon receiving the 'note of concern' the designated safeguarding lead follows the procedures endorsed by Stockport's Local Children Safeguarding Board, which are described in the flow-chart that is displayed around school (Appendix 5). Action should be taken within the same working day and as early as possible.
3. Where abuse is suspected a referral will be made to Social Care by the Designated Officer. The expectation is that a verbal referral will be supported in writing, usually by the completion of the Common Assessment Framework, in line with local procedures .

The content of the referral will be discussed with parents/carers where this is appropriate. Advice may be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers are unlikely to be told that a referral is being made if sexual abuse or fabricated illness are suspected. Staff are aware that they must not discuss any issues with parents/carers unless they are told to do so by the designated officer.

NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE.

Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others may negate or contaminate evidence.

At our school it is expected that staff will co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation. This is not the responsibility of our school.

Throughout this process the designated officer can seek advice from

Social Care (217 6028) – you may need to speak to the Senior Practitioner/Duty Social Worker
The Senior Advisor for Safeguarding in Education (474 5958)
The Safeguarding Unit (474 5657)

Training and Support

- All members of staff are trained in child protection issues as part of their induction process
- All members of staff and governors are trained in safeguarding and child protection issues as part of their induction process
- *A copy of Keeping Children Safe in Education has been shared with and is available to all staff. Keeping Children Safe*
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- All staff have access to Level 1 Basic Awareness training every 3 years. This is provided by Stockport's SCB
- The Designated Officer in school has access to specific training every 2 years which is provided by Stockport's SCB
- All staff have been made aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- The Pendlebury Centre's recruitment and selection policies and procedures adhere to DCSF guidance set out in Safeguarding Children and safer Recruitment in Educational settings (January 2007) All members of the SLT have completed safer recruitment training (June 2015) it will be renewed every five years.
- The Headteacher and Governing Body will ensure that all staff and volunteers using the site will have updated DBS clearance.
- Support material and the LSCB policies and procedures are available on the Stockport's SCB website (www.safeguardingchildreninstockport.org.uk)

- School support materials are also available on Office On-Line
- The procedures relating to safeguarding and child protection are discussed with all staff annually
- A record of staff training is kept within school, which identifies who has attended the training and the content of the session
- A set of the most recent training materials are available for staff in school
- Our Nominated Governor receives termly updates about safeguarding through the Local Authority Governance Support Unit
- Training is also provided by the LSCB to support the governors in their role

Team Around the Child (TAC)

The staff in our school is committed to multi-agency working to support the Team Around the Child.

Where it is deemed that young people require additional support, staff at our school will

- Discuss their concerns with parents/carers
- Complete or update a Common Assessment Framework
- Convene or take part in the Team Around the Child Process
- Call an Engagement Meeting if parents/carers are unwilling to engage with the process
- Monitor the young person's progress and raise the issue to the level of Child Protection if this is necessary

All our work at the level of Team Around the Child is conducted with the support and full knowledge of our parents/carers. Where it is appropriate we also involve the young person to ensure that their views are heard. When we can we will involve the child in the process, if they cannot be present in meetings we will find ways ensure that their thoughts and views are heard.

All the documents to support the Team Around the Child process are listed on the page entitled 'Common Processes' on the SMBC website.

(www.stockport.gov.uk/commonprocesses)

Training and support

Members of staff who are likely to complete the Common Assessment Framework and/or take on the role of Lead Practitioner are encouraged to take part in 2 days training that is provided by the LSCB multi-agency training pool. This training includes 3 courses which cover using CAF effectively, the role of the Lead Practitioner and effective use of Team Around the Child meetings.

The training can be booked through www.learningleads.org.uk

Materials to support the Team Around the Child process are located on the Common Processes page within the SMBC website (www.stockport.gov.uk/commonprocesses)

Site Security

Out premises committee review site security annually. The reasonable steps we have taken to establish a safe and secure site are identified and recorded

Managing allegations against members of staff

All members of staff in our school are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or governor to the Headteacher. This also extends to other professionals/volunteers who are invited by the school to work with our children and young people. If the concerns are about the Headteacher they are aware that they report the matter to the Chair of Governors.

When an allegation has been made the Headteacher will consider whether the allegation suggests that the individual has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children and young people in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children and young people

If any of the above may have happened the Headteacher must record the concerns, and contact the Local Area Designated Officer (LADO: 474 5657) to ask for advice about how to proceed. The LADO will advise the Headteacher about whether to proceed in writing via a formal referral route, or treat the matter internally via other policies (eg: disciplinary/capability). For additional information about the process we refer to the flowchart written by the LSCB (www.safeguardingchildreinstockport.org.uk)

If the allegation was made against the Headteacher the Chair of Governors should contact the Local Area Designated Officer immediately to ask for advice about how to proceed.

All members of staff in our school are made aware of this policy at least annually.

