

# Kentmere Academy and Nursery

## Safeguarding policy



**Ofsted**  
Outstanding  
Provider



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A partner of the **Watergrove Trust**.



Date: September 2020

Review July 2021

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All information used in our policies is in accordance with the Data Protection Act 2018 and General Data Protection Regulations (GDPR).

Safeguarding Lead/Officer Mrs S. Finerty  
Safeguarding Team Mrs N. Howard/Miss C. Grantham  
Head of Safeguarding Mrs S. Isberg  
Safeguarding Link Governor Mr S. Day

### Meet the Team

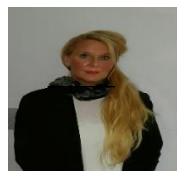


Mrs Finerty  
Safeguarding Lead/Officer



Mrs Howard  
Safeguarding Team

Safeguarding  
Team



Miss Grantham  
Safeguarding Team



Mrs Isberg  
Head of Safeguarding

Safeguarding Link  
Governor  
Mr S. Day



## Important Sources of Further Information

1. 'Keeping Children Safe in Education', DfE (Statutory Guidance revised in September 2019) with effect from 2nd September 2019 replaces 'Keeping Children Safe in Education' 2019 makes clear roles and responsibilities of education professionals, establishments and organisations<sup>1</sup>. All staff in education settings should have read 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 & 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 should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2011.



### Mission statement and aims

We are proud to be a happy, diverse and inclusive school where everybody matters.

- **H**elping to challenge, inspire and motivate each other.
- **A**iming high, achieving excellence.
- **P**romote and value excellent progress.
- **P**ositive contributions to the school and wider community.
- **Y**OU CREATE YOUR OWN FUTURE!

### Whole-School Policy on Child Protection

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

Academic Year	Designated Child Protection Person (DCPP) & or Deputy DCPP	Nominated Governor

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2019-20	Mrs Sarah Isberg (DCPP) Mrs Sue Finerty (Deputy DCPP)	Mr Simon Day
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**B. Training for Designated Staff in School DCPPs** (should refresh their multi-agency training regularly – 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)
Sarah Isberg	07.01.2016	RBSCB
Clare Grantham	17.11.2015	RBSCB
Susan Finerty	21.01.2016	RBSCB

**C. School Training for Individual Staff**

Sue Finerty	September 2016	#Thrive- Emotional & Mental Health
Clare Grantham	November 2016	Child Sexual Abuse
Sue Finerty	November 2016	#Thrive
Clare Grantham	November 2016	Toxic Trio
Sarah Isberg	November 2016	Neglect – Lunch & Learn
Sue Finerty	November 2016	Neglect – Lunch & Learn
Sue Finerty	January 2017	Working Together to Safeguard Children
Clare Grantham	January 2017	Domestic Abuse Lunch & Learn
Sarah Isberg	January 2017	Domestic Abuse Lunch & Learn
Clare Grantham	January 2017	Neglect & Emotional Abuse
Sarah Isberg	January 2017	Neglect & Emotional Abuse
Sue Finerty	February 2017	Safeguarding Leaders Network
Sarah Isberg	February 2017	Safeguarding Leaders Network
Sue Finerty	February 2017	Assessing & Managing Risk
Clare Grantham	February 2017	Assessing & Managing Risk
Clare Grantham	February 2017	Working Together to Safeguard Children
Sue Finerty	March 2017	Domestic Abuse
Sue Finerty	March 2017	Safer working Practice
Sue Finerty	May 2017	Safeguarding leaders Network
Clare Grantham	May 2017	Safeguarding leaders Network
Sue Finerty	October 2018	Cared for and Cared By
Sue Finerty	November 2017	Safeguarding Leader Network
Clare Grantham	January 2018	Early Help Locality Team
Sue Finerty	January 2018	Early Help Locality Team
Sarah Isberg	February 2018	Child Sexual Abuse
Sue Finerty	February 2018	Child Sexual Abuse
Clare Grantham	February 2018	Child Sexual Abuse
Sarah Isberg	March 2018	Safer Working Practise
Sue Finerty	April & June 2018	Psychological Critical Incident

