



Cardinal Langley RC High School

Safeguarding & Child Protection Policy

RATIONALE

The school's mission statement makes clear that this is a school where we aim for all to feel safe and valued. Under the 2002 Education Act, the school has a responsibility to create and maintain a safe learning environment for young people; to identify where there are child welfare concerns and to take action to address such concerns in partnership with other organisations where appropriate (adapted from 'Working Together to Safeguard Children' – 2013).

Governors and Senior Leaders have a responsibility of ensuring that all statutory requirements regarding safeguarding are met but 'everyone who comes into contact with children and their families has a role to play in safeguarding children' (DFE – Keeping Children Safe in Education 2016). Through the curriculum, the school has an important role in making young people aware both of behaviour towards them which is not acceptable and how they can help keep themselves safe. The curriculum can also play a preventive role in preparing young people for their future responsibilities as adults, parents and citizens. Education staff have a crucial role to play in keeping young people safe and helping identify welfare concerns and indicators of possible abuse or neglect. They also have a responsibility to know how to respond to such concerns. Where a student has special educational needs or is disabled, the school will have important information about the student's level of understanding and the most effective means of communicating with the student.

In all aspects of safeguarding and child protection, the child's welfare is paramount (and a child includes everyone under the age of 18).

PURPOSE

All those who work or come into contact with children and families have a duty to safeguard and promote the welfare of children (Rochdale Borough safeguarding Children Board 2009)

There are three aspects to safeguarding and promoting the welfare of students. They are that arrangements are in place:

- To take all reasonable measures to ensure that risks of harm to student's welfare are minimised, and
- To take all appropriate actions to address concerns about the welfare of any student, or students, working to agreed local policies and procedures in full partnership with other local agencies.
- To support children about whom there are safeguarding concerns

Safeguarding children's welfare encompasses matters such as bullying and health and safety (about which there are specific statutory requirements), together with a range of other issues; for example, arrangements for meeting the needs of children with medical conditions, attendance, providing first aid, school security, drugs and substance misuse, staff recruitment, etc. about which the Secretary of State has issued guidance. Details of the School's policies in these areas are contained in other documents which contribute to ensuring the school's overall concern for the safeguarding of ALL students who belong here or are visiting. The purpose of this document is to ensure that all staff are aware of the arrangements that the school has in place for safeguarding the welfare of its students. It gives guidance to help staff who may have concerns about the safety or welfare of a child and sets out the school's position in relation to all aspects of the child protection process.

GUIDELINES

Section 175 of the Education Act (2002) states:

- (1) A local education authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.
- (2) The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.

No-one who is involved in any way with the care of children can escape responsibility for identifying the signs of child abuse and, having done so, for taking appropriate action as outlined below. Accordingly, all staff should familiarise themselves with the procedure outlined in this document as well as with the Code of Practice, which provides definitions of the types of child abuse and gives social and medical indicators of abuse/neglect (a summary of which is provided for each member of staff in the Safeguarding Handbook)

A: Promoting safeguarding

CLHS takes seriously its duty of pastoral care and is proactive in seeking to prevent children becoming the victims of abuse, neglect or exploitation. It does this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds.
- By having policies, practices and procedures in place which contribute to the overall welfare of students e.g. regarding bullying, e-safety, medical needs, school trips and site security.
- By ensuring that safe recruitment practices, which provide for appropriate checks, are in place and are followed in respect of all new staff and volunteers who will work with children.
- By producing the school safeguarding handbook.
- By identifying members of staff who have overall responsibility for safeguarding matters, who are known to all staff, who receive regular training in this field and who act as a source of advice and support to other school staff.
- By informing staff annually of safeguarding procedures and expected working practices as put forward in LA guidelines.
- By reminding staff that they have individual responsibility for referring safeguarding concerns using the proper channels and within the timescales set out in the Code of Practice.
- By informing children of their rights to be free from harm, and encouraging them to talk to school staff if they have any concerns.
- By promoting awareness of child sexual exploitation, FGM and the safeguarding agenda via assemblies and talks from appropriate professionals.
- Through PSHCE and an ongoing programme of support, at an age appropriate level, to promote self-esteem and social inclusion, and to address the issue of safeguarding in the wider context of child safety in general.
- Through providing information for parents regarding e-safety and safeguarding on the school website.
- By ensuring that parents have an understanding of the responsibility placed on the school and staff for safeguarding and have access to the school's safeguarding policy.
- By ensuring that a member of the governing body is nominated to be responsible for liaising with the LA and/or partner agencies, as appropriate, in the event of allegations of abuse being made against the Headteacher.