As a school we recognise our duty to refer colleagues to the Disclosure and Barring Service (DBS) in accordance with the Protection of Freedoms Act (2012) for their consideration about whether a colleague should be barred from the children and young people's workforce. We would make a referral when both conditions set out in the Referral Guidance provided by the DBS on www.homeoffice.gov.uk/dbs are met.

Our school also has due regard for the statutory guidance published in October 2012, and will endeavour to ensure the anonymity of any teachers subject to an Allegation Management process. We also ensure that malicious allegations are not included in personnel records and that unsubstantiated or malicious allegations are not referred to in references for any members of staff.

ATTENDANCE AT CHILD PROTECTION CONFERENCES

This will normally be attended by the Head of Service, but all staff are encouraged to attend for students who are in their form. The report presented at the conference is written by the Head of Service after consultation with the staff. Throughout this process, the students' needs are priority, but good open communications should be maintained with the family at all times.

SUPPORTING STUDENTS AT RISK

Our Centre recognises that students 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 Centre may be the only stable, secure and predictable element in the lives of students at risk. Whilst at the Centre, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from the Centre. It is also recognised that some students who have experienced abuse may, in turn, abuse others. This requires a considered, sensitive approach, in order that the student can receive appropriate help and support.

This Centre will endeavour to support students through:

- the curriculum to encourage self esteem and self motivation;
- the Centres ethos, which promotes a positive, supportive and secure environment and which gives students a sense of being valued;
- the implementation of the Centres school behaviour management policies;
- a consistent approach, which recognises and separates the cause of behaviour from that which the student displays. This is vital to ensure that all students are supported within the Centre's setting;
- regular liaison with other professionals who support the students and their families;
- the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

Our policy on bullying is set out within our Anti-bullying Policy and our Attendance and Behaviour Policy.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Staff who work in any capacity with children with emotional and behavioural problems will need to be sensitive to signs of abuse.

Any further guidance can be found in the Local Safeguarding Children's Board, Stockport Compact documentation. Pennine Care Health Trust, which is kept with this policy.

MYTHS

Abuse only takes place in low-income families

Women are not abusers

The abuser is always a stranger

Abuse only happens once

Domestic violence isn't abuse

All those abused go on to abuse

Disabled children aren't abused

Children Missing From School

We ensure that our school codes registers accurately. We operate a first day call system in which we contact the families of young people who are missing from school. If we receive an unsatisfactory reason or are unable to gain an explanation for the absence and the young person is either the subject of a child protection plan or is 'looked after' we make a referral to Services for Young People (SFYP) immediately. If we have welfare concerns about a young person we continue to contact the family every day for up to 10 days. If we fail to make contact with a parent / carer for three consecutive days a letter will be sent to the home asking the parent/carer to contact the Centre. We make a referral to SFYP at any point during the 10 days as appropriate. If we have had no previous welfare concerns but the young person is absent without a reasonable explanation for 10 days a referral will go to SFYP on the 10th day of the absence.

If a child goes missing during the school day we will:

- Search the premises carefully
- Contact the parent/carer to make them aware of the situation
- Contact the police after 15 minutes if the young person is not found
- If we have been unable to contact a parent/carer we will continue to try to do so
- Once the young person is found a risk assessment and safe management plan will be established (with parental involvement wherever possible) in an attempt to prevent this happening again.

Support to pupils

- Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.
- This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.
- Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.
- **Support for Staff**
- As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

Preventing Violent Extremism

At our school we are committed to contributing to community cohesion and reducing the likelihood that our young people may become radicalised. We believe that safeguarding students from radicalisation is no different from safeguarding them from other forms of harm. To support this process our staff report any concerns they have about our young people in this respect to the Designated Child Protection officer in school using the 'note of concern'. The Designated Officer will then contact the Senior Adviser for Safeguarding in Education (474 5657) for further advice and support.

Signs to look out for in pupils include:

- changing their behaviour or appearance
- adopting styles of clothes associated with groups with whom they have had no previous connection – this could be faith or political based
- becoming isolated from friends, peers or family members
- becoming involved with groups of pupils who have strong ideological ideas
- viewing websites which contain extremist ideologies or symbols
- attempting to recruit others to an extremist ideology or cause
- vocalising extremist ideologies, using extremist language
- questioning identity and sense of belonging
- glorifying current terrorist activity seen in the media
- displaying extreme behaviour related to ideology and / or religion
- requesting extended holidays to regions known to be unsafe or places not associated with the family
- possessing or discussing extremist material
- family not being aware of absences from classes.

Other signs to be aware of:

- family raising additional concerns about the individual and their behaviour
- identifying extremist literature being distributed by pupils or external visitors
- overhearing extremist language and conversations
- concerns about known vulnerable pupils being targeted inside or outside the institution
- use of prayer facilities which are contrary to institution policy
- groups of unknown people gathering close to the campus, campaigning or fund raising for known extremist, or unknown organisations
- stalls / fund raising activities within the campus which haven't been authorised through existing processes, either college or SU based
- study of extremist websites or literature unless part of genuine academic study.