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Sarah Isberg	April 2018	LADO Training
Sue Finerty	May 2018	Early Help Module
Clare Grantham	May 2018	Early Help Module
Clare Grantham	May 2018	Early Help Locality Team
Sue Finerty	May 2018	Early Help Locality Team
Clare Grantham	June 2018	Project Jigsaw
Sue Finerty	June 2018	Project Jigsaw
Sue Finerty	October 2018	Safeguarding Network meeting
Sue Finerty	February 2019	Operation Encompass
Sarah Isberg, Clare Grantham, Jess Shaw, Sue Finerty	February 2019	NSPCC Keeping children safe online
Sue Finerty	July 2019	Safeguarding Network meeting

**D. Whole School Child Protection 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
Preventing Radicalisation – Awareness Session for Governors on the Prevent Duty 2015 -	05.10.16	KYP, Unique Enterprise Centre, Belfield Road, Rochdale. OL16 2UP
Teaching & TA Staff CAF Training	November 2016	Early help Team
Teaching & TA Staff Signs of Neglect	September 2018	Sue Finerty
Fire Awareness in School	March 2017	Manchester Fire Training Service
Whole School Staff Online Safeguarding & Child Protection  Online training completed by all staff Modules: Safeguarding Roles & Responsibilities Health & Safety E-Safety & Anti Bullying	September 2019	Online Training
Whole School staff College of Policing – Chanel General Awareness Module	September 2019	Online
Whole School staff Child Protection Training - Refresher	September 2019	Sue Finerty
Safeguarding Audit	November 2017	MTSA
CSE & FGM	November 2017	Sue Finerty
Awareness of Prevent Duty	January 2018	Sue Finerty
BISC – Basic Introduction to Safeguarding Children & Guidance for Safer Working Practice	January 2019	Claire Heap, Education Safeguarding Officer

E. Review date for this policy: July 2021

## Safeguarding Children Policy

**Kentmere Academy and Nursery** fully recognises its responsibilities to protect and support children in school and at school events.

Our policy applies to all staff, governors, students and volunteers working in the school and out of hour's clubs.

We aim to fulfil our responsibilities through prevention, protection and the provision of support. In order to do this there are five main elements to our policy.

- Ensuring that we practice safe recruitment in checking the suitability of staff, students and volunteers.
- 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.
- Supporting children who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

There are three main elements to our Safeguarding Policy.

(a) **Prevention:**

Positive school atmosphere, teaching and pastoral support for pupils, provision of effective Early Help to support families.

(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 all pupils, staff and to children who may have been abused.

At Kentmere Academy & Nursery we foster a culture of ongoing vigilance amongst staff and volunteers, with all adults understanding that it is everyone's responsibility to safeguard children and having a clear understanding of their responsibilities within school procedures. We recognise that high self-esteem and 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. The day to day contact with children places staff in the position to observe the outward signs of abuse. We 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 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.



We will follow the procedures set out by the DFE, which is Working Together to Safeguard Children July 2018, and Keeping Children Safe in Education 2018, located in the PPA Room and can be downloaded from the DFE. Concerns at level 4 and 5 are referred to Early Help Screening Hub contributing to the assessment of a child's needs using the Children's Needs and Response Framework and, in particular, using and embedding the Common Assessment Framework as an early intervention assessment tool. We will also give a view on the impact of treatment or intervention on the child's care or behaviour.

Child Protection is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures, the monitoring of good practice are the responsibilities of the Rochdale Borough Safeguarding Children Board (RBSCB). Advice and support for staff is available from RBSCB on [www.rbscb.org](http://www.rbscb.org) or EHASH on Tel. 0300 3030 446.

In our school:

- Mrs S. Finerty is the designated senior person for child protection who has received the appropriate training and support for this role. Mrs S. Isberg (Executive Head teacher), Nicola Howard (Head of School) and Mrs C. Grantham will deputise
- Mr Simon Day is the nominated governor responsible for child protection
- All staff have a duty to record any concerns or relevant conversations on the official Kentmere Academy monitoring information sheet.