The designated safeguarding lead is: Mrs E Walker (from 01.01.2015)

(Prior to this, the designated safeguarding lead was Mr A Waller)

The Deputy Designated safeguarding person is: Mr J Sweeney

The nominated safeguarding governor is: Chair of Governors, Mrs M Moore (from 01.02.2017)

(Prior to this, the nominated safeguarding governor was: the then Chair of Governors Mrs P Oliver)

B: Responding to concerns

A concern may be about **actual or likely abuse (physical, emotional, sexual or neglect) of a child by someone**, for example: a family member or friend; a carer or foster carer, a professional, a colleague, a volunteer worker, another child, a stranger, someone using or producing child pornography, somebody using the internet; or a person identified as presenting a risk or potential risk to children (previously known as Schedule One offences) having contact with children. Alternatively, a concern may be about **what a child is experiencing**, for example:

- a) A child living in a family where there is domestic violence between adults
- b) A child living with an adult who is misusing alcohol, drugs or other substances
- c) A child whose welfare is affected by living with an adult who has a mental illness
- d) A child who is being sexually exploited
- e) A child misusing alcohol, drugs or other substances
- f) The exploitation or corruption of a child
- g) The risk of FGM

THE FOLLOWING PROCEDURES MUST BE ADHERED TO

Incidents of possible child abuse obviously need to be handled with sensitivity and confidentiality consistent with the multi-disciplinary approach. If there is any cause for concern whatsoever it is vital that information is passed to one of the designated persons immediately (or, in their absence, to one of the learning mentors or the headteacher). In the event, following statutory investigation, of concerns proving to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

Staff in schools should not themselves investigate possible abuse or neglect. Any investigations conducted by the school are potentially detrimental to the formal investigative process and ultimately to the safety of the child in question.

Staff have a key role to play by referring concerns about those issues to the designated lead in school who will assess the level of *risk* or *need* and respond in one of the following ways:

- Working with parents/ carers
- Instigating a CAF
- Referring to Multi Agency Screening Service requesting assessment of need Section 17)
- Making a child protection referral (section 47 referral)
- Contacting the Police directly

i) Where there are concerns about a child

- If it is believed that a child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence, this should be brought to the attention of the statutory child protection services immediately. Staff who become aware of the possibility of abuse should inform the designated person in school **immediately** and the designated person should make a referral to Children's Social Care or the police, possibly after consulting with them first. However, anybody can make a referral in these circumstances.

- It is good practice for the designated person to discuss any concerns they have with the family and, where possible, to seek the family's agreement to making a referral to Children's Social Care or the Police. Full details of any such conversation should be recorded. However, there are exceptional circumstances where such discussion and agreement-seeking would place the child at increased risk of significant harm. In these circumstances it can be appropriate to refer without agreement from the family, although the source of the referral will subsequently be disclosed to the family by the relevant authority. In cases where a professional is acting in good faith on third party information it may not be appropriate for Children's Social Care/the Police to reveal the source of the referral. In either event the professional will be advised of the decision on this point.
- Other factors relevant to the decision to refer without prior discussion with the family include:
 - Issues of staff safety.
 - The risk of destroying evidence.
 - The likelihood of children or other family members being intimidated.
 - The possibility of an increased risk of domestic violence.
 - The possibility of the family moving to avoid professional scrutiny.
- Teachers and other staff in school must not themselves take any further action although if a parent, guardian or other individual volunteers information this should be recorded.

