

# SAFEGUARDING POLICY & PROCEDURES