The Designated Child Protection Co-ordinator's role is to:

- Ensure that every member of staff, (including supply staff and volunteers) and the governing body knows the name of the designated senior person and deputy responsible for child protection and their roles
- Ensure that posters detailing the procedure that should be taken regarding concerns are on display in key areas around school
- Ensure that 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
- 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 Childcare Services if there is an unexplained absence of more than two days of a pupil who has a child protection plan
- 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, including cases where there is no need to refer the matter at that time on CPOMS
- Ensure that all records are kept securely. All school records are kept electronically on a child protection online management system called CPOMS
- Ensure the school follows the Protocol for the Transfer of Child Protection Records between Education Settings
- Check that safe recruitment practices are being followed
- Ensure that children missing from education are accounted for on the first day of absence
- Ensure children missing from home are accounted for.

The Executive Head teacher's role is:

- To have an overview of the procedures that are in place and are followed
- To have an awareness of current open cases
- To manage cases when an allegation is against a member of staff

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- To support at meetings if required, ensuring that there are always two members of staff present at key meetings
- To offer appropriate support to staff who have listened to disclosures
- To ensure that safe recruitment is practiced in line with 'Keeping Children Safe in Education', DfE (Statutory Guidance 2018)
- Ensure that confidential information is stored electronically on CPOMS
- Ensure compliance with Disclosure and Barring Service legislation
- Offer a supervision role on a regular basis to oversee CP cases (half termly meetings as a minimum).

The Governor's role is:

- To check that procedures are in place and being followed to ensure the safety and wellbeing of staff and pupils
- To ensure that appropriate training is provided for all staff
- To support staff by asking critical questions and regularly attend Safeguarding Team meetings
- To be a point of contact for those who would like to a non- staff member to speak to
- To support the designated co-ordinator in cases where an allegation is against the head teacher.

The Role of the Local Authority:

The Local Authority provide support for schools in a variety of ways and we take full advantage of all the services that they offer. The latest legislation documents are issued to schools and governors. Training is provided on a regular basis. Regular courses are provided for co-ordinators and the team will also provide a trainer for whole staff training.

The duty Social Worker may be contacted for advice by ringing 0300 3030 440

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliation or a sense of blame. The school may be the only stable, secure and predictable elements in the lives of children at risk. In such cases their behaviour may be challenging, defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the curriculum
- The provision of a positive ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- A behaviour policy that is aimed at supporting vulnerable pupils. We will ensure that pupils know that some behaviour is unacceptable but that they are valued and not blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil
- Ensuring that, where a pupil with a child protection plan leaves the school, their information is transferred to the new school immediately and that the child's social worker is informed.

## WATCH LIST

We recognise that abuse may be missed because there is a failure to share information or concerns. Sometimes it is several concerns that build up the picture of abuse. In order to support early action, we manage a Watch List. This is a list of children about whom a member of staff has shared that they have had a concern which, in itself, does not require reporting to Social Services. Regular expression of concern would trigger a phone call to the parent or safeguarding referral. The list is updated monthly

or when a child needs to be added, if earlier. Very limited detail is given on the list, greater details being held only by the co-ordinators.

### AREAS OF CONCERN - SIGNS AND SYMPTOMS

Details of how to recognise relevant Signs and Symptoms of abuse are contained in Part 1.2 of RBSCB, Child Protection Procedures or the NSPCC Website.

### SUSPICION OF CHILD ABUSE

Any adult in school who has concerns about a child will consult Mrs Finerty or Miss Grantham. The events giving rise to the concern will be recorded. All staff have received safeguarding training and are aware of possible signs and symptoms, the danger of checklists and the need to listen to what the child says. Staff reporting the concern should record details confidentially on the official LCPS form. *For definitions of abuse see Part 1:6 of Rochdale Borough Safeguarding Children Board (RBSCB) Child Protection Procedures*

### STAFF TRAINING

In this school, every member of staff is required to complete training in Child Protection at regular intervals. This will take the form of an extended whole school staff meeting to which school governors are also invited. If the course takes place after school rather than during an inset day, the out of school and extra-curricular activities will be cancelled ensuring that all may attend including office, cleaning and catering staff. Those who miss the training provided in school are booked on a course being held at another centre. We also ensure fortnightly safeguarding scenarios are discussed at a whole school staff briefing, to ensure staff are confident in using the Needs and Response Framework.