ii) Where a child approaches an individual teacher/adult

It is recognised that a child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when School staff or volunteers are present. In these situations staff are required to:

- Listen to the child and allow the child to freely recall significant events, keeping questions to the absolute minimum necessary to ensure a clear and accurate understanding of what has been said.
- Reassure the child but tell them that a record of the information given will be made, and do this. Include timing, setting and others present. Record the child's demeanour as well as what is said.
- Explain that they cannot promise to keep confidential anything the child says if the matter is related to child protection or abuse.
- Explain that help may be required to keep them safe, but do not ask the child to repeat their account of events to anyone else.
- The individual who receives the information will be expected to pass it on as a matter of urgency to the relevant designated person above to ensure the matter can be dealt with as soon as possible.

iii) Where a child needs immediate medical treatment:

If a child comes to school in need of immediate medical treatment they should initially be taken to the school's designated first-aider, where appropriate action will be taken. This may involve:

- A call or delivery to the local health centre
- Delivery to hospital
- A call to emergency services

If, in the judgement of the designated person, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. The designated person must refer the case to Children's Social Care. Provision of medical treatment should not be delayed by attempts to contact the parent or guardian in advance and in some cases of suspected child abuse it would be inappropriate to alert parents (see above).

iv) Where there is an allegation against a member of staff

Where any member of staff becomes aware of an allegation of child abuse made against a colleague, Child Protection Procedures must be followed. The Headteacher must be notified or, where the allegation is against the Headteacher, the Chair of Governors must be informed. All allegations of alleged or suspected abuse must be considered by the statutory agencies where the allegations involve:

- Sexual abuse
- Physical assault
- Serious or repeated intimidation

This applies even where the nature of the alleged assault would not normally meet the threshold applied to children in their own families. For example, a report of a child being smacked by a parent with no injury caused would be unlikely to require any response by Police or Children's Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- The vulnerability of children away from home
- The higher standards of conduct demanded by law and regulation of those caring for other people
- The position of trust enjoyed by such people

Full details of how to respond to an allegation made against a member of staff can be found in the Designated Teacher's Handbook and the Code of Practice. It is not the responsibility of the school to investigate allegations made against staff. A multi-agency strategy meeting will be convened by Social Services to decide on how the investigation will proceed. This meeting will also include the Human Resources Adviser for the school. All allegations should be reported to the Local authority Designated officer (LADO). If a member of staff is dismissed or removed due to safeguarding concerns (or would have been had they not resigned) the school will fulfil its legal duty by the headteacher informing the Disclosure and Barring Service (or the Chair of Governors will do this if the person concerned was the headteacher).

C: Referrals

- On referral of any concern to Children's Social Care or the Police, the designated person needs to be clear about:
 - Full names and dates of birth of the child, carers and any other family members
 - Child's full address and telephone number
 - Daytime address and contact telephone numbers for parents/carers
 - Child and family's language
 - Reason for the referral, including description of any injuries observed (use skin maps not photographs) details of any allegations made, discussions with the child or others, details of any witnesses. Include any relevant dates/times/places of alleged incidents
 - Action taken and people contacted since the concern arose
 - Any immediate or impending danger to the child
 - Ethnic origin, religion and cultural background
 - Special needs of the child and/or parents/carers
 - Language requirements of child or parents/carers (Family members must not be used as interpreters).
- Referrals should be made directly to the police where concern is about abuse or risk of abuse from **SOMEONE NOT KNOWN** to the child or the child's family.
- The designated person must contact the custodian of the Child Protection Register even if the case is well known to him/her and other agencies. The number of interrogations and their origins can be used to build up a composite picture of the situation regarding a particular child. Staff should not

hesitate to interrogate the register. Interrogation of the Child Protection Register does not in itself constitute a referral.

