

# **Safeguarding and Child Protection Policy**

**October 2018**

Review date: October 2019

**INTRODUCTION**

The aim of this policy is to provide:

- (i) An overview of the school’s position and arrangements in respect of Child Protection and Safeguarding.
- (ii) Staff with clear **Procedures** about the action they should take in the event that they are concerned about a child or young person.

**Important Sources of Further Information**

1. ‘Keeping Children Safe in Education’, (DfE, 2018) makes clear the roles and responsibilities of education professionals, establishments and organisations<sup>1</sup>. All staff in education settings should have read and have an understanding of at least Part 1 of this statutory guidance.
2. The Greater Manchester Safeguarding Children 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 Early Help and Safeguarding Hub (EHASH) or the police and thereafter<sup>2</sup>
3. Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2018);
4. What to do if you are worried a child is being abused – Advice for practitioners (DfE, 2015)
5. In addition schools/colleges should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002.

**Child Protection**



<sup>1</sup> Includes the most up to date guidance on the requirements for enhanced DBS checks and Safe Recruitment and Selection processes in place.  
<sup>2</sup> The Greater Manchester Safeguarding Children procedures are available electronically and can be accessed via the RBSCB web site: [www.rbscb.org](http://www.rbscb.org)

## **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/college policies and procedures

**Further departmental advice available at:**

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

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

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

<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 commenced in October 2015 and teachers must report cases where they discover that an act of FGM appears to have been carried out to the police on the non-emergency 101 number. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school 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/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)

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

Our school follows Rochdale Council CME guidance which outlines Rochdale Borough Council’s systems for identifying and maintaining contact with children missing from education and the steps taken to identify those at risk.

In accordance with guidance, a child missing from education is defined as someone of compulsory school age who is not on a school roll, not being educated otherwise (e.g. at home, in independent schools or in alternative provision) or who has been out of any educational provision for four weeks or more.

There are a number of reasons why children fall out of the education system, including when they:

- fail to start appropriate provision and hence never enter the system;
- cease to attend, failing to return after exclusion or withdrawal; or
- fail to complete a transition between providers (e.g. after moving to a new Local Authority).

Difficulties can also arise when children enter or leave provision where information is not routinely exchanged (e.g. between Independent Schools, Voluntary Organisations) or where arrangements straddle more than one Local Authority and where moves are between different countries.

## **Forced Marriage & Honour Based Violence**

Forced marriage is a human rights abuse. It can constitute both child abuse and sexual abuse. The United Nations considers it a form of trafficking, sexual slavery, and exploitation. Some, however, still see it as a private, personal, domestic, family, religious, or cultural issue.

A clear distinction must be made between a **forced** marriage and an **arranged** marriage. The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the child/young person.

Forced marriage, whether a religious or civil ceremony, cannot be justified on religious grounds. Every major faith condemns it and freely given consent is a prerequisite of Christian, Jewish, Hindu, Muslim and Sikh marriages

In forced marriage, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse.

Forced marriage is primarily, but not exclusively, an issue of violence against females. Most cases involve young women and girls aged between 13 and 30, although there is evidence to suggest that as many as 15% of victims are male. The school follows Rochdale Multi-Agency Safeguarding Children procedures for cases of dealing with forced marriage for a child/young person under 18 years of age and any individual in school who receives information, or has reason to believe that a child/young person is at risk of or subject to a forced marriage, should speak with the DSL in school/college who should then make a CP referral to EHASH in line with the procedures.

([http://greatermanchesterscb.proceduresonline.com/chapters/p\\_force\\_marriage.html](http://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html))

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

## **Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

There is a strong commitment from all key partners under the banner of Project Phoenix to improve our collective knowledge and understanding of child sexual exploitation in Greater

Manchester and to develop a consistent and effective approach to identifying and responding to it.

