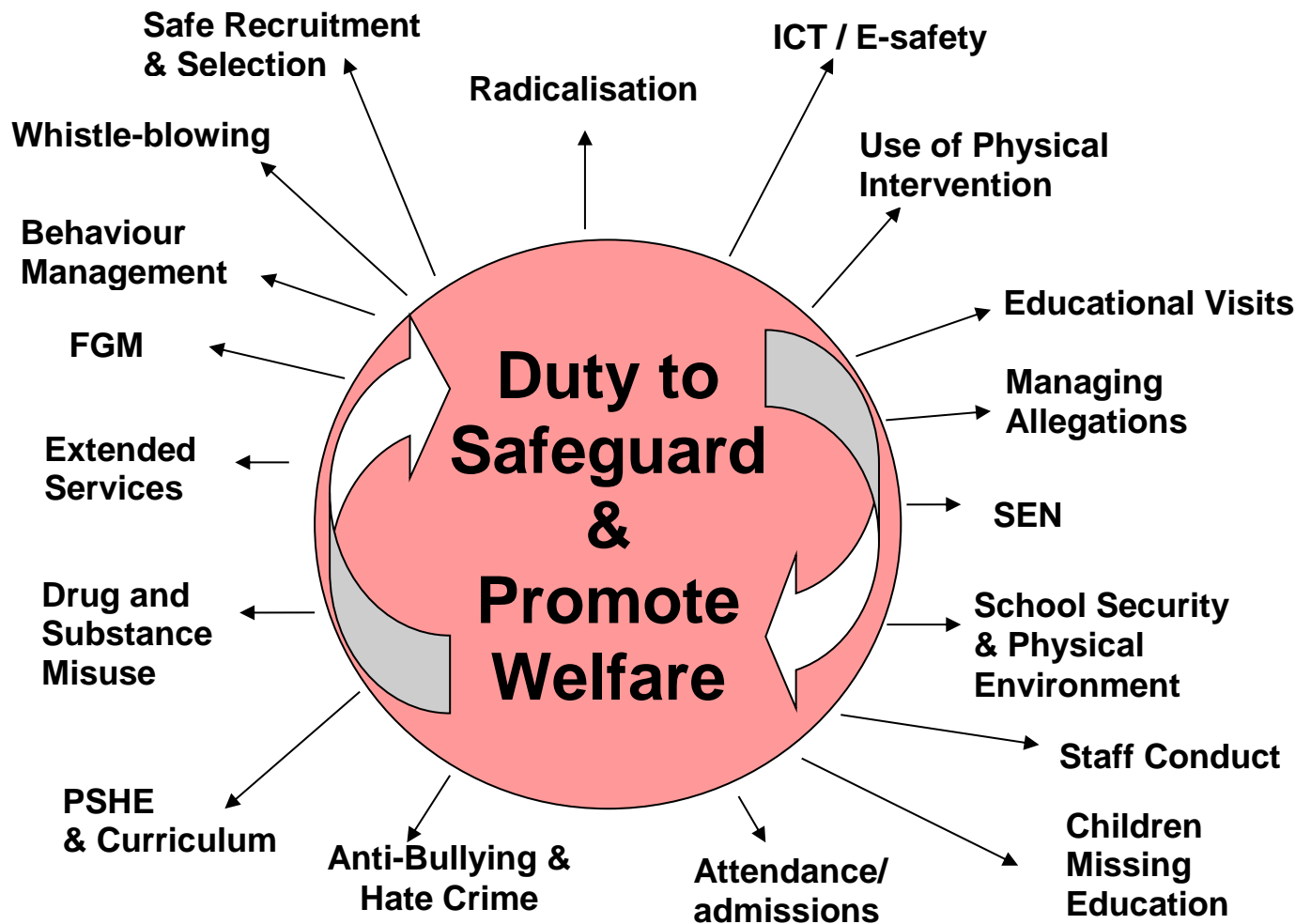


## **Crossgates Primary School Child Protection**



## Whole-School Policy on Child Protection

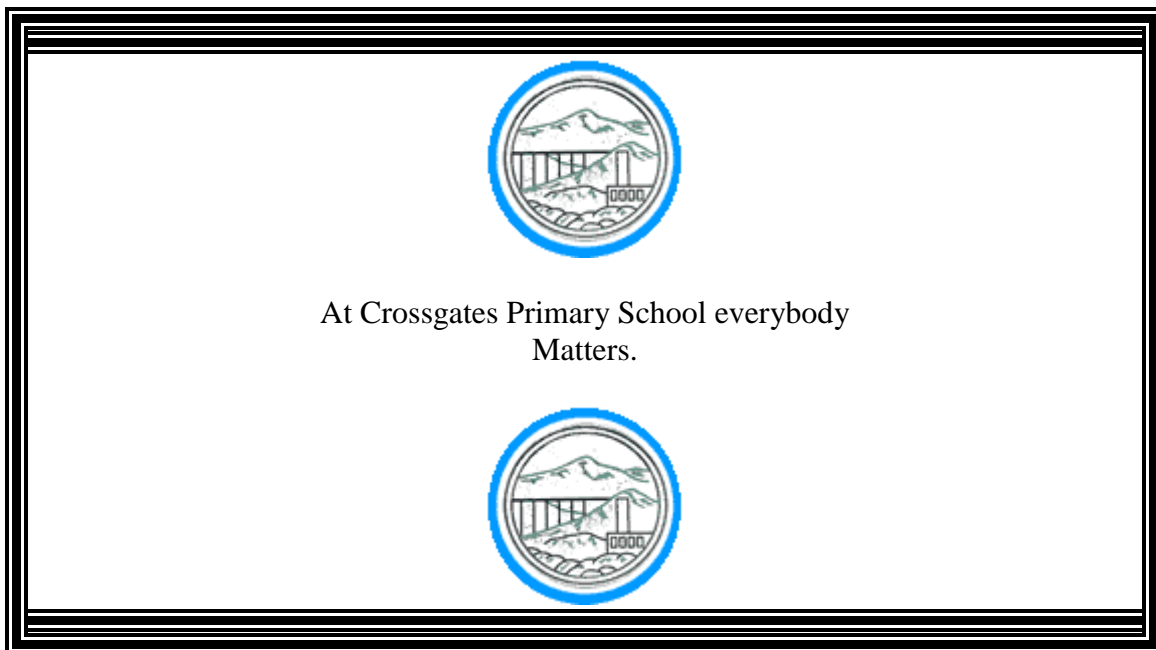
Crossgates Primary School

### 1. PURPOSE OF A CHILD PROTECTION POLICY

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

### 2. INTRODUCTION

2.1.



Everybody is valued and respected. Together we work towards a shared vision. Education at Crossgates is a fusion of excellence, enjoyment, engagement in learning and excitement. We enable the development of the whole child in a caring positive environment.

At Crossgates:

- We are proud of our family.
- We make the most of every day and everybody.
- Every child has the right to make progress through personalised learning and equality of opportunity.
- We will ensure that all the teaching and learning will be of the highest quality.

- Children will be prepared for the 21<sup>st</sup> century. We will equip children with the technological skills they will need for their future.
- Through a broad, rich, creative curriculum we build upon secure foundations for learning. We promote an enjoyment of learning to develop lifelong learners.
- We value all parts of the day and all areas of the curriculum.
- We develop children's rights, respect and responsibilities and encourage pupil voice.
- We provide the opportunity to be a part of a caring community where the school is at the hub. Where every individual is respected and valued.
- We develop independent inquisitive learners with the ability to persevere through challenging tasks.
- We will raise awareness of global issues and the impact on their lives.
- We promote healthy lifestyles through a range of sporting activities, education and healthy food choices.

And why? Because we are ALL worth it!

|            |            |             |
|------------|------------|-------------|
| EXCELLENCE |            | ENGAGEMENT  |
|            | CROSSGATES |             |
| ENJOYMENT  |            | EXCITEMENT. |

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

There are three main elements to our Safeguarding Policy.

- (a) **Prevention:**  
(e.g. positive school atmosphere, teaching and pastoral support to pupils).
- (b) **Protection:**  
(By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns/disclosures).
- (c) **Support:**  
(To pupils and school staff and to children who may have been abused).

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

### 3. SCHOOL COMMITMENT

- 3.1. We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of 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.  
(How will this be achieved?)

- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. This will be made very clear to children at all times and this will be checked with children.
- (c) Include in the curriculum activities and opportunities for PSHE and Philosophy which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.
- (d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

#### **4. 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 ....., contributing to the assessment of a child's needs using the Children's Needs and Response Framework and, in particular, using and embedding the Common Assessment Framework as an early intervention assessment tool 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.

4.1 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).

- Jane Norton attends and receives updates from the RBSCB.
- on this Board Headteacher's are represented reps Primary & Secondary & Sandra Bowness, Assistant Director, Early Help and Schools

**[www.rbscb.org](http://www.rbscb.org) will provide you with all of the information you need about the local safeguarding board.**

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

| <b>Academic Year</b> | <b>Designated Safeguarding Lead (DSL) &amp; or Deputy DSL</b> | <b>Nominated Governor</b> |
|----------------------|---|---------------------------|
| 2015/16              | Lead - Jane Norton<br>Deputy lead – Emma McMahon              | Tracey Morrissey          |

**B. Training for Designated Staff in School (DSLs)** should refresh their multi-agency training every 2 years)

| <b>Name of Staff Member / Governor</b> | <b>Date when last attended Safeguarding Training</b> | <b>Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team)</b> |
|--|--|---|
| Jane Norton                            | 12 <sup>th</sup> February 2014                       | Jude Crabtree   |
| Emma McMahon                           | 12 <sup>th</sup> February 2014                       | Jude Crabtree   |
| Tracey Morrissey Governor              | 12 <sup>th</sup> February 2014                       | Jude Crabtree   |

| <b>Name of Staff Member/ governor</b> | <b>Date when last attended child protection training.</b>                                    | <b>Provided by whom? (E.g. RBSCB, Governor support services, attendance and safeguarding team)</b> |
|---------------------------------------|--|--|
| Jane Norton                           | March 2010   | Governor support services  |
| John Millington                       | Safer recruitment training   |  |
| Jane Norton                           | 9 <sup>th</sup> July 2010<br>Working together- multi-agency                                  | RMBC   |
| Jane Norton                           | 13 <sup>th</sup> July 2010 Allegations course  | RMBC   |
| Jane Norton                           | 14 <sup>th</sup> June 2010<br>21 <sup>st</sup> October 2010<br>Safeguarding leaders meeting. | Jude Crabtree  |
| Jane Norton                           | 15.1.11 serious case reviews   | RMBC   |
| Jane Norton                           | Children's needs and response framework<br>June 2011   | RMBC   |
| Jane Norton                           | CAF briefing<br>8 <sup>th</sup> September 2011   | Kate Chambers  |
| Jane Norton                           | Multi agency training – learning lessons from local serious SCRs<br>19.11.13                 | RBSCB  |
| Jane Norton                           | Allegations management<br>17.9.14  | RMSCB  |
| Jane Norton                           | Domestic abuse and the impact on the child<br>21.1.15  | RBSCB  |
| Jane Norton                           | Prevent training<br>16.11.15   | RMBC   |
| Jane Norton                           | Safer recruitment training<br>26.11.15   | NSPCC  |
| Jane Norton                           | Multi agency training – Safeguarding children with disabilities 4.12.15                      | RBSCB  |

|                                       |   |       |
|---------------------------------------|---|-------|
| Jane Norton                           | Stepdown briefing<br>23.2.16  | RSSCB |
| Jane Norton                           | Working together to<br>Safeguard Children 18.4.16                             | RBSCB |
| Jane Norton                           | Allegations management<br>27.4.16   | RBSCB |
| Jane Norton                           | Safeguarding and<br>Supervision<br>29.4.16                                    | RBSCB |
| Emma McMahon                          | Working together to<br>safeguard children<br>June 2012                        | RBSCB |
| Emma McMahon                          | Multi agency training –<br>Safeguarding children with<br>disabilities 4.12.15 | RBSCB |
| Emma McMahon                          | Safer recruitment training<br>26.11.15  | NSPCC |
| John Millington<br>Chair of Governors | Safer recruitment training<br>1.7.15  | NSPCC |
| Tracey Morrissey                      | Safer recruitment training<br>26.11.15  | NSPCC |