In-service training is important to help teachers to recognise and develop their role in the protection of children. Whole school training needs to develop an awareness and understanding of child abuse for all staff, including non-teaching staff. This helps the development of a whole school approach and staff support. The Governors are responsible for ensuring that this training takes place.

In service training for the whole school should lead to:

- 1) A greater understanding of the signs and symptoms of child abuse, CSE, FGM, Radicalisation
- 2) Familiarisation with LA and school procedures for dealing with individual cases
- 3) Informing staff about the roles and responsibilities of the workers in other agencies with whom the school has to liaise
- 4) Staff enabled to build preventive approaches to child protection into the curriculum
- 5) Support staff in developing an understanding of how to listen to the child with sensitivity and to build up the self-esteem of the child
- 6) At this meeting the "Children's Needs and Response Framework" will also be discussed and the role of the EHA. A hard copy of this document will be stored on

CPOMS. Some preparation will also be necessary and the designated safeguarding lead attending a case conference may wish to talk to Early Help Screening Hub or the Educational Safeguarding Officer. The E.W.O. will also be invited to the case conference if there is an attendance issue and may be in a position to offer support and advice to school staff.

After the initial case conference, if the child is under a category of abuse, the teacher will be involved in the core group which will develop and monitor a protection plan for the child. The designated safeguarding lead will also need to attend review conferences and information provided by the school, can play a vital part in these discussions.

### CONFIDENTIALITY

We recognise that all matters relating to child protection are confidential and will be disclosed only to members of staff for whom it is appropriate. All staff are aware that it is their professional responsibility to pass on information obtained in the course of their duties to the DSL/Headteacher if this may impact upon safeguarding. Staff are clear in their understanding of not promising a child that they will keep information secret, in order to keep them safe.

### SUPPORTING STAFF

When a child shares information, with a member of staff, adults involved are likely to feel very upset, emotionally drained and possibly guilty. It is important that support is given where necessary and that colleagues are aware of the effects of involvement with an incident. Although details should be kept confidential, it is useful for people to be able to talk with someone and express their feelings. This support may need to be ongoing, especially if the case goes to court and the member of staff is a witness. The school will provide supply cover if necessary. Support may be provided by Mrs Finerty, Miss Grantham, Mrs Howard or by Mrs Isberg.

### SUPPORTING THE CHILD

The school can provide a stable secure environment for the child during the stressful time of the investigation, case conference and afterwards. In many cases the school will be the only area of the child's life where normal routine continues. Teachers have the skills and the sensitivity to help children during this difficult period and afterwards, but there is a need to be cautious regarding possible case evidence when talking with the child.

### Mobile phones

The use of mobile phones by pupils is not permitted on the school premises. Only children whose parents have been given authorisation by the school's Head of School can bring a mobile phone to school. These phones must be handed in at the school office at the beginning of the day and can only be collected at the end of the school day. These phones are exclusively for use outside of school hours and for personal safety reasons. Any members of staff who need to contact the parent or guardian of a pupil must be do so by a school phone.

## Images

Only school iPads may be used to take photographs of children. Photographs must be deleted from the iPad and stored safely as soon as possible.

Only photographs of those pupils whose parents have given written permission for their child's photograph to appear in the school's website will be used. Photographs that include pupils will be selected carefully so that their image cannot be misused. Any photographs to be used outside school may only be used with parental consent.

Photographs of LAC children will not be shared on any social media sites, public forums or websites.

Digital images/video of pupils are stored on the teachers shared network and images are deleted at the end of the school year, unless an item is specially kept for a key school publication or for assessment purposes. Pupil image file names will not refer to the pupil by name.

## GUIDANCE FOR SAFE WORKING PRACTICE FOR THE PROTECTION OF CHILDREN AND STAFF IN EDUCATION SETTINGS

The document 'Guidance on Safe Working Practice' was discussed and adopted by the school's Governing body May 2019. Since then it has been revisited and school specifics discussed. It remains a key document for all school staff. In addition, the document 'Keeping Children Safe in Education' DfE (Statutory Guidance) with effect from September 2019

As a basic rule all adults working at Kentmere Academy and Nursery should:

"Avoid any conduct which would lead any reasonable person to question their motivations, intentions and fitness to work with children".