- All verbal communication should be written up and recorded within 24 hours

D: Additional requirements:

- The designated person should keep handwritten records, timed, dated and signed, of any signs of abuse, neglect or any other injury and of any action taken. He/she should record the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch or body map. Any explanation or comments made by the child or their carer need to be recorded in their exact words if possible. It should also be recorded whether or not the family have been informed of the reasons for the concern and the actions taken by the designated person.
- Any information regarding a safeguarding issue should be written up or attached to the appropriate file on the school's secure web based recording system: CPOMS.
- Where others, such as Education Welfare Officers, Youth Workers or Educational Psychologists are involved, the designated person should check with them to see if they have any concerns. Their comments should be noted and passed on with the referral to Children's Social Care.
- In the course of an investigation Social Care Staff or the Police may wish to speak to a child, without parental knowledge or consent. The Head teacher, or their deputy, acting 'in loco parentis', will have discretion to agree to this in order to allow the authorities to explore concerns and determine whether there are grounds for further action. In these cases the Head, or their deputy will ensure that the child's welfare is secured and that they have access to a trusted adult.
- The Head or their deputy will not allow a child to be removed from school premises without either
 - Parental consent
 - An order of the Court or a Police Protection Order, or
 - The child's own consent (providing the child is of an age and understanding to give informed consent).
- Following a Child Protection Investigation where the concerns are substantiated and the child is judged to be at continuing risk of harm, Children's Social Care will convene a Child Protection Conference. It is expected that the designated person will attend and provide a written report. If they are unable to attend for unavoidable reasons, or send a representative, they should submit the written report in the format provided by the LA (see Designated Teacher's Handbook). It is essential that schools are represented at conference, and any subsequent Core Group Meetings and that they actively participate in any Child Protection Plan for children on the school roll.
- If, following a Child Protection Investigation, concerns are substantiated but the child is not judged to be at continuing risk of significant harm, Children's Social Care may decide that a plan for the child's future safety and welfare can be implemented without the need to convene a Child Protection Conference. If the designated person still has serious concerns that a child may not otherwise be adequately safeguarded he/she can request that Social Services convene a Child Protection Conference.

E. Confidentiality

- The safeguarding of children means that there has to be an exchange of information between professionals. Information regarding an individual should normally only be shared with third parties (including other agencies) with the consent of the subject of that information. Wherever possible, the school will seek consent before sharing information but recognising that it may not be possible or desirable in some situations to gain such consent, will share information necessary to safeguard a child (data protection will not apply in these circumstances).

F. Records and Monitoring

- Well-kept records are essential for good safeguarding practice. The school uses a secure web-based system (CPOMS) for the recording of all information connected to safeguarding on any individual child. While staff are able to input information, only the designated lead and deputy are able to access and see such records.
- The Governors of the school will be provided with a termly update (anonymised) of any safeguarding concerns

G. Supporting students at risk

- At the heart of all the safeguarding procedures listed above are individual students whose experiences will often have an impact on their self-worth and behaviour. It is also recognised that children who have experienced abuse may in turn abuse others. School may well be the only stable secure predictable environment. The school will support individuals through:
 - The curriculum which will encourage self-esteem and challenge negative behaviours
 - A caring supportive environment in line with our mission statement
 - Regular liaison with other professionals and agencies who support the individual and their family
 - The support of a named individual in school

H. Other related documents:

- DFE Keeping Children Safe In Education (2016)
- Working Together to Safeguard Children (2013)
- Rochdale Borough Safeguarding Children Board (Child Protection Procedures 2009)
- RMBC Safe Working Practices
- RMBC Recruitment and Selection Guidelines
- CLHS Anti Bullying Policy
- CLHS Use of internet and email policy
- CLHS Safeguarding Handbook
- CLHS Restraint policy
- CLHS Search Policy


I. Useful telephone numbers:

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|--|-------------------------------------|
| Education safeguarding Officer | 01706 925384 |
| Education welfare service | 01706 925115 |
| Multi Agency Screening Service | 0845 226 5570 |
| Rochdale Safeguarding Children Unit | 0845 226 5500 (Mon-Fri 9.00-16.30) |
| Children's Social care | 0845 226 5570 (Mon- Fri 8.45-16.45) |
| Emergency duty social work team | 01706 354836 |
| Police central switch board | 0161 872 5050 |
| Police Public Protection & Investigation | 0161 856 8067 |
| | 0161 856 9442 |
| Local Authority District Officer | 0845 226 5500 |