Anti-Bullying

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents.

Racist Incidents

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

Health & Safety

Our Health & Safety policy, set out in a separate document(s), reflects the consideration we give to the protection of our children within the school environment and when away from the school on trips and visits.

Use of mobile phones

Mobile phones have a place in settings, especially on outings when they are often the only means of contact available to settings and can be helpful in ensuring children are kept safe.

We will:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
- Ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example, how to keep personal numbers that may be stored on the phone safe and confidential.
- Adhere to the school policy on the recording of images and the use of equipment -Name where this is to be found

Work mobiles

To protect children we will ensure that the work mobile:

- Is only used by allocated people.
- Is protected with a password/ PIN and clearly labelled.
- Is stored securely when not in use.
- Is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.
- If used for taking photographs, the images are deleted regularly and are taken in line with prior written parent/carer permission.

Personal mobiles

To protect children we will ensure that personal mobiles:

- Are stored securely [say where] and will be switched off whilst staff are on duty.
- Are not used to take pictures of the children attending the setting or that images are not shared.
- Will not be used to take photographs, video or audio recordings in our setting.
- Are not used to contact parents or children –exception will only be by agreement with the SLT.

Visitors are not permitted to use mobile phones or other camera/ internet enabled devices without the express permission of the Headteacher.

Children have signed consent from their parents/ carers giving permission for the child to have a mobile and agreeing that they will stored securely and be switched off or on silent whilst in the setting.(Check this is in line with your policy and paperwork is in place, adjust or remove this paragraph accordingly)

Cameras: Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children we will:

- Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays).
- Ensure the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children are appropriately dressed, and only use the child's first name with an image.
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit consent from the school, for example, for a special event, such as a Christmas play. **PLEASE REFLECT YOUR SETTING'S RESPONSE/POLICY HERE**
- Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws. Ensure where professional photographers are used DBSs, references and parental consent will be obtained prior to photographs being taken.
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- Ensure the use of cameras is closely monitored and open to scrutiny.

SEXTING

'Sexting' (self-generated inappropriate images) is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However insert name of school here.... School takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The school recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as:

- Inappropriate images or videos generated by children under the age of 18, or
- Of children under the age of 18 that are of a sexual nature or are indecent.
- These images are shared between young people and/or adults via a mobile phone, hand held device, computer, 'tablet' or website with people they may or may not know.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that insert name of school here School applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason the Designated Safeguarding Lead (or Headteacher in the absence of the DSL) needs to be informed of any 'sexting' incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

Further advice can be found here:

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

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Sexual Exploitation

At our school we recognise that young people may be the victim of sexual exploitation. We include CEOP materials as part of our universal educational offer to our students to raise their awareness of the issue. Specific concerns about young people in terms of this agenda would be recorded on a 'note of concern' and passed to the designated child protection officer. Where concerns are raised we would then use specific risk assessment tools to help clarify the level of risk surrounding this young person and their involvement in sexual exploitation. Our parents/carers are made aware that this is our policy. The outcome of the risk assessment is used to influence our response. Initially we would seek parental permission to use a range of materials to develop the

students understanding of the risky nature of the activities they may either be involved in or be considering. This would be recorded and planned using the Team Around the Child process. If either the level of risk is too high according to the risk assessment, or where parental consent is not established, immediate advice will be sought from the Safeguarding Unit (474 5657). This may lead to a sexual exploitation meeting being held at the Safeguarding Unit or school being required to make a child protection referral.

Forced Marriage

The Pendlebury Centre is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by the Centre. Child abuse cannot be condoned by religious and cultural reasons.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the college's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community

- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay.

Safer Recruitment

At The Pendlebury Centre we are committed to the safer recruitment practice. We ensure that all appointments in our school are made by a panel which comprises of at least one person who has completed safer recruitment training. A copy of the certificates of everyone who has been trained is retained by school.

Our safer recruitment practices include:

1. Ensuring that all our adverts include a statement which explains our commitment to safeguarding children
2. Displaying our commitment to safeguarding both visually in school and on our website
3. Ensuring that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children
4. Discarding any applications that are made by any applicant who submit a CV instead of the required application form
5. Requesting references prior to interview, using a detailed reference request form
6. Scrutinising the application form and references, to identify any gaps in employment, or inconsistencies in the information presented. We use this information to formulate candidate specific questions that will be used during the interview.
7. Checking the validity of qualifications
8. Checking the identity of the individual concerned
9. Checking the eligibility of the candidate to work in the UK.
10. Asking specific questions during the interview that relate to safeguarding children. We expect candidates to discuss individual experiences rather than talking hypothetically
11. Collecting the information for an Enhanced CRB check
12. Discussing any self-declared information with the candidate in a non-prejudicial way during the interview
13. Reserving the right to call candidates back for further questioning if anything emerges either through the CRB process or late references.
14. Reserving the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose
15. Request that the applicant complete the DBS Authorisation Form (provided by Stockport HR) and submit it to Stockport HR as they undertake the DBS application process. This makes it clear to candidates that they are giving permission for the LA to have sight of their Disclosure whether it be through the Update Service or a new application, and that the LA can transpose information from the Disclosure Certificate in line with the Protection of Freedoms Act 2012 for as long as is necessary to reach a decision about recruitment. After a decision has been made the information will be confidentially destroyed by HR. We will only keep the audit form supplied to us by Stockport HR in school; not the specific content of the Disclosure
16. If the applicant belongs to the Update Service and refuses to give permission for it be used as part of their initial pre-appointment checks a full DBS Enhanced Check will be requested in the usual way
17. When the candidate receives their completed disclosure they will be required to submit it to Stockport HR

In addition we:

- a) maintain our single central record in compliance with guidance laid out in Keeping children safe in education (2015)
- b) maintain our single central record for our own employees, volunteers (including adults and students who are on a work placement) and Governors. To maintain our Single Central Record we follow the advice provided by the Senior Adviser for Safeguarding in Education. The advisory notes are located on Office On-Line.

- c) have a clear process of risk assessing any individuals who come onto our premises who do not require an Enhanced CRB check.
- d) ensure that all visitors to our school are met at Reception and are given a visitors pass/badge. There may be some cases where this does not happen (eg: refuse collection) but these exceptions are listed in the arrangements stated above see (b)
- e) ensure that where appropriate (LA officers/contractors) visitors are asked to show their formal identity badges to link them to a known organisation. They are only admitted to complete known and verifiable duties.
- f) Our Governing Body reviews our Service Level Agreements annually to check the adequacy of the arrangements contractors put in place to ensure that their staff are 'suitable' for working in school.
- g) Retain the audit forms sent from Stockport HR for anyone who features on our Single Central Record
- h) Require all staff to complete the Annual Disclosure Declaration Form in line with the Filtering Rules introduced in 2013 to make us aware of any conduct that may have a bearing upon continued employment at school

Training and support

- Our Headteacher and the Governing Body access safer recruitment courses provided by the Senior Advisor for Safeguarding in Education or by CWDC
- They also keep themselves abreast of developments via the LA training/briefing sessions and supporting documentation. This is provided by the Senior Advisor for Safeguarding in Education in conjunction with HR within SMBC.

Site Security

Our premises committee review site security annually. The reasonable steps we have taken to establish a safe and secure site are identified and recorded.

SMBC Staff and Visits to School

All SMBC employees are required to wear photographic identification badges when working in the Centre. Other visitors will be issued with a Pendlebury Visitors badge.

All visitors are required to sign in and out at Reception.

Managing allegations against members of staff

All school staff must take care not to place themselves in a vulnerable position with a child. All the staff in our school are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or governor to the Headteacher. If the concerns are about the Headteacher they are aware that they report the matter to the Chair of Governors.

When an allegation has been made against a member of staff the Head teacher will consider whether the allegation suggests that the individual has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

If any of the above may have happened the Headteacher must record the concerns, and contact the Local Area Designated Officer (LADO: 474 5657) to ask for advice about how to proceed. The LADO will advise the Headteacher about whether to complete Form 1, or treat the matter internally via other policies (eg. disciplinary/capability). For additional information about the process we refer to the flowchart produced by the LSCB (www.safeguardingchildreninstockport.org.uk).

If the allegation was made against the Headteacher the Chair of Governors should contact the Local Area Designated Officer immediately to ask for advice about how to proceed.

All staff are made aware of this policy at least annually.

As a school we recognise our duty to refer colleagues to the Disclosure and Barring Service (DBS) in accordance with the Protection of Freedoms Act (2012) for their consideration about whether a colleague should be barred from the children's workforce. We would make a referral when conditions set out in the Referral Guidance provided by the DBS on www.homeoffice.gov.uk/dbs are met.

Safeguarding in the Curriculum

The following areas are among those addressed in PSHE and in the wider curriculum

- Bullying/Cyberbullying
- Drugs, alcohol and substance abuse
- E Safety / Internet safety
- Stranger danger
- Fire and water safety
- Road safety/train/tram safety
- Domestic violence / Relationships
- Diversity issues e.g. forced marriage, Female Genital Mutilation (FGM), Honour Based
- Honour Based Violence
- Sexual exploitation of children (CSE)
- Extremism

The wider safeguarding agenda.