In the context of "professionally dangerous", inappropriate or irresponsible behaviour, the following situations have been identified. It is a professional expectation that all adults working in the school should remain aware of the importance of avoiding them.

They include:

1. Operating alone or unsupported when dealing with child protection concerns/ issues
2. Colluding with the family to avoid the real issues i.e. 'it would damage my relationship if ... !'
3. Lack of an informed knowledge base about child abuse
4. Maintaining unrealistic optimism against the evidence
5. Becoming over-involved with a family trying to solve all their problems, so that we cannot maintain a professional distance or objective viewpoint. Focusing only on the content of events or crises and failing to notice dangerous family patterns
6. The avoidance of dealing with our own personal feelings and values, or failure to separate facts, feelings and opinions
7. Avoiding contact with the family due to unacknowledged fears for our personal safety
8. Ignoring clinical observations, preferring to believe what we want rather than accepting what our eyes see or our ears hear
9. Failing to declare disagreements with colleagues, avoiding the issues and primarily seeking agreement to avoid conflict
10. Remaining unclear about our roles and responsibilities in child protection and failing to maintain focus on the needs of the child.

Other policies that support a safe practice are:

- Watch List
- Behaviour and Anti bullying
- SEND
- Staff Codes of Conduct
- Health and Safety
- E Safety
- Allegations against Staff
- PSHCE

- Confidentiality
- DBS checking
- Safe Recruitment
- Transportation

Key information in a condensed form is available in the Staff and Visitors' Handbooks.

## SAFE RECRUITMENT

The school governors' have adopted, and school follows, the authority's advice on the safe recruitment of staff. Several governors have undertaken safer recruitment training. All staff references are checked, and DBS checks made before taking up their post. In recognition that there is no requirement for DBS checks to be updated, from September 15, each member of staff will be required to complete a self-declaration linked to disqualification by association form each September. Supply staff are checked by their agencies and a form confirming this and a staff photograph is checked before staff are allowed to work in school.

## MANAGING ALLEGATIONS AGAINST A MEMBER OF STAFF

The Headteacher must report any of the followings to the LADO (Local Authority Designated Officer, Louise Hurst. 925365) within one working day. (See keeping Children Safe in Education September 2019).

Any allegation that someone who works with children has:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence related to a child
- Behaved in a way that indicates that he/she is unsuitable to work with children

### Allegations Procedures

Handling allegations, particularly serious ones, is a complex and delicate process. All allegations need to be taken seriously. Good record-keeping is essential to the success of child protection practices.

1. **Allegation is made:** All allegations against staff or any observations of inappropriate behaviour by a member of staff should be brought to the attention of Mrs Isberg in the strictest confidence. The allegation must be recorded.
2. **Report allegation:** Mrs Isberg will report the allegation to the LADO and respond to their advice.
3. **Initiate allegations procedures:** The LADO will consider the allegation in terms of did the alleged incident potentially cause harm to the child? Does the alleged incident potentially constitute a criminal offence? Does the alleged incident suggest that this person is potentially unsuitable to work with children? Allegations procedures are clearly outlined in **Keeping Children Safe in Education September 2019** and should be held to the recommended timescales to avoid unnecessary distress to all involved.

4. **Workplace arrangements:** The Authority will advise whether the member of staff should remain in the workplace or whether they should be asked to remain absent until the investigation is resolved. If the member of staff remains in the workplace, safeguards will be put in place to protect the member of staff and the child/children involved. The member of staff will be advised to contact their union representative and a senior member of staff will keep both the member of staff and the family up to date with regard to timescales of meetings and the procedures being put in place.
5. **Strategy Meeting:** If appropriate, the LADO will schedule a strategy meeting with the representative from the organisation and from the Police. A Police check will be conducted prior to the strategy meeting to determine whether any previous incidents involving that member of staff are known.
6. **Decisions and Next Steps:** Professionals at the strategy meeting will decide what next steps to take - these may include criminal proceedings, child protection procedures, disciplinary procedures, training needs, or no further action.