The definition of Child sexual exploitation is:

***Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.***

As in all cases, concerns that a child may be at risk of sexual exploitation will be discussed with the school's Designated Safeguarding Lead and a decision made as to whether there needs to be consultation with and a Child Protection referral to Rochdale EHASH.

Rochdale has a dedicated CSE team - 'Sunrise' based within the EHASH and this team tackles sexual exploitation and related harm in the borough of Rochdale.

The team includes professionals from the police, children's social care, sexual health and Early Break.

They provide a safe and confidential environment where young people can go for help, advice and support. Children are offered a range of therapeutic interventions including one-to-one counselling, group-work sessions and drop-in support.

They also remind people about child sexual exploitation, so they know what it is and that it's happening. Working with schools we deliver preventative education programmes and provide specialist training to professionals so they know what signs to look out for.

## **Peer on Peer Abuse**

**Peer on Peer abuse**, commonly called "bullying," is harassment and aggression in which a child intentionally threatens, harms or causes distress to another child. This behaviour is intentional, repeated and designed to hurt or threaten.

All staff are aware of safeguarding issues from peer abuse including:

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

Staff at Lowerplace Primary School recognise that children are capable of abusing their peers. All staff understand that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". We intend to minimise the risk of peer on peer abuse and understand that peer to peer abuse can take the following forms:

**Physical abuse (e.g. biting, hitting, kicking, hair pulling etc.)**

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or consequence to be undertaken

### **Sexually harmful behaviour/sexual abuse (e.g. inappropriate sexual language, touching, sexual assault etc.)**

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

### **Bullying (physical, name calling, homophobic etc.)**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include: 1. An imbalance of power: young people who bully use their power-such as physical strength, access to embarrassing information, or popularity-to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. Repetition: bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

### **Cyber bullying**

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. 5.5.3 If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

### **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

## **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society - in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

### **Expected action taken from all staff when peer on peer abuse is suspected**

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

The following outlines the steps staff must take when dealing with instances of suspected peer to peer abuse:

1. Gather the Facts. Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) Ensure notes taken.
2. Speak to DSL giving all information you have gathered to date. Ensure followed up with pastoral log.

### **Support for victims of peer on peer abuse**

Lowerplace Primary School supports all pupils. Victims of peer to peer abuse need to be made to feel safe in the school environment. To support this any victim would be monitored by all staff and would also be given a named member of staff to go to if they needed to talk or felt concerned. Work may be completed through the PSHCE curriculum if the concern was year group or class specific.



# Whole-School Policy on Child Protection

## Lowerplace Primary School

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

Academic Year	Designated Safeguarding Lead (DSL), Deputy DSL and Operational Safeguarding Lead	Nominated Governor
2017/18	<p>Garry Johnson DSL Headteacher</p> <p>Susan Lawton Deputy DSL Deputy Headteacher</p> <p>Mandy Hughes Deputy DSL Assistant Headteacher</p> <p>Nichole Mulkeen DSL Pastoral Manager</p>	Jill MacGregor

### B. Designated Safeguarding Leads & Deputies in School/College (DSLs) should refresh their multi-agency training every 2 years)

