



# Newall Green Primary School

*Aiming High To Reach Our Goals*

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# Safeguarding & Child Protection Policy

Draft

MANCHESTER CHILDREN'S SERVICES | Nov 2018

<b>Document Control</b>	
Title	Safeguarding & Child Protection
Date	Updated November 2018 draft
Supersedes	Version 2
Amendments	<p>Clear expectations about staff who interview knowing Equality Policy &amp; Guidance.</p> <p>Childcare disqualification requirement declaration form – added to page 4</p> <p>Removal of Faik Kordemir as DSL – no longer working for school / trust</p> <p>Version 2</p> <p>Amendments due to update in KCSIE Keeping Children Safe in Education (September 2018) document</p>
Related Policies/Guidance	<ul style="list-style-type: none"> <li>• Safer recruitment policy (Recruitment policies &amp; procedures)</li> <li>• Staff Codes of Conduct</li> <li>• Behaviour Management Policy</li> <li>• Anti-bullying</li> <li>• Special Education Needs</li> <li>• Health and Safety</li> <li>• E-safety</li> <li>• Handling Allegations of Abuse against Staff</li> <li>• Prevent risk assessment</li> <li>• Sharing information policy</li> <li>• Long term overview of Curriculum Planning</li> <li>• Children missing in education</li> <li>• Job description of Designated safeguarding Lead</li> <li>• GDPR policy</li> <li>• Whistleblowing policy</li> <li>• Keeping Children Safe in Education (September 2018)</li> </ul>
Review	3 year 2020

## Child Protection September 2018

KCSIE refers to the 'Keeping Children Safe in Education' document Sep 2018

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

Academic Year	Designated Senior Lead (DSL) & 'Back-Up' or Deputy DSL	Nominated Governor
2018-19	Sarah Rudd (SMT) Ruth Perry (SMT) Tom Rudd (DSL) Lisa Redford Vanessa Andrews (LAC) Evelyn Uche	Sarah Drake

### Training for Designated Staff in School (Training regularly updated at DSP networks)

Name of Staff Member / Governor	Date when last attended CP Training (L3)	Provided by Whom (e.g. LCC, Governor Services)
Sarah Rudd	20 <sup>th</sup> November 2018	Dave Griffin
Ruth Perry	20 <sup>th</sup> November 2018	Dave Griffin
Tom Rudd	20 <sup>th</sup> November 2018	Dave Griffin
Vanessa Andrews	20 <sup>th</sup> November 2018	Dave Griffin
Lisa Redford	20 <sup>th</sup> November 2018	Dave Griffin
Evelyn Uche	20 <sup>th</sup> November 2018	Dave Griffin
David Thomas	20 <sup>th</sup> November 2018	Dave Griffin
Sarah Drake	20 <sup>th</sup> November 2018	Dave Griffin
Kirstie McKenzie	20 <sup>th</sup> November 2018	Dave Griffin
Elizabeth Pattenden	20 <sup>th</sup> November 2018	Dave Griffin

### Whole School Child Protection Training (all staff should receive induction and an update every 3 years)

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All staff and Governors	20 <sup>th</sup> November 2018	Dave Griffin
Lunchtime organisers	20 <sup>th</sup> November 2018	Dave Griffin
New staff	Will have induction re CP procedures on starting	DSL
New Governors Safeguarding	20 <sup>th</sup> November 2018	Dave Griffin
All Governors - Prevent and CSE Training	24 <sup>th</sup> February 2015	DSL
All staff - CSE	20 <sup>th</sup> November 2018	DSL
All staff- Prevent	24 <sup>th</sup> May 2017	DSL

See additional certificates in blue file

## CHILD PROTECTION POLICY

Newall Green Primary School fully recognises **that it is everyone's responsibility** to promote the welfare of children using a child centered approach and at all times in the best interest of the child.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children. (see 'Recruitment Policy & Procedures')
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse either from an adult or from a peer.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop where there is an established curriculum that teaches the skills of identifying when behaviours are not appropriate and how to deal with the situation.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse within the home or from peers including honor based violence using Miss Kendra's rules.

### **Miss Kendra's List**

No child should be punched or kicked.

No child should be left alone for a long time.

No child should be hungry for a long time.

No child should be bullied or told they are no good.

No child should be touched in their private parts.

No child should be scared by violence at home or in school.

No child should have to see other people hurt each other.

### **Because...**

It makes a child not care about school.

It makes a child feel sad or scared or lonely.

It makes a child feel angry and want to fight too much.

It makes a child feel like not trying hard or giving up.

It makes a child worry a lot about their family.