Appendices:

1. Agencies that may be involved
2. Monitoring/Recording Information
3. Procedures to follow
4. Responding to Disclosure
5. Checklist for recording evidence
6. Confidentiality
7. Useful links from Keeping Children Safe in Education (July 2015)
8. Forms currently in use



Appendix 1.

## AGENCIES THAT MAY BE INVOLVED

All agencies work together in *cooperation* and in partnership with parents, families and children.

## CHILDCARE SERVICES

Childcare services have a statutory duty to investigate all reported incidents of child abuse. In an emergency they can apply for an emergency protection order to remove children. They have a duty to find alternative care placements for children and can bring Care Proceedings to protect children.

## SCHOOL HEALTH PRACTITIONER

School Health Practitioners have a responsibility to monitor the health and development of school children. They have access to health information and have a duty to report suspected abuse to the statutory agencies.

## EDUCATION WELFARE OFFICERS

EWOs may have knowledge of the school attendance patterns and home situations of some children. They have a duty to report suspected abuse to the statutory agencies.

## INTERNET NETWORKING SITES

Each child in school has their own protected individual password to gain School access to the Internet. Internet content to all school computers is screened and filtered centrally by Wardle TRUST. Staff remain constantly vigilant checking the provision and content of all material viewed. The school remains acutely aware that pupils may be subject to "cyberbullying" on their own home computers and has organised regular awareness raising sessions. The school is anxious to work with parents on this issue, through the recommendations of the detailed E-Safety policy, which is available on request.

## Appendix 2. MONITORING A CHILD WHERE THERE IS SUSPECTED ABUSE AND AFTER ABUSE

Teachers/support staff/volunteers are in a unique position of being the only adults outside a child's family who see the child almost daily. The Class Teacher is also often the best person to monitor a child.

### Monitoring is appropriate:

When adults in school have a concern about a child's welfare:

1. Following a consultation (as opposed to a referral) or for a case which is not considered by EHASH to need their immediate involvement.
2. When a child has been the subject of an investigation, but not conferenced, but there is still some concern.
3. When a child is under a category of abuse and has a child protection plan in place.

Any conversations or involvement with a family is recorded on CPOMS

All correspondence is confidentially stored electronically on CPOMS

## Appendix 3.

### PROCEDURES TO FOLLOW

1. If a teacher/support staff/volunteer tells you that he/she suspects abuse.

Discuss this and decide whether the class teacher should talk to the child and/or the parents, whether the class teacher should monitor the child's behaviour etc.

If in doubt, check by seeking the advice of Early Help Screening Hub on 0300 3030 440 or Education Safeguarding Officer 01706 925384.

2. If a teacher/support staff/play worker/volunteer tells you that a child has disclosed information

If a child has disclosed information about an abusive situation or incident(s) then you must refer this to Early Help Screening Hub. For sexual abuse, forced marriage, FGM, fabricate or induced illness cases, or situations which may place the child in further danger, you do not contact the parents. However, for other categories of abuse, discuss the concerns with parents and tell them that you are making a referral.

Before completing a referral form, contact Early Help Screening Hub on 0300 3030 440 or Education Safeguarding Officer 01706 925384. Make sure you have information such as the child's full name, age, UPN and address to hand. You can also get advice and explain the concerns. They will accept referrals over the phone and advise on the actions to take. A form should then be completed and faxed 0844 9632483.

When you contact Childcare Services, make it clear that you are making a child protection referral. Be sure that you are clear about what has been agreed at the end of the conversation.

Agencies within the Authority available to offer advice and support are:

**Education Safeguarding Officer - 01706 925179**

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

**Early Help Screening Hub - 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 non-emergency calls -101**

**Police emergency calls - 999**

IF IN DOUBT, CONSULT.

3. Recording. Follow the list in appendix 5

Make sure that you keep a detailed record of all actions and conversations. Use CPOMS

4. Ensure the procedures for consultation and referral as laid out in the RBSCB Child Protection procedures are followed.