This policy should also be read in conjunction with the following policies/documents:

- Behaviour management (including exclusions)
- Anti-bullying
- Equality and Diversity policy
- Care and Control

- Health and Safety
- Acceptable/Responsible Use
- Managing Attendance
- Record Retention Guidelines for Schools (SMBC)
- Managing Medical Conditions
- Visits and Journeys
- Security Statement
- Staff Code of Conduct/Safer Working Practice Guidance for Staff
- Keeping Children Safe in Education (2014)

Serious Case Reviews

At our school we are committed to taking account of any recommendations that are made from local Serious Case Reviews. We are aware that our school may become involved in a Serious Case Review and we are committed to supporting the process. As such we will ensure that the files and records that pertain to a child involved in an incident that may lead to a Serious Case Review are preserved in school and we will co-operate with the representatives from the Stockport Safeguarding Children Board who are undertaking the review.

The Governing Body

Our Governing Body oversees the Head teachers' sound maintenance of all safeguarding procedures in line with this policy. The Head teacher has the day-to-day responsibility for maintaining these procedures with the backing of the Governing Body.

Our Governing Body will advise the Head teacher of its views on specific issues that will promote safeguarding in our school.

Our Governing Body does not discuss any individual cases and never requests to see individual pupil records, although we do ask the Head teacher to explain the effectiveness of their procedures.

Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body
- Pupil surveys and questionnaires
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT and Governing Body to monitor
- Review of parental concerns and parent questionnaires

Ratification

This policy was agreed and adopted by our full Governing Body

Signed:

(Date)

Date for annual review:

KS4 Work Experience/Placement

- i) When we are placing students on work placements/experience, we do so without a CRB check for students working at KS4 in accordance with Keeping children safe in education (2014). Initially we consider carefully where to place a young person, considering any aspects of vulnerability that they may have. When parental consent has been obtained and where learners may be working with other children or vulnerable adults (e.g. in a nursery or care home) a check is done with the Youth Offending Team to determine suitability for the placement, in accordance with our local procedures. We also ensure that the young people are made aware that they will need to verify their identity on arrival at their placement. We also check the suitability of the placement by asking the employer to endorse the principles of child protection, making them aware where to refer the matter if they had concerns about a young person (both in terms of their welfare and/or non-attendance at placement), and by making a decision about whether a CRB check is required about the employer. We record our decision if we decide not to complete a CRB check about the employer. These matters are considered in greater detail when there is a long term placement (equivalent to more than 10/15 working days) in accordance with Keeping children safe in education (2014). We also complete all the necessary health and safety checks in accordance with our health and safety policy.

If we contract other providers to place students on work placements/experience, we ensure that the contract requires the provider to effectively carry out our procedures in relation to Safeguarding and Health and Safety. We regularly monitor the compliance by the provider with the contract we have established. In terms of safeguarding we require the provider to place students working at KS4 without a DBS check in accordance with Keeping children safe in education (2014)

We expect the provider to work with us to consider carefully where to place a young person, considering any aspects of vulnerability that they may have. When parental consent has been obtained and where learners may be working with other children or vulnerable adults (e.g. in a nursery or care home) we expect the provider to complete a check with the Youth Offending Team to determine suitability for the placement, in accordance with our local procedures. We expect the provider to ensure that the young people are made aware that they will need to verify their identity on arrival at their placement. The provider will check the suitability of the placement

by asking the employer to endorse the principles of child protection, making them aware where to refer the matter if they had concerns about a young person (both in terms of their welfare and/or non-attendance at placement), and by making a decision about whether a CRB check is required about the employer. These matters are considered in greater detail by the provider when there is a long term placement (equivalent to more than 10/15 working days) in accordance with Keeping children safe in education (2014)

. If the provider decides that a DBS check about the employer is not necessary they record their decision. We expect the provider to complete all the necessary health and safety checks in respect of the placements.

When we are asked to accept students on work placements/experience, we do so without a DBS check for students working at KS4 in accordance with Keeping children safe in education (2014)

However we do expect that the placing school/organisation has completed the relevant risk assessments to determine the suitability of the young person being recommended to us. We check with the placing school that the checks have been completed. We also check the identity of the young person when they arrive at our school.

WHAT IS ABUSE

The term 'child abuse' is used to describe a range of ways in which people harm children. The harm can be in the form of physical injury, sexual or emotional abuse or neglect. It is worth noting four points here.

- Children can suffer from one or a combination of these from abuse
- Abuse can take place in the home, at school or anywhere where children spend their time.
- It can happen to babies, children and young people of any age, sex, ethnicity, sexual orientation or disability, including those with special educational needs.
- In almost all cases the abuser is someone known (and often trusted) by the child, for example a parent, other relative or family friend.