**This is what Miss Kendra says... "What Do You Say?"**



We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role and understand to be particularly alert to the potential need for early help for a child who;
  - Is disabled and has specific additional needs
  - Has special educational needs
  - Is a young carer
  - Is showing signs of being drawn into anti-social or criminal behaviour including association and involvement in organized crime groups.
  - Is frequently missing/ goes missing from home or care.
  - Is at risk of modern slavery, trafficking & exploitation.
  - At risk of being radicalized or exploited
  - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health and domestic abuse (DV).
  - Has returned home to their family from care
  - Is a privately fostered child
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection and **know that paragraphs 22-33 outline the referral process that should be taken.**
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- **Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.**
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately following the GDPR policy.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

## SCHOOL CHILD PROTECTION PROCEDURES

### 1. What Should Staff/Volunteers Do If They Have Concerns About A Child or Young Person in School? (see page 11 Keeping Children Safe in Education (September 2018))

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 *a/ways* occur as soon as possible and certainly within 24 hours (see Flowchart at Appendix 1): SEE QUICK REFERENCE DOCUMENT

**The Designated Safeguarding Leads are: Sarah Rudd, Ruth Perry, Tom Rudd, Vanessa Andrews, Lisa Redford & Evelyn Uche with Tom Rudd as main Lead.**

**The Designated Safeguarding Lead Governor is: Sarah Drake**

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 DSP/line manager will assist in determining the most appropriate next course of action<sup>1</sup>: **All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the leadership team. If they feel unable to do this then staff or volunteers must use the procedures outlined in the Whistle Blowing Policy.**

#### **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?)
- Can the level of need identified be met:
  - In or by the school or by accessing universal services/without referral to Children's Services (formerly Social Services) or other targeted services e.g. Early Help
  - By working with the child, parents and colleagues?
- What resources are available to me / the school and what are their limitations?
- Is the level of need such that a referral needs to be made to Children's Services which requests that an assessment of need be undertaken? (**Section 17 Child in Need referral**)

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<sup>1</sup> Detailed information on possible signs and symptoms of abuse can be found at [www.manchesterscb.org.uk](http://www.manchesterscb.org.uk)

- Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer 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 I/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support? (Contact Centre for First Response Team Tel 255 8250)
- 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**

Rules of confidentiality dictate that it may not always be possible or appropriate for the Designated Senior Person to feedback to staff who report concerns to them. Such information will be shared on a 'need to know' basis only and the Designated Senior Person 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.

## **3. Thresholds for Referral to Children's Services**

Where a Designated Safeguarding Lead or line manager considers that a referral to CS 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) 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 health or development is likely to be impaired, or further impaired, without the provision of such services;
- (c) He is disabled.

### **(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) 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 Senior Person will make judgements around 'significant harm', levels of 'need' and when to refer.**

#### **4. Types of abuse and neglect (taken from Keeping Children Safe in Education document September 2018)**

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Honour Based Violence (HBV)** is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up

and even kissing in a public place. HBV can exist in any culture or community where males are in position to establish and enforce women's conduct, examples include: Turkish; Kurdish; Afghani; South Asian; African; Middle Eastern; South and Eastern European; Gypsy and the travelling community (this is not an exhaustive list). Males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

### **Female Genital Mutilation mandatory reporting duty for teachers**

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**.<sup>10</sup> If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional need.

### **5. Specific safeguarding issues**

**All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

## 6. Making Referrals to CS (Guidance for the Designated Safeguarding Lead)

### Early Help Referral (EHR)

Where ongoing need has been identified, an Early Help Assessment (EHA) should be completed with the family and support identified and actioned by the Lead Professional. Where a parent/child/young person refuses to consent to an EHA, 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).

### Child Protection/Section 47 Referral

The DSL should complete a Request for Social Work Support Form (available on MSCB website) **email to** [mcsreply@manchester.gov.uk](mailto:mcsreply@manchester.gov.uk). If you have any worries about a child's safety or welfare, in the first instance speak to a Contact Officer at the Manchester Contact Centre on 0161 234 5001 or fax on 0161 255 8266. The Contact Officer will then notify the First Response Team of your concerns. **The completed form can be returned via an email to [mcsreply@manchester.gov.uk](mailto:mcsreply@manchester.gov.uk)**

- 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); or
  - (b) Because, in the referrer's professional opinion, to do so might impede an 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.

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 form and in any telephone contact with Children's Services.

**The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

## **7. Contact Centre Responses to Referrals and Timescales**

In response to a referral, First Response Team may decide to:

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Convene a Strategy Meeting (within five working days);
- Provide support services under Section 17;
- Undertake an Initial Assessment (completed within seven working days);
- Convene an Initial Child Protection Conference (within 15 working days of a Strategy Meeting) (see and go to Chapter 5 of the Safeguarding Children Procedures)
- Undertake a Core Assessment (completed within 35 working days);
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Take no further action.

