



Safeguarding Handbook

2017 - 2018



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Keeping children safe in education (2016)

Key Points

1. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance **Working together to safeguard children**.
2. Safeguarding and promoting the welfare of children is everyone's responsibility
3. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
4. Children includes everyone under the age of 18.
5. School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
6. All school and college staff have a responsibility to provide a safe environment in which children can learn.

Effective Safeguarding

- Places the welfare of the child paramount.
- Supports children's rights.
- Emphasises the importance of listening you young people.
- Helps to raise attainment and achievement by meeting the needs of all children more effectively.
- Helps address behaviour issues.
- Reduces exclusions and supports inclusion.
- Supports open communication with parents and carers.
- Promotes a positive culture/ethos.
- Encourages a multi-agency approach to meeting need.

'All agencies working together with children, young people and their families take all reasonable measures to ensure that the risks of harm to all children's welfare are minimised; and where there are concerns about children and young people's welfare, all agencies take appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies'.

Safeguarding Children – A joint Chief Inspectors' Report on Arrangements to Safeguard Children 2002.

Designated Staff in school

The staff named below have made a commitment to take ownership of any concern in school relating to the safety of a child.

Adele Hulton

Deputy Head/Safeguarding Lead
Telephone Number **(102)**

Sarah Livesey

Associate Head/Director of Teaching School
Telephone Number **(137)**

Carol Higgs

Safeguarding Officer
Telephone Number **(241)**

Louise Elsworth (170)

Zoie Thompson (223)

Donna Boardman (163)

Jacqueline Westbury (138)

Janine Kellett

Head Teacher (196)

If you have any concerns about a student in this school you must discuss it with one of the people listed above. Please avoid doing this by email where possible. Designated staff will ensure that they make themselves available to give advice on child protection matters.

Why is school so important?

We are in regular and frequent contact with young people - staff working in schools are well placed to notice changes and identify children who are at risk.

The following signs **may** signal the presence of child abuse or neglect.

- Shows sudden changes in behaviour or school performance
- Has not received help for physical or medical problems brought to the parents' attention
- Is always watchful, as though preparing for something bad to happen
- Is overly compliant, passive, or withdrawn
- Comes to school or other activities early, stays late, and does not want to go home
- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Shrinks at the approach of adults
- Is frequently absent from school
- Begs or steals food or money
- Lacks needed medical or dental care, immunizations, or glasses
- Is consistently dirty and has severe body odor
- Lacks sufficient clothing for the weather
- Abuses alcohol or other drugs
- States that there is no one at home to provide care
- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting

- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour
- Runs away
- Shows extremes in behaviour, such as overly compliant or demanding behavior, extreme passivity, or aggression
- Has attempted suicide
- **Facts and Figures**

Be aware that abuse crosses all cultures and all social classes and because this is true we must always adopt an attitude of 'respectful uncertainty'. In other words, we cannot dismiss concerns because of a person's social standing, job, vocation or outward demeanor. We must always act on any concern with the sole purpose of protecting children.

- Three-quarters of sexually abused children did not tell anyone about the abuse at the time. 27% told someone later. Around a third still had not told anyone about their experience(s) by early adulthood.
- Police recorded over 23,000 sex offences against children aged under 18 years in England and Wales between April 2010 and March 2011.
- On average, every week in England and Wales at least one child is killed at the hands of another person.

Be prepared for a disclosure. Students who trust you may decide the time is right to tell someone what is going on in their lives. It has happened in this school.

Staff here have made a significant difference to some students' lives.

Ask a pupil if you are concerned about them, we must ask if we think something is wrong or if we see an injury.

What should I do if someone makes a disclosure?

DO:

- Discuss your concerns the designated staff
- Believe the child and acknowledge the fact that they have been brave to tell you.
- Reassure them that what has happened is not their fault
- Be reassuring and explain that what has happened is not unusual and has happened to other children.
- Be honest about your position – you must not promise that you will not tell anyone else. Explain that you will have to tell one of the designated people and say who they are.
- Keep them fully informed of what you are doing and why.
- As soon as you can make an accurate written record of what you have been told. Include dates and times and what was said.