**C. Whole School Staff Safeguarding Children Training** (all staff should receive induction and a training update at regular intervals)

| <b>Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)</b> | <b>Date</b>  | <b>Training Delivered by</b>    |
|--|--|---------------------------------|
| All teaching and welfare staff.<br>Kitchen staff and cleaners and<br>caretakers            | 18 <sup>th</sup> May 2010<br>Updated 12 <sup>th</sup><br>February 2014                                       | Jude Crabtree                   |
| Teaching staff   | Children's<br>needs and<br>response<br>framework<br>2 <sup>nd</sup> September<br>2011                        | Jane Norton delivered to staff. |
| All teaching and welfare staff.<br>Kitchen staff and cleaners and<br>caretakers            | November 2012<br>Whole school<br>Child Sexual<br>Exploitation  | Jane Norton delivered to staff. |
| All teaching and welfare staff.<br>Kitchen staff and cleaners and<br>caretakers            | Prevent briefing<br>by Headteacher<br>November 2015<br>All staff will<br>receive training<br>in January 2016 | Jane Norton delivered to staff. |

**D. Annual Review date for this policy**

| <b>Review Date</b>  | <b>Changes made</b>                 | <b>By whom</b>     |
|---------------------|-------------------------------------|--------------------|
| <b>October 2015</b> | <b>In line with new legislation</b> | <b>Jane Norton</b> |

## 5. ROLES AND RESPONSIBILITIES

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

5.2 The safe guarding lead (Jane Norton) is the first point of contact for all staff. If she is not available then staff must discuss any concerns or situations with the deputy lead (Emma McMahon). It is their responsibility to risk assess a situation and to refer to other services if needed. They must also monitor the impact for the children and ensure things are in place for the child.

5.3 The Head Teacher is the Designated Safeguarding Lead.

5.4. The role of the Governing Body

The Governing body is accountable for ensuring that the education setting has effective policies and procedures in place in accordance with this guidance, and for monitoring the school's compliance with them. Neither the governing body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff). Some governing bodies have found it helpful for an individual member of the governing body to champion child protection issues within the school, liaise with the head teacher about them, and provide information and reports to the governing body. However, it is not appropriate for that person to take the lead in dealing with allegations of abuse made against the head teacher. That is the role of the chair of governors or, in the absence of a chair, the vice or deputy chair. Whether the governing body acts collectively or an individual member takes the lead, it is helpful if all members of the governing body undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

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

**Education Safeguarding Officer - 01706 925384**

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

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

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

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

**Safeguarding Unit – 0300 303 0350**

External Agency

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

## 6. PROCEDURES

6.1 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)



- Staff will be kept informed about updates to the Child Protection procedures during staff meetings and any information will be placed on the 'O' drive to read.
- Other adults in school will be informed about any Child Protection concerns during meetings with the Headteacher or Deputy Headteacher.
- The policy will be on the website to inform the parents of the school's duties and responsibilities in regard to Child Protection.

## **7. TRAINING AND SUPPORT**

7.1. Our school will ensure that the Headteacher, the Designated Safeguarding Lead and the nominated governor for Child Protection will attend training relevant to their role at regular intervals. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training within this timescale.'

- All staff will receive basic training on Child Protection every three years from RBSCB
- Staff will be updated on changes during staff meeting.
- If staff have any concerns they can refer to RBSCB or they can contact children's services themselves. The number is displayed in the Headteacher's office.

## **8. CONFIDENTIALITY**

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

- The school has a confidentiality policy and all staff sign a confidentiality statement. If this is not adhered to, staff know that it is a disciplinary matter.
- Staff must never guarantee confidentiality to a child as information must be shared to keep them safe.
- If a child asks an adult to keep a secret the adult must explain that they must discuss it with the Headteacher who will ensure they get the correct support and not to worry about that. They must reassure the child that they have done the right thing in telling an adult.
- This information will not be shared with anyone else in school unless it is appropriate. The Headteacher or deputy will decide this.
- A referral should be made to the MASS team. (multi-agency team)

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

8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some

circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

## **9. RECORDS AND MONITORING**

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

- Each child has an every child has a story file. Concerns are recorded in this, signed and dated. Children are monitored through this file.
- The Headteacher and deputy will know if a child is being monitored.
- If it is apparent that there are Child Protection concerns, this must be recorded on the Headteacher computer. These are only printed when needed.
- Any printed records are kept in individual files in a separate cupboard in the Headteacher's office. Staff do not have open access to these files. Only the head and deputy.
- When a child leaves Crossgates, the Child Protection file is copied. One file stays at Crossgates and the other is passed over to the new school.