(NSPCC Child Protection Awareness in Education)

WHAT ARE THE EFFECTS OF CHILD ABUSE

Children are confused and frightened by abuse. They don't know where to turn for help or who they can trust. The effects of abuse are wide-ranging and often profound. They vary according to the individual child, the context of the abuse and how long it has gone on, but can include:

- Behavioural problems (for example aggressive or withdrawn from school)
- Educational problems (for example, difficulty concentrating, under-achieving)
- Mental Health problems, such as depression
- Relationship difficulties

- Being smelly, unkempt or emaciated as a result of neglect
- Drug and alcohol problems
- Suicide or self harm
- In extreme cases, death following abuse

Many survivors comment that the emotional consequences are far more severe than the physical effects of abuse. One survivor described the consequences of the abuse. ***'Today I live with rage and sadness that rules my life, I feel I shall never be a whole human being'***

Many abused children become withdrawn, introverted and depressed, making it harder for outsiders to help. Children who have been abused often suffer from low self-esteem. When adults or other children treat them as though they are worthless, they begin to believe they are worthless. Believing that they cannot be helped, they withdraw into their own isolated world. The effects of abuse are long lasting and sadly, many victims of abuse endure a sense of guilt believing that they themselves caused the abuse to take place.

Fortunately children who are abused can be helped. What is vital is that everyone who works with children is equipped to recognise signs of child abuse at the earliest opportunity so that the harm can be stopped and the damage can start to be repaired.

(NSPCC Child Protection Awareness in Education)

CATEGORIES OF ABUSE

THERE ARE FOUR CATEGORIES OF ABUSE

These categories are used for entry on the Child Protection Register, and for statistical recording

- NEGLECT
- PHYSICAL INJURY
- SEXUAL ABUSE
- EMOTIONAL ABUSE

DEFINITIONS AND RECOGNITION OF CHILD ABUSE

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child's health or development, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

PHYSICAL ABUSE

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness or FII (fabricated or induced illness in a child by a parent or carer).

EMOTIONAL ABUSE

This is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects in the child's emotional development. It may involve conveying to children they are worthless or unloved, inadequate, or valued insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

INDICATORS OF PHYSICAL ABUSE

- Fractures and bruises in non-walking children
- Recurrent unexplained injuries or burns
- Pinch bruises, bite marks
- Bruises around the ears and mouth, black eyes
- Explanation inconsistent with injury
- Untreated injuries
- Refusal to discuss injuries
- Admission of excessive punishment
- Running Away
- Aggression
- Self-harming
- Fear of going home
- Arms and legs covered in hot weather
- Withdrawal from physical contact
- Frozen watchfulness
- Fear of medical help
- Bald patches
-

QUESTIONS TO ASK ABOUT INJURIES

Being alert to the possibility of abuse

- What is the injury? Does it appear accidental?
- Where is the injury? Is it in an unusual site?
- When was it caused? Is the age of the injury right?
- Why was it caused? What accounts are being given?
- Who caused it? (Both stated and suspected).
- Witnesses? Do the stories tally?
- Is there any further information that you require? If so what?
- Who would you talk to?
- When would you seek outside assistance? From whom?
- What would you record? Where would records be kept?

INDICATORS OF NEGLECT

- Running away
- Constant hunger or tiredness (both)
- Frequent lateness, or non attendance at school
- Low self esteem
- Untreated medical problems
- No social relationships
- Compulsive stealing or scavenging
- Poor personal hygiene

INDICATORS OF EMOTIONAL ABUSE

- Speech delay
- Impaired capacity to enjoy life
- Low self esteem
- Learning difficulties
- Withdrawal from relationships with peer group
- Opposition, defiance or passive behaviour
- Self harming
- Compulsive behaviour
- Pseudomature behaviour
- Running away
- Alcohol drug, solvent abuse
- Stress symptoms

INDICATORS OF SEXUAL ABUSE

- Overly compliant behaviour
- Acting out, aggressive behaviour
- Hints about sexual activity
- Pseudomature behaviour
- Persistent and inappropriate sexual play with peers or toys or themselves, or sexually aggressive behaviour with others
- Detailed and age-inappropriate understanding of sexual behaviour
- Arriving early at school and leaving late with few, if any absences
- Poor peer relationships
- Lack of trust
- Inability to concentrate at school
- Extraordinary fear of males (in case of male perpetrator)
- Seductive behaviour
- Running away from home
- Regressive behaviours
- Withdrawal, clinical depression, suicidal feelings
- Pregnancy
- Sexual transmitted diseases
- Soreness and injury of the genital and/or anal areas
- Recurrent urinary tract infections
- Excessive masturbation

CHILD PROTECTION CONTACTS

Telephone Numbers

**Safeguarding Unit
Contact Centre**

0161 474 5657

0161 217 6028

If a student is not known to have a Social Worker, contact the area office nearest to where a student lives. If there is no answer, contact the Safeguarding Unit and, if they cannot help, contact Mount Tabor as Pendlebury falls within their catchment area.

When telephoning, always:

- request to speak to the Duty Officer. Explain that it is to discuss a Child Protection issue, without giving any further details;
- stress immediacy;
- ask for verbal advice and then discuss appropriate follow up support;
- provide Social Services with appropriate information as requested;
- if asked to send the student independently to their offices, refuse and insist that a Social Worker visits the Centre.