Name of Staff Member / Governor	Date when last attended CHILD PROTECTION Training	Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team)
Garry Johnson	<p>27 April 2018</p> <p>October 2017</p> <p>February 2014</p> <p>October 2013</p> <p>October 2013</p> <p>April 2013</p>	<p>Allegation Management and the role of the LADO</p> <p>Referrals, CP Conferences &amp; Core Groups in Multi-Agency CP Cases</p> <p>Roles &amp; Responsibilities of the DSL</p> <p>Making Positive Contributions to CP Conferences &amp; Core Groups</p> <p>Working Together to Safeguard Children</p> <p>Safer Recruitment</p>
Susan Lawton	<p>14<sup>th</sup> March 2018</p> <p>27<sup>th</sup> June 2017</p> <p>29<sup>th</sup> March 2017</p> <p>3<sup>rd</sup> Jan 2017</p> <p>16<sup>th</sup> July 2015</p> <p>25<sup>th</sup> June 2015</p> <p>15<sup>th</sup> Feb 2011</p>	<p>Safer Working Practices</p> <p>Disclosures &amp; Bruising Briefing (in-house)</p> <p>PREVENT Duty for Schools</p> <p>Working together to Safeguard Children – tailored towards school</p> <p>Raising concern procedure in light of SCR.</p> <p>Working Together to Safeguard Children</p> <p>Safer Recruitment refresher session</p> <p>Safeguarding and Building Resilience</p>
Mandy Hughes	<p>24<sup>th</sup> Sept 2018</p> <p>20<sup>th</sup> June 2017</p> <p>11<sup>th</sup> May 2017</p> <p>3<sup>rd</sup> Jan 2017</p> <p>28<sup>th</sup> Nov 2016</p> <p>3<sup>rd</sup> Nov 2016</p> <p>11<sup>th</sup> Jan 2016</p> <p>12<sup>th</sup> Nov 2015</p> <p>6<sup>th</sup> Oct 2014</p> <p>1<sup>st</sup> Oct 2014</p> <p>July 2014</p> <p>6<sup>th</sup> Dec 2012</p>	<p>Annual Designated Safeguarding Lead Training</p> <p>Disclosures &amp; Bruising Briefing (in-house)</p> <p>Domestic Violence Legal Seminar</p> <p>Working together to Safeguard Children – tailored towards school</p> <p>Raising Concern procedure in light of SCR.</p> <p>Early Help</p> <p>Tackling FGM Conference</p> <p>PREVENT Duty for Schools</p> <p>ECAF briefing and refresher &amp; EHM System Training</p> <p>Working Together to Safeguard Children</p> <p>Designated Teachers for LAC</p> <p>Missing Children in Education</p> <p>Equality Duty for Schools</p> <p>Safeguarding and Child Sexual Exploitation – training the trainers</p>
Nichole Mulkeen	<p>24<sup>th</sup> Sept 2018</p> <p>8<sup>th</sup> March 2018</p> <p>7<sup>th</sup> Feb 2018</p> <p>2<sup>nd</sup> Feb 2018</p>	<p>Annual Designated Safeguarding Lead Training</p> <p>Children's Needs and Response Framework Briefing</p> <p>Child Sexual Abuse</p> <p>Basic Introduction to Safeguarding Children</p>

	20 <sup>th</sup> June 2017 11 <sup>th</sup> May 2017 8 <sup>th</sup> Feb 2017 11 <sup>th</sup> Jan 2016 28 <sup>th</sup> Nov 2016 3 <sup>rd</sup> Nov 2016 9 <sup>th</sup> Feb 2016 24 <sup>th</sup> Nov 2015 14 <sup>th</sup> Oct 2015 16 <sup>th</sup> July 2015 10 <sup>th</sup> July 2015 13 <sup>th</sup> Oct 2014  6 <sup>th</sup> Feb 2014	Disclosures & Bruising Briefing (in-house) Domestic Violence Legal Seminar Designated Safeguarding Lead Training PREVENT Duty for Schools Early Help Tackling FGM Conference Step Up/Step Down CAF/CIN Briefing Domestic Violence and Abuse EHM Systems ECAF briefing and refresher MARAC briefing Basic Introduction to Safeguarding, Working together to safeguard children CAF briefing
Barbara Kelly	5 <sup>th</sup> Feb 2018 27 Sept 2017 19 <sup>th</sup> Jan 2017 11 <sup>th</sup> Jan 2016 24 <sup>th</sup> Nov 2015 23 <sup>rd</sup> Jan 2015 6 <sup>th</sup> Feb 2014	Basic Introduction to Safeguarding Children Disclosures & Bruising Briefing (in-house) Basic Introduction to Safeguarding – Jude Crabtree PREVENT Duty for Schools Domestic Violence and Abuse Barnardos Real Love Rocks – CSE CAF briefing
John Kenmure	3 <sup>rd</sup> Jan 2017  11 <sup>th</sup> Jan 2016 8 <sup>th</sup> Nov 2014 20 <sup>th</sup> Oct 2014	Working together to Safeguard Children – tailored towards school Raising concern procedure in light of SCR. PREVENT Safeguarding for Governors Safer Recruitment training Day
Jill McGregor	1994 - 2017	Registered with HCPC (the governing body for social workers) and have worked within child protection since 1994 Diploma in social work