## **10. CHILD PROTECTION CONFERENCES**

- When a child is at CP, conferences are held at Number one Riverside. This is where the CP plan is reviewed and progress discussed. The Headteacher will attend these. If she is absent, then the Deputy Headteacher will attend.
- The Headteacher will produce a report and take the child's views too.

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

11.1 Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self worth 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. Crossgates is fully supportive and will everything within their powers to support the child and the family.

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<sup>1</sup>.

11.2 This school will endeavour to support pupils through:

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<sup>1</sup> Guidance for schools on the management and support of harmful sexual behaviours presented by children and young people, for example, is available at [www.rbscb.org](http://www.rbscb.org)  
Child Protection Policy 2015 – 16

- (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;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) 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;
- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.

11.3 This policy should be considered alongside other related policies in school.

- Supporting Pupils with Medical Needs
- School Security
- 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)
- Behaviour Management Policy
- Anti-bullying
- Special Educational Needs
- Health and Safety
- E-safety
- Allegations of Abuse Against Staff

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

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

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

Staff are advised that when changing a small child, or toileting a child they must do so in pairs. The school is very open; therefore there are not many opportunities for children to be alone with staff. Staff must avoid situations where allegations could be made against them. For example, when transporting children in cars, two members of staff must be in the car.

It is important when dealing with safeguarding issues that staff's personal experiences do not affect their judgement.

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

All staff at Crossgates have enhanced CRBs or DBS checks. They have also completed childcare disqualification forms and association forms. From April 2014 all newly

appointed staff will have Prohibition order checks completed on them. All staff, volunteers and agency staffs' information is held on the Single Central Register.

When recruiting, at least one member of the panel has been through the safer recruitment training.

There is a whistle blowing policy in school. Staff know that they must report another member of staff if they are concerned about their behaviour.

See DfE Statutory Guidance on 'Keeping Children Safe in Education' July 2015 – all staff have read this guidance.

### **Protecting children from radicalisation: the prevent duty (DfE June 2015)**

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our School has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Our School is committed to:

- Establishing a single point of contact in terms of safeguarding
- Assess risk of students being drawn into terrorism
- Develop an action plan to reduce the risk
- Train staff to recognise radicalisation and extremism
- Refer vulnerable people to Channel
- Prohibit extremist speakers and events
- Manage access to extremist material - ICT filters
- Be confident about British Values

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offence or harm to others.

We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are particularly vulnerable to extreme views / radicalisation and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures

**Further departmental advice available at:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/pr-event-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/pr-event-duty-departmental-advice-v6.pdf)

**Female Genital Mutilation**

**Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers<sup>10</sup>, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

<sup>10</sup> Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term ‘teacher’.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report cases where they discover that an act of FGM appears to have been carried out to the police. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. Further guidance available below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447596/KCSIE\\_Part\\_1\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf)

## SCHOOL CHILD PROTECTION PROCEDURES

### 1.

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

**The Designated Safeguarding Lead is: Jane Norton**

**The Deputy Designated Safeguarding Lead is: Emma McMahon**

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'Child Protection' then a discussion with their DSL/line manager will assist in determining the most appropriate next course of action<sup>2</sup>:

**Staff should never:**

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

**What should the DSL consider right at the outset?**

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need and consider the Children's Needs and Response Framework?)
- Can the level of need identified be met:
  - In or by the school or by accessing universal services/without referral to the MASS or other targeted services?
  - By working with the child, parents and colleagues?
  - By completion of a CAF 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 the Multi Agency Screening Service requesting that an assessment of need be undertaken? (**Section 17 Child in Need referral**)
- Is the level and/or likelihood of risk immediate and such that a Child Protection referral needs to be made (i.e. a child is suffering or is at risk of suffering significant harm? (**Section 47 Child Protection referral**))
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals, recording, etc)

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

The Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

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<sup>2</sup> Detailed information on possible signs and symptoms of abuse can be found at [www.rbscb.org](http://www.rbscb.org) in the Rochdale Borough Multi-Agency Safeguarding Children procedures.  
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### **3. Thresholds for Referral to the Multi Agency Screening Service (MASS)**

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

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

Under section 17 (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; or where they have
- (c) **There is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.**

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

**The Designated Safeguarding Lead will make judgements around 'significant harm', levels of need and when to refer. (Children's Needs and Response Framework)**

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

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

The DSL should look with other services as part of the Early Help Strategy to complete a Common Assessment Framework (CAF) and copy this to:  
[karen.donnelly@rochdale.gov.uk](mailto:karen.donnelly@rochdale.gov.uk)

- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate), this should be identified on the CAF
- Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a Child Protection referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents).