Policy Approval:

Signature of Headteacher:

Signature of Chair/Vice-Chair
of C&P Committee:



A Bridson

03.12.2014

Date

03.12.2014

Date

Appendix A

Extract from Cardinal Langley RC High School Staff Handbook

Child Protection Statement

Parents should be aware that Cardinal Langley RC High School will take any *reasonable action* to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow Rochdale Authority's Child Protection Procedures and inform Children's social care of their concerns.

Suspicion that a child is being, or has been abused

The member of staff in this position should discuss this either with one of the designated persons (Mr A Waller, or Mr J Sweeney). If more advice is needed then contact and consultation should be made with the relevant Social Services Department (RMBC) or with the Children's Conference and Review Unit.

In most cases of suspicion it is necessary to monitor the child; the members of staff should keep notes involved. These notes should be kept securely as they may be used at a later date if suspicions become more concrete or confirmed. In this situation Rochdale's Child Protection Procedures must be followed and the information **MUST** be referred to Social Services and/or the Police as the school is not an investigative agency.

Disclosures

In this situation it is important that the child feels supported and that the members of staff involved treat the situation seriously. The child should be listened to and reassured. At no time can the member of staff promise confidentiality, as it is a legal duty to refer the matter on. Open-ended questions can be asked, but mostly the child should talk.

Brief notes must be made and include dates, times and places and any physical evidence. These then should be signed.

This information must immediately be passed on to the **designated person**. If the member of staff wishes to continue to deal with the situation then the **designated person** will give support or they may pass the situation on to the **designated person**. If it is the latter, then they must be available if more information is required. Parents should be contacted to inform them of the situation, in person, not over the telephone. This does not apply in cases of sexual abuse where they may know the perpetrator.

If in any doubt then consult with the **designated person or Children's Social Care**

It must be remembered that Cardinal Langley RC High School is not an investigative agency and only Social Services or the Police can carry out investigations. Cardinal Langley RC High School's duty is to ensure that Rochdale's Child Protection Procedures are followed.

It is part of your contractual and legal duty to refer information about child abuse and this must be done as soon as possible.

February 2017 Update:

Appendix B

At CLHS, we ensure staff understand what 'peer-on-peer' abuse is. Some signs of such abuse are:

Physical

- Wrestles
- Tickles
- Massages
- Hugs too long or too often
- Lap-sits older children

Psychological

- Isolates children from parents and peers
- Creates personal friendships
- Chooses favourites
- Overly involved

Behavioural

- Encourages breaking of rules
- Keeps secrets
- Encourages alcohol use
- Encourages drug use
- Encourages use of inappropriate material
- Explicit online activity including sexting*

*This issue is covered in Life Skills lessons as well as in ICT and E-Safety assemblies. Key Workers liaise closely with families of children who are involved or affected by such activity.

Warning Signs include:

- Changes in demeanour
- Sudden reluctance or refusal to participate or engage
- Avoiding others
- Clinging to adults
- Seeking constant supervision
- Significant decline in performance
- Unexplained injuries
- Vague disclosures
- Reluctance or refusal of routine activities
- Sudden development of sexualized behaviour
- Excluding self

School will respond quickly to any concerns, document the disclosure and all areas of related concern; communicate the incident to immediate line managers and follow the school's protocols for referral.

Allegations of peer on peer abuse will be investigated with absolute confidentiality. Referrals will be made to Rochdale MASS team if outside agencies are required to intervene. We fully understand the different gender issues that can be prevalent when dealing with peer-on-peer abuse – gender based violence, including violence against women and girls, and are sensitive to all gender issues.

Any reports of so called 'honour based violence' will be immediately reported to police. Advice for staff regarding confidential reporting (whistle blowing) can be found at help@nspcc.org or by telephoning: 0800 028 0285