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

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
H Butterworth, C Lowe A Bi, H Butterworth All Staff	24 <sup>th</sup> Sept 2018 8 <sup>th</sup> Feb 2018 20 <sup>th</sup> June 2017	Annual Designated Safeguarding Lead Training Working Together to Safeguard Children Disclosure & Bruising Briefing – Nichole Mulkeen
All Staff	9 <sup>th</sup> & 9 <sup>th</sup> June 2017	Stonewall LGBP & Diversity – Gregg Lomax
ESc	21 <sup>st</sup> Mar 2017	Basic Introduction to Safeguarding – Jude Crabtree (LA)
SL, DL, CD	29 <sup>th</sup> Mar 2017	PREVENT Duty for Schools – LA delivery
CO	25 <sup>th</sup> Jan 2017	PREVENT Duty for Schools – LA delivery
TAs & LTOs	19 <sup>th</sup> Jan 2017	Basic Introduction to Safeguarding – Jude Crabtree (LA)
All teachers & support staff	3 <sup>rd</sup> Jan 2017	Basic Introduction to Safeguarding – Jude Crabtree (LA)
LH, RO, LR	3 <sup>rd</sup> Feb 2016	Basic Introduction to Safeguarding for NQTs – Jude Crabtree (LA)
All staff including LTOs	11 <sup>th</sup> Jan 2016	PREVENT – LA delivery
All staff	5 <sup>th</sup> Oct 2015	FGM 7 Minute Briefing – Anne Fagan
All staff	24 <sup>th</sup> Nov 2014	Safeguarding Against Extremism - GMP
All staff	10 <sup>th</sup> Nov 2014	Keeping Children Safe in Education issued to all staff
GL, CL, DH	8 <sup>th</sup> Sep 2014	Basic Introduction to Safeguarding for NQTs – Jude Crabtree (LA)
All LTOs	16 <sup>th</sup> Dec 2013	Basic Introduction to Safeguarding – Jude Crabtree (LA)
PC	12 <sup>th</sup> Nov 2013	Basic Introduction to Safeguarding for NQTs – Jude Crabtree (LA)
LE	2 <sup>nd</sup> Oct 2013	Basic Introduction to Safeguarding for NQTs – Jude Crabtree (LA)
All teachers	11 <sup>th</sup> Feb 2013	CSE briefing - Mandy Hughes
All Staff	26 <sup>th</sup> April 2010	Basic Introduction to Safeguarding – Jude Crabtree (LA)

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## 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. Lowerplace Primary 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/college 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, governors and volunteers in school

## 3. SCHOOL COMMITMENT

- 3.1. At Lowerplace Primary School 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.
- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- (c) Include in the curriculum activities and opportunities for PSHE 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.

## EARLY HELP

Our school believes that Early Help is fundamental in making a difference to the lives of the children in our care and the families that we serve. Early Help is about helping children, young people and families to deal with any issues as early as possible, before they become big problems. We understand that many families go through times which can often make balancing school and home-life difficult. Often, these times can have an impact on emotional welfare of children. At Lowerplace, we offer many different pathways of support which we hope will help to remove any barriers that your family may encounter during your child's life at school. We have an experienced Inclusion Team, consisting of Pastoral Manager, Learning Mentor and SENDCo.

## 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 (RBSCB), contributing to the assessment of a child's needs using the Children's Needs and Response Framework and, in particular, using and embedding the Early Help Assessment 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).