DON'T:

- Be afraid to report any concern no matter how trivial it seems.
- Make promises you cannot keep.
- Interrogate with lots of questions. That is the job of Children's Services and the Police.
- Doubt what you have been told. Remember it has taken a great deal of courage for them to tell you.
- Say something that might make the child feel responsible (e.g. 'why haven't you told anyone before?').
- Communicate any feelings of anger – they may think these feelings are directed at them.

Pass on your concern in writing/verbally/by email (ensuring that no confidential information will be visible to students should the email pop up on a white board). Always follow up an email with a verbal conversation with a designated teacher

What if I am not happy with the response from the designated teacher.

If you still have concerns about a child and you do not feel that they have been dealt with appropriately you have a number of options

- Report your concerns to the Head Teacher
- Report your concerns to Children's Social Care (0300 303 0440)
- Report your concerns to Rochdale Safeguarding Children's Board 0300 303 0350
- Report your concerns to the police 101

What if I have concerns about a member of staff?

Whilst it is important to protect staff against malicious allegations, all concerns and complaints will be treated with **respectful uncertainty**, all evidence recorded and all concerns investigated.

If you believe that any person working with our students has

- a) Behaved in a way that has harmed, or may have harmed, a child (any child);
- b) Possibly committed a criminal offence against, or related to, a child (any child); or
- c) Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

In addition to this you must report any incidences of the following

- Over familiarity with students
- Having “favourites”
- Showing or discussing inappropriate material
- Inappropriate use of language
- Giving of gifts
- Taking photographs on mobile phones or own cameras
- Trying to normalise behaviour that you would otherwise be concerned about

Any of the above could be considered as **grooming**.

Child grooming refers to behaviour deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, to lower the child's inhibitions in preparation for sexual activity with the child, or exploitation.

Grooming can take many months, and includes grooming adults around the child, including **you**.

Adult grooming is the adult equivalent to child grooming and applies to any behaviour where an adult is prepared so they unwittingly allow abusive behaviour or exploitation to occur later.

Developed world research suggests that eighty-five percent of child sexual abuse is perpetrated by somebody well known to the child.

Counter Terrorism and Security Act February 2015

We have a statutory duty to work to prevent young people being drawn into terrorism (by reporting and working with others). We also promote British values and deliver a counter narrative to extremism within and across the curriculum and through the school ethos.

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity. It is recognised that radicalisation can occur to an individual from any section of society and is not particular to any racial, ethnic or social group. It is further recognised that in many instances the process of radicalisation is essentially one of grooming by others.

Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of the armed forces.

How we deal with concerns.

Channel – a multi-agency programme to identify and support people who are at risk, across England and Wales.

If staff members have concerns about a child they should raise these with the school's designated safeguarding lead.

This also includes situations of abuse which may involve staff members.

You must report any concerns about a member of staff immediately to one of the following staff.

Janine Kellett –Head Teacher
Adele Hulton – Deputy Head Teacher
Allison Crompton – Executive Head Teacher

If you are unhappy with the response to your concerns you should contact the **LADO** (Local Authority Designated Officer)

lado@rochdale.gov.uk

Definitions of 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 involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse is the persistent emotional ill-treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development, such as failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

For more information please refer to the booklet “What to do if you're worried a child is being abused” available from <http://www.teachernet.gov.uk/>

Additional Information

Role of the designated Child Protection Person

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

Responsibility of the Head Teacher

To ensure that the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff. To ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities.

Responsibility of the Governors

The governing body should have a child protection policy and procedures in place that are in accordance with local authority (LA) guidance and locally agreed inter-agency procedures, and ensure that the policy is made available to parents on request.

NB: Details of child protection concerns about individual young people must NOT be discussed with members of the Governing Body

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

Child Care Services (Rochdale): 0300 303 0440

Emergencies and out of hours: 0300 303 8875

Police (Child Protection Unit): 0161 856 8067 / 4559 / 4558

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