Reporting to the Governing Body

Our Governing Body oversees the Head teachers' sound maintenance of all safeguarding procedures in line with this policy. The Head teacher has the day-to-day responsibility for maintaining these procedures with the backing of the Governing Body. The designated Governor for safeguarding is Jane Maxey

Our Governing Body will advise the Head teacher of its views on specific issues that will promote safeguarding in our school. This may for example be around promoting a parental understanding of the agenda.

Our Governing Body does not discuss any individual cases and never requests to see individual pupil records, although they do ask the Head teacher to explain the effectiveness of their procedures.

Ratification

This policy was agreed and adopted by our full Governing Body

Signed:

(Date)

Date for annual rev

Appendices

Paper copies in file;

What to do if you are concerned flow chart p1-2

What to do if a child discloses abuse p3-4



What to do if you are concerned that a child/young person is being abused (flowchart for Education)

INFORMATION YOU MAY BE ASKED TO PROVIDE

When you make a referral to Social Care (Children's Services) or to the police, you should provide as much of the following information as possible:

- **Child's name, date of birth, address, telephone number and ethnic origin;**
- **Family details** - who lives in the home - and any other significant adults;
- What is causing concern and the **evidence** that you have gathered to support your concerns;
- Any **special needs** the child and/or family may have including language, disability and communication;
- Clarification of discussion with any family members if a discussion has been appropriate;
- Clarification of any ongoing assistance that you are giving to the family;
- Your name, workplace and contact telephone number.

All Child Protection referral phone calls made to the Contact Centre to secure a response from Social Care must be supported with written documentation. Ideally in Stockport this should be on a Common Assessment Framework (CAF). This should be faxed to the Contact Centre on 476 3504. CAF's that are used to support Child Protection referrals can remain unsigned by the parent/carer.

TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL

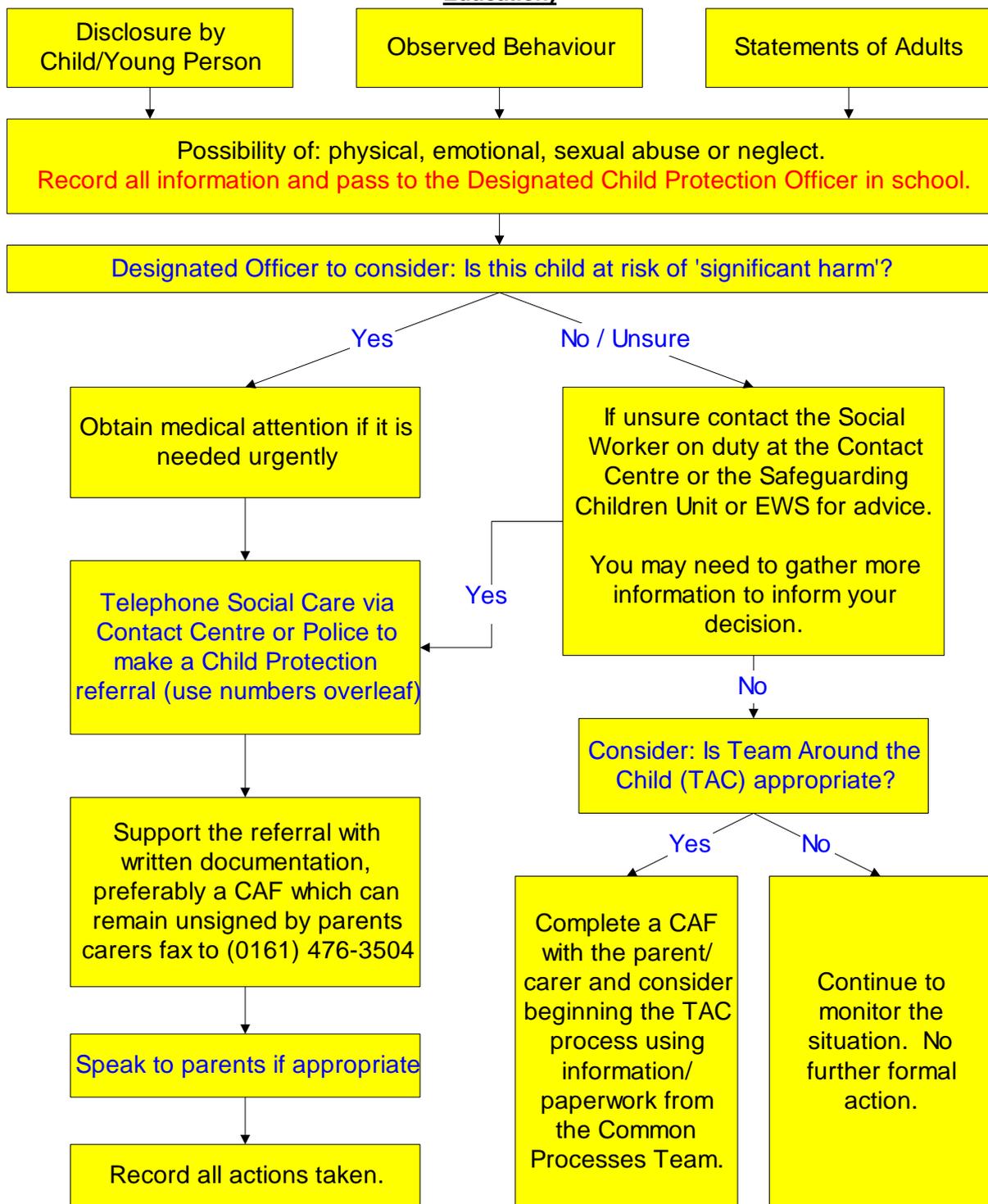
Social Care

- The Customer Enquiry and Referral Management Team (CERMT)
Monday to Thursday 8.30am to 5.00pm, Friday 8.30am to 4.30pm.
tel. (0161) 217-6028 or 6024.
Duty out of hours (Social Care) tel. (0161) 718-2118
- Early Intervention & Family Support Service (Baker Street)
tel. (0161) 475-6700
- Greater Manchester Police tel. (0161) 872-5050
- Greater Manchester Police Child Protection Unit tel. (0161) 856-9931

Advice

- Education Welfare Service tel. (0161) 474-2195
- Safeguarding Children Unit tel. (0161) 474-5657
- Common Processes team (CAF & TAC) tel. (0161) 474-5654
- Senior Adviser for Safeguarding in Education tel. (0161) 474-5657

What to do if you are concerned that a child/young person is being abused (flowchart for Education)



REMEMBER: It is not the role of Education to investigate a Child Protection concern. Report the information you have and Social Care and/or the Police will investigate.

WHAT TO DO IF A CHILD DISCLOSES ABUSE

Always follow the 4 R's.

1. RECEIVE

- **LISTEN** to the child/young person. If you are shocked at what the child/young person says to you try not to show it. Take what the child/young person says to you seriously, children and young people rarely lie about abuse and if they are not believed it adds to the traumatic nature of disclosing. If they meet with revulsion or disbelief, children and young people may retract what they have said.
- **ACCEPT** what the child/young person says. Be careful not to burden the child/young person with guilt by asking, "Why didn't you tell me before?"

2. REASSURE

- **STAY CALM** Reassure the child/young person that they have done the right thing in talking to you. Be honest with the child/young person. Do not make any promises that you are unable to keep, like "I'll stay with you", or "Everything will be all right now".
- **DO NOT** promise confidentiality.
- **TRY** to alleviate any feelings of guilt that the child/young person displays, e.g. "You are not alone, you are not the only one this sort of thing has happened to".
- **ACKNOWLEDGE** how hard it must have been for the child/young person to tell you what has happened.
- **EMPATHISE** with the child/young person. Don't tell them what they should be feeling.

3. REACT

- **REACT** to the child/young person only as far as is necessary for you to establish whether or not you need to refer to matter.
- **DO NOT** interrogate the child or make investigations with third parties to establish any of the facts.
- **AVOID** asking leading questions, for example "Did he touch your penis?"
- **BE** careful about what you ask the child; you may taint any evidence being put before a court.

- **USE** open questions, such as, “Is there anything else you would like to tell me?” or “When did it happen?”
- **DO NOT** criticise the perpetrator. The child/young person may love him/her and reconciliation may be possible.
- **DO NOT** ask the child to repeat what has been said to another member of staff.
- **EXPLAIN** what you have to do next and to whom you have to talk to.
- **INFORM** the appropriate person according to your procedure/protocol.

Our designated officer is: Mrs Janice Cahill, Headteacher

4. RECORD

- **AS SOON** as is reasonably practicable make notes on what has happened.
- **DO NOT** destroy these notes, they should be retained in a safe place. The court in any legal process may require them.
- **RECORD** Place, date, time and details of the child/young person involved. Record any noticeable non-verbal behaviour of the child/young person. If the child/young person uses their own words to describe sexual organs/acts, record the words spoken. Do not translate them into proper words.
- **DRAW** a diagram (using ‘record of marks observed on a child’) to indicate positioning, size and location of any injuries you have identified
- **BE OBJECTIVE** in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on FACT. A fact is any event that can be perceived by one of the five senses.

SUPPORT

Identify the support network available to yourself, as certain disclosures can be emotive. This may include Staff Counselling Services.

Be aware that after the event, the child/young person may need support. Be prepared for this within your organisation.

Be aware of the sources of advice available for discussion or advice.

This includes:

Children’s Social Care 217 6028

Safeguarding Children Unit 474 5657

Designated members of staff within the setting.

Senior Advisor for Safeguarding in Education – Julia Storey (474 5958)