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

## 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 It is the role of the Designated Safeguarding Lead to:

- Ensure that they receive refresher training at two yearly intervals to keep their knowledge and skills up to date.
- Ensure that all staff who work with children undertake their appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at three yearly intervals.
- Ensure that all new staff receive a safeguarding children induction within 7 working days of commencement of their contract.
- Ensure that all temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work.

- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure that the Headteacher is kept fully informed of any concerns.
- Develop effective working relationships with other agencies and services.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an assessment under the Early Help Assessment (EHA) framework or refer to Children's Social Care.
- Liaise and work with Children's Social Care relating to abuse.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place and are passed securely should the child transfer to a new provision.
- Submit reports to and ensure the school's attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child.
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Social Care when there is an unexplained absence for more than 2 days of a child who is subject to a child protection plan.
- Provide guidance to parents, children and staff about obtaining suitable support.

5.3 The Headteacher is informed of concerns on a regular basis.

5.4. 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 schools 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/college, 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**

**Early Help and Safeguarding Hub (EHASH) - 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)**

**In addition:**

**NSPCC Whistle Blowing Helpline Number: 0800 028 0285.** The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **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 of updates in child protection procedures through staff meetings.
    - All staff are aware of child protection procedures through staff meetings and induction meetings for new staff.
    - The policy in which the school's duties and responsibilities under the child protection procedures are outlined is accessible to parent's through the school's website.

## **7. TRAINING AND SUPPORT**

- 7.1. Our school will ensure that the Head Teacher, the Designated Safeguarding Lead and the nominated governor for Child Protection attend training relevant to their role at regular intervals. The school will encourage all members of the governing body to access safeguarding training both that which is offered in-house or by attendance at courses run via the REAL Trust or RBSCB. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training within this timescale.
- The DSL, Pastoral Manager, Headteacher and Deputy Headteacher receive statutory safeguarding training. All new staff to school receive statutory safeguarding training.
  - Staff are informed of current child protection issues on a needs to know basis through meetings with DSL or via CPOMS.
  - The Inclusion Team in school, led by a DSL, support staff if there are any concerns or queries with regards to child protection procedures.
  - The school liaises with the Virtual School Headteacher who is responsible for Cared for Children in the Rochdale Borough. Our school requests advice and support as required ensuring that all children achieve their potential.

## **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.
- Staff can never guarantee confidentiality to a child because information disclosed does need to be passed to relevant bodies to keep the child safe and children need to be told that.
  - Staff working with a child for whom there is concerns will be given the information that they need to keep that child safe.
  - Contact with relevant professionals will be made as per Rochdale Borough Multi Agency Safeguarding Children's Procedures.
- 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 any Child Protection/Safeguarding information at the point of a child's transition to another education establishment. (See RBC's Child Protection Information Sharing Transition Protocol)

- Lowerplace Primary School has a pastoral recording system in place called CPOMS where concerns and incidents are recorded electronically. The system notifies the DSL's that a concern or incident has taken place, and an action is then decided upon. This system is confidential and secure, and access is strictly managed.
- Child Protection/Safeguarding concerns are raised and recorded as soon as practically possible.
- Any paper Child Protection/Safeguarding records are kept in a locked cabinet and access is limited to DSL's.
- No Child Protection/Safeguarding records are stored in classrooms. All concerns are raised on CPOMS.
- The Inclusion Team work closely with families to offer support, signpost to other agencies and ultimately try to reduce levels of concern.
- If a child for whom there is a concern leaves the school, Child Protection/Safeguarding information is shared both verbally and on paper/electronically with the receiving schools DSL. This is carried out in line with RBC's Child Protection Information Sharing Transition Protocol. If forwarding education setting is not known, the child will be referred to the Children Missing Education Team.

## **10. CHILD PROTECTION CONFERENCES**

- Child Protection Conferences are attended by a DSL.
- DSL supports staff to produce relevant, concise and professional reports for Child Protection Conferences.