#### CASE CONFERENCES

5. An initial case conference is held only after an investigation under Section 47 of the Children Act has been made into the incident or suspicion of abuse which has been referred. The aim of the conference is to bring together families and professionals in order to share and evaluate information, make decisions about the level of risk to the child, decide whether to register under a category of abuse and to make plans for the future. The school can provide important information and the presence of a representative from the school is essential. It is important that someone who knows the child well and has undertaken relevant CP training attends and that this person has the support of the designated teacher.

#### Appendix 4.

### RESPONDING TO DISCLOSURE

Where a child chooses to share information with a member of staff about an abusive incident, it is important that the child is supported and feels s/he has 'done the right thing'. It is essential to reassure the child and say the following in a natural, caring and genuine manner.

- i) I believe you
- ii) It's not your fault (a child can never be held responsible for abuse received at the hands of others)
- iii) I'm glad you told me
- iv) I'm sorry this has happened to you
- v) I'm going to help you.

Care must be taken that we do not inadvertently contaminate possible criminal evidence and it is important to remember that the school staff are not an investigative agency and that our role is that of supporting the child.

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Any early discussions with the child should, as far as possible, adhere to the following basic principles:

1. Listen to the child rather than directly question him or her
2. Never stop a child who is freely recalling significant events
3. Make a note of the discussion, taking care to record the timing, setting and people present as well as what was said on the Kentmere Academy & Nursery form
4. Record all subsequent events up to the time of the substantive interview (This is the interview with Childcare Services). It is important to write up at least a rough draft immediately in order to retain as much accurate information as possible and, if required complete the body map on our school pink form.

It is not necessary to ask the child to repeat what has been said to other members of staff, (e.g. the designated teacher or deputy) as one telling is quite traumatic and it may appear to the child that s/he has not been believed.

It has probably taken a great deal of courage for the child to tell and he/she has chosen someone they feel will be sensitive and caring.

It is essential that the child is treated sensitively and with dignity and they are told what is happening and why at each stage. Questions should be answered as openly and honestly as possible. Do not make promises to the child that you are uncertain will be kept. Do not speak to anyone else e.g. Childcare Services or Education Welfare in front of the child.

It may be beneficial to the child if s/he wishes, for the member of staff chosen to confide in, to remain with the child and be present as a support at the interview with the social worker, although there should be no pressure on either to do this.

#### Appendix 5 CHECKLIST FOR RECORDING EVIDENCE

Schools need to ensure their records and any notes are in order at all times because whenever an incident or suspected incident of child abuse leads to the death of a child, or when a child protection issue is likely to be of major public concern, an individual review is undertaken by the Rochdale Borough Safeguarding Children Board and all files and notes relating to the child are secured.

Reports must be concise, factual and detailed.

Details to be included in a report:

1. Child's full name
2. Position in family
3. Family circumstances
4. Age and date of birth
5. Date and time of the exchange
6. School name and address
7. How the information was divulged (e.g. was it volunteered or asked for)

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8. Who it was divulged to
9. A detailed account of what was said, making careful note of who said what to whom.
10. Any injuries (include the approximate size, position and description) as denoted on the appropriate body map
11. How the child is coping with the situation. (e./g. does the child talk about it freely or do they get upset and cry)
12. What action will be taken (e.g. - what are the child's plans for the day \_ does s/he go home for dinner? - it's no good a social worker coming if the child has gone home)
13. Who else you have spoken to in school?

## Appendix 6

### CONFIDENTIALITY

The only purpose of confidentiality is to benefit the child and one of the roles of the school is to keep the suffering of the child to a minimum.

It is essential that the staff understand why information cannot be readily available to everyone and some things only need to be passed onto other people, on a "need to know basis."

It needs to be made clear to the child that the information they are sharing has to be passed onto others, who should be identified and the reasons for their involvement given. This is an issue, which needs to be addressed with sensitivity.

Within the school, the number of staff involved with the details must be kept to a minimum (the person the child has confided in and the Designated Safeguarding Lead). Staff closely involved with the child will need to be aware that the child has a problem but not the details. (This child's name will be added to the Watch List).

The Governors play an important role in terms of procedures and the formulation of policies and ensuring that the school carries out its policies, but there is never a need for Governors to be involved in individual cases and families and children need never to be named. Parents have no right to information contained in the school's records which relate to Child Abuse. All factual information however, will be required in any subsequent case conferences and parents are now present at case conferences and receive copies of all reports.