##### (ii) Child Protection

Use the multi-agency referral form (MARF) ([www.rbscb.org](http://www.rbscb.org)) for referrals to the Multi Agency Screening Service where it is considered that a child may be at risk of or suffering significant harm. If a CAF is in place then this information can form part of the CP referral but the school must complete the front sheet of the multi-agency referral form.

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

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

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster ongoing trust, particularly as the source of referrals will be disclosed to parents except in a limited number of circumstances. If you feel that your own or another adult's immediate safety would be placed at risk by informing parents then you should seek advice and/or make this clear on the referral or in any telephone contact with the Multi Agency Screening Service.



## **5. The MASS Responses to Referrals and Timescales**

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

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

## **6. Feedback from the MASS**

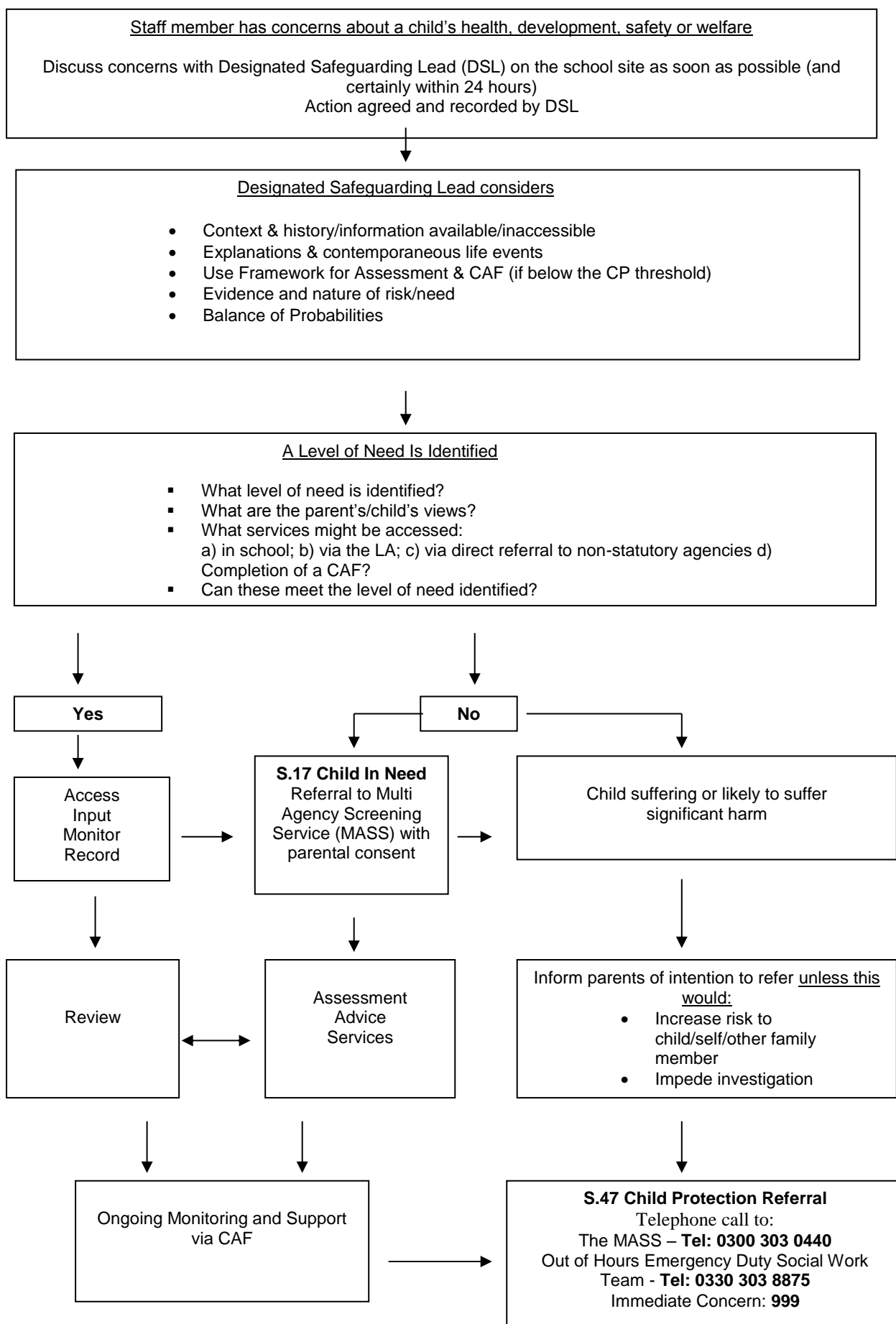
The MASS has 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent Child Protection referral, and where this places school / a child(ren) in a vulnerable position, you should ask to speak to the relevant Team Manager at MASS (0300 303 0440) or the Education Safeguarding Officer (01706 925384)