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

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

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support<sup>3</sup>.

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<sup>3</sup> Guidance for schools/colleges 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)

11.2 This school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) 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. These are:

- 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 RBC in May 2015)
  
- Behaviour Policy
- Attendance and Unauthorised Leave Policy
- Positive Handling Policy
- Anti-bullying Policy
- Special Educational Needs
- Health and Safety
- Allegations of Abuse Against Staff

11.4 We recognise that, statistically, children with SEND, 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. Any concerns reported to Children's Social Care include details of their additional needs.

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**

- At Lowerplace Primary School we ensure that staff dealing with concerns can do so objectively and that organisation, personal and professional difficulties do not affect the protection of children.
- The safer working practices policy and whistleblowing policy are distributed to all staff annually, staff read the policies and sign to say that they have read and understood them.
- All staff have DBS clearance. We follow the LA safer recruitment policy when selecting new staff.

**Also, go to:** [www.rbscb.org](http://www.rbscb.org) for Allegations Management Procedures.



# SCHOOL/COLLEGE CHILD PROTECTION PROCEDURES

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

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

**The Designated Safeguarding Leads are: Garry Johnson, Nichole Mulkeen, Susan Lawton, Mandy Hughes.**

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 will assist in determining the most appropriate next course of action<sup>4</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?**

- Is this a concern or an immediate risk of harm? Staff refer to Children's Needs and Response Framework. 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 EHASH or other targeted services?
  - By working with the child, parents and colleagues?
  - By completion of a Early Help Assessment (EHA) 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 Early Help and Safeguarding Hub (EHASH) 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.)

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<sup>4</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.

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

The Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare but to also give assurances to the person reporting their concerns that the DSL has, in turn, followed procedures.

## 3. Thresholds for Referral to the Early Help and Safeguarding Hub (EHASH)

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

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

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

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

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

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

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; 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 and can evidence this.

**The Designated Safeguarding Lead will make judgements around 'significant harm', levels of need and when to refer using the Children's Needs and Response Framework and ensure that if the child has an open Early Help Assessment, that this information is attached as part of the referral to EHASH.**

## 4. Making Referrals to the EHASH (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 an Early Help Assessment (EHA) and copy this to: [caf.team@rochdale.gov.uk](mailto:caf.team@rochdale.gov.uk) (via the Early Help Module if working electronically)

- 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 EHA.

- Where a parent/child/young person refuses to consent, you should make clear your on-going 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 found at [www.rbscb.org](http://www.rbscb.org)) for referrals to the Early Help and Safeguarding Hub where it is considered that a child may be at risk of or suffering significant harm. If an EHA is in place then this information must form part of the referral and the DSL completes the front sheet of the multi-agency referral form.

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

**See 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 on-going 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 Early Help and Safeguarding Hub.