All reports must be written out by the person the child has confided in and seen by Mrs Finerty. They are stored securely on CPOMS an on line management system. Mrs Finerty will ensure that a copy of the report is sent securely to the appropriate agency (ies).

## Appendix 7

## Specific safeguarding issues

25. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website: The following are available as links on the school T drive; KCSIE-September 2019

- child sexual exploitation (CSE) – see page 79 of KCSIE September 2019
- child missing from education – see page 79 of KCSIE September 2019
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- Female genital mutilation (FGM) see page 83 KCSIE September 2019
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation – see KCSIE July 2019
- sexting
- teenage relationship abuse
- trafficking



## Protecting children from Radicalisation: The Prevent Duty (DfE June 2015)

The Counter-Terrorism and Security Act 2015 places a duty on Schools 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. Our School can help to protect children from extremist and violent views in the same ways that we help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

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, online 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 will 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.
- making appropriate referrals to the Local Authority for early intervention and support where necessary
- ensuring that staff member(s) or governor(s) responsible for safeguarding are kept fully aware of their responsibilities by attending relevant training and briefings
- letting staff, parents and pupils know how to voice their concerns
- responding to any allegations appropriately in accordance with appropriate school policies and procedures



**Further departmental advice available at:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/pre-vent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/pre-vent-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 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. As a school we acknowledge and impress the importance of this issue on all members of staff and their duty in reporting this.

The Mandatory reporting duty commenced in October 2015 and all teachers understand that they 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's designated safeguarding lead and involve children's social care as appropriate.

**Further departmental advice available at:**

[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.

It is the responsibility of our school to effectively monitor all children's attendance and should a child cease to attend, fail to return after exclusion, fail to return after an extended unauthorised holiday or fail to start appropriate provision and hence never enter the system it is the responsibility of school to contact the relevant Children Missing Education department of the LA – Rochdale's contact person is

To make a referral main number is 01706 925072 and ask for the CME officer or send a written referral to: [cme@rochdale.gov.uk](mailto:cme@rochdale.gov.uk)

**Further departmental advice available at:**

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<http://www.rochdale.gov.uk/pdf/2016-05-17-Children-Missing-Education-Protocol-09-2015-FINAL.pdf>

<http://www.rochdale.gov.uk/pdf/procedures%20for%20non%20arrivals%20september%202014.pdf>

### **Private fostering**

A private fostering arrangement is one that is made without the involvement of a local authority for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Most frequently, young people are in private foster care for the following reasons:

- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families
- children from other countries sent to live in the UK with extended family

There may also be private foster care arrangements for the following reasons;

- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families.

It is a requirement that private fostering arrangements are brought to the attention of the local authority. The Designated Safeguarding Lead in school will then make a referral to Early Help Screening Hub in line with the procedures.

Further information is available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/274414/Children\\_Act\\_1989\\_private\\_fostering.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf)

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

Forced marriage is a human rights abuse. It can constitute both child abuse and sexual abuse.

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. 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, whether a religious or civil ceremony, cannot be justified on religious grounds

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 Designated Safeguarding Lead in school (Mrs Sue Finerty) who will then make a CP referral to Early Help Screening Hub in line with the procedures.

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

### **Child Sexual Exploitation**

Should any member of staff have a concern that any child is at risk of CSE this should be discussed with the DSL (Mrs S. Finerty) straight away. There are different contexts of exploitation such as 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. 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 also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Concerns that a child may be at risk of sexual exploitation the DSL will act upon the information that she has received and make a CP referral to Rochdale Early Help Screening Hub .Rochdale has a dedicated CSE team - 'Sunrise' based within the Early Help Screening Hub and this team tackles sexual exploitation and related harm in the borough of Rochdale. <http://www.thesunriseteam.co.uk/>

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

Further information is available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

We recognise that safeguarding is everybody's responsibility and that the best interests of the child are paramount. EVERYONE who comes into contact with children and their families has a vital role to play. Our school will provide a caring, positive and safe environment to promote the social, physical and moral development of each individual child.

Signed: 

Sarah Isberg (headteacher)

Agreed by the Governing Body:



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