## **7. Risk Assessment 'Checklist'**

- ☐ Does/could the suspected harm meet the Rochdale Borough Multi-Agency Safeguarding Children 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, episodic?
- ☐ Did any injuries result from spontaneous action, neglect, or intent?
- ☐ Explanations consistent with injuries/behaviour?
- ☐ Severity and duration of any harm?
- ☐ Effects upon the child's health/development?
- ☐ Immediate/longer term effects?
- ☐ Likelihood of recurrence?
- ☐ Child's reaction?
- ☐ Child's perception of the harm?
- ☐ Child's needs, wishes and feelings?
- ☐ Parents'/carers' attitudes/response to concerns?
- ☐ How willing are they to co-operate?
- ☐ What does the child mean to the family?
- ☐ What role does the child play?
- ☐ Possible effects of intervention?
- ☐ Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- ☐ Familial strengths and weaknesses?
- ☐ Possibilities?
- ☐ Probabilities?
- ☐ When and how is the child at risk?
- ☐ How imminent is any likely risk?
- ☐ How grave are the possible consequences?
- ☐ How safe is this child?

- ☐ What are the risk assessment options?
- ☐ What are the risk management options?
- ☐ What is the interim plan?

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



**The Designated Safeguarding Lead in School is: Jane Norton ..... Tel / 01706 654573**  
**The Deputy DSL is Emma McMahon ..... Tel / 01706 654573**

## APPENDIX 2: TALKING AND LISTENING TO CHILDREN

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

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

### You should **NEVER**

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

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

- 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);
- Be written in ink and be signed by the recorder;
- Be passed to the DSL or Head Teacher immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

### **What information do you need to obtain?**

- 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 share immediately with the Designated Safeguarding Lead/Head Teacher/line manager.

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

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

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

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

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

1. ‘Keeping Children Safe in Education’, DfE (Statutory Guidance revised in July 2015) replaces ‘Safeguarding Children & Safer Recruitment in Education DCSF (2007) and former DCSF Guidance, and makes clear roles and responsibilities of education professionals, establishments and organisations<sup>3</sup>.  
All staff in education settings should have read at least Part 1 of this statutory guidance.
2. The Rochdale Borough Multi-Agency Child Protection procedures can be found on the Rochdale Borough Safeguarding Children Board website [www.rbscb.org](http://www.rbscb.org) and make explicit what action should be taken at the point of referral to the Multi Agency Screening Service (MASS) or the police and thereafter<sup>4</sup>

<sup>3</sup> Includes the most up to date guidance on the requirement for staff working with children/young people to have enhanced DBS checks and Safe Recruitment and Selection processes in place.

<sup>4</sup> The Rochdale Borough Multi-Agency Safeguarding Children procedures are available electronically and can be accessed via the RBSCB web site: [www.rbscb.org](http://www.rbscb.org)

3. Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2015);
4. What to do if you are worried a child is being abused – Advice for practitioners (DfE, 2015)
5. In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

SIGNED

Chair of governors -----

Date -----

Headteacher -----

Date -----