## 5. The EHASH Responses to Referrals and Timescales

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

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

## 6. Feedback from the EHASH

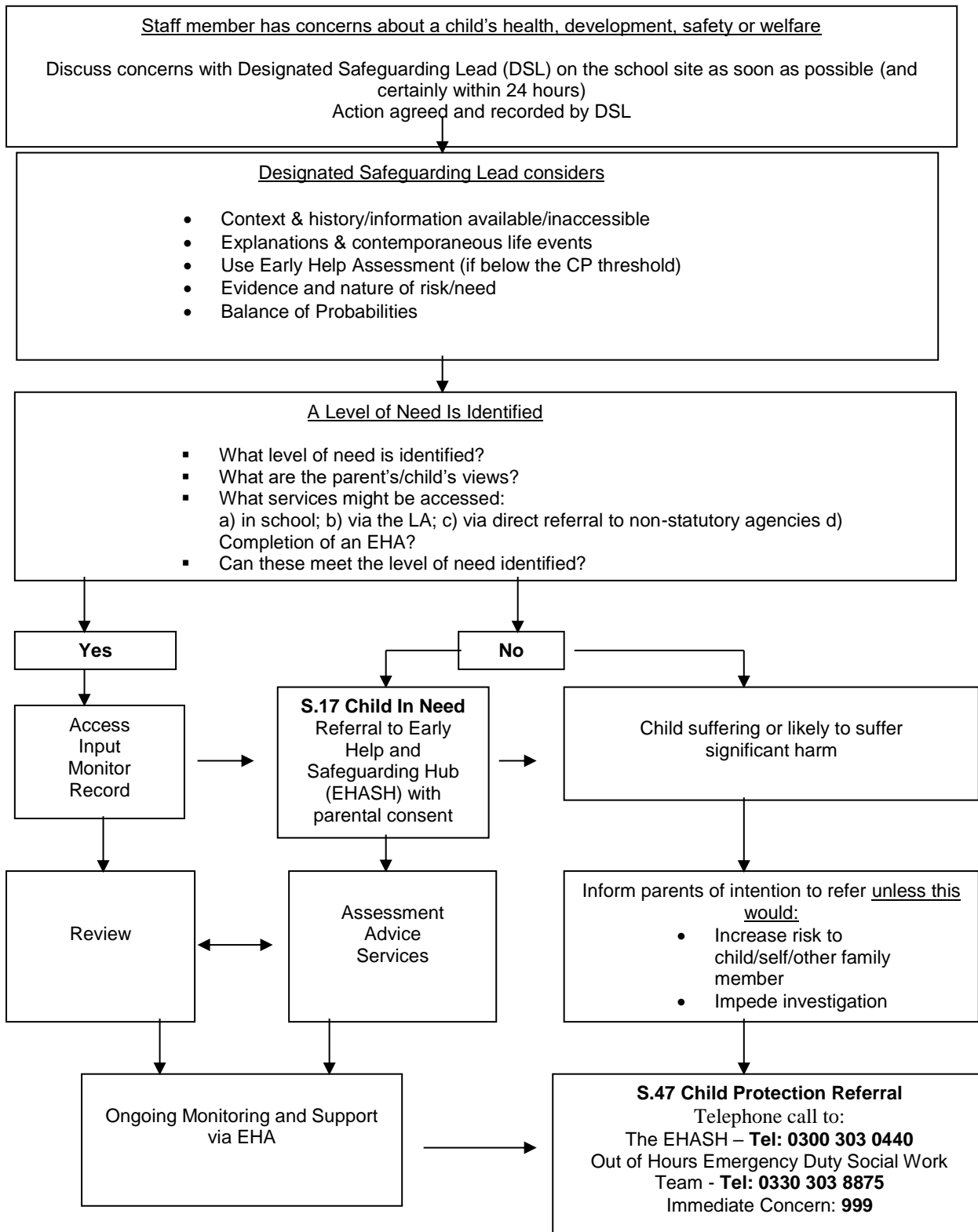
The EHASH has 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an

urgent Child Protection referral, and where this places school/college/a child(ren) in a vulnerable position, you should ask to speak to the relevant Team Manager at EHASH (0300 303 0440) or the Education Safeguarding Officer (01706 925384)

## 7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the Greater Manchester Safeguarding Children definitions of abuse?
- Are there cultural, linguistic or disability issues?
- Am I 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/COLLEGE



## 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**

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

### **Recordings should**

- State who was present, time, date and place (using full names and full job designations of staff);
- Be written in ink and be signed by the recorder;
- Be passed to a DSL immediately (certainly within 24 hours);
- Use the child's words wherever possible;
- Be factual/state exactly what was said;
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

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

- School staff have **no investigative role** in Child Protection (Police and Children's Social Care will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses);
- Never prompt or probe for information, your job is to listen, record and share information;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?';

- If the answer is yes, or if you're not sure, record and share immediately with the Designated Safeguarding Lead/Head Teacher/line manager.

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

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

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

- Is there a place in school 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.

Review of Policy

Headteacher: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Policy to be reviewed: October 2019