## **8. Feedback from Children's Services**

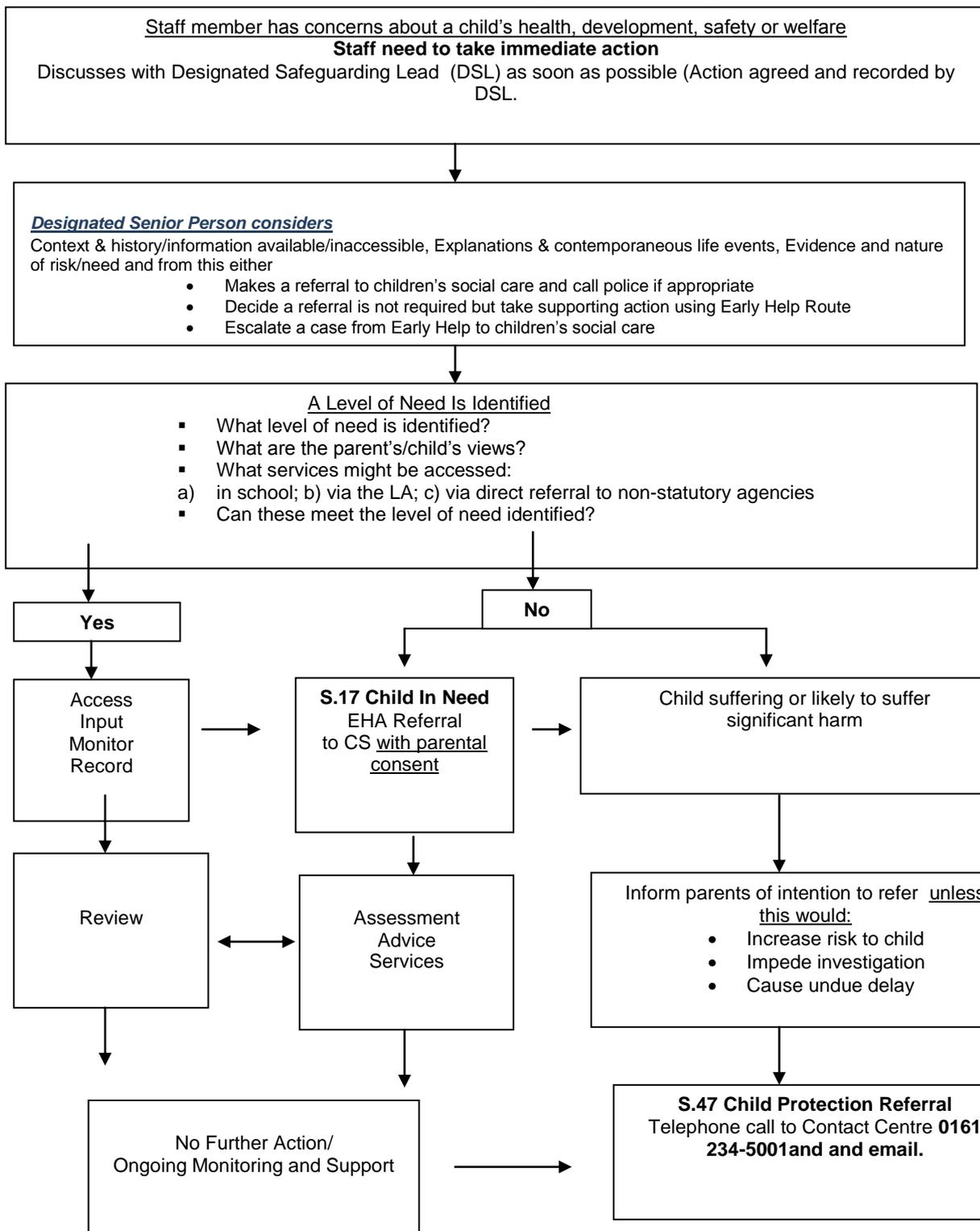
CS have 24 hours within which to make a decision about a course of action in response to a referral. A DSP should expect to receive verbal or written confirmation about action following any referral within 7 days. If you do not receive any (same day) verbal feedback following an urgent child protection referral, and where this places school / a child(ren) in a vulnerable position, you should contact the First Response team for advice.

## **9. School Leavers**

Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

**APPENDIX 1: TAKING ACTION** –to be read in conjunction with page 12 KCSIE



The Designated Safeguarding Leads in School are: RUTH PERRY, SARAH RUDD and TOM RUDD

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

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

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

### **You should *NEVER***

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

### **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;

### **Recordings should**

- State who was present, time, date and place;
- 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 Integrated Services will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!);
- Never prompt or probe for information, your job is to listen, record and pass on;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when;**
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?';
- If the answer is yes, or if you're not sure, record and pass on immediately to the Designated Senior Person /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';

Head teacher

Signed.....

Date.....

Chair of Governors

Signed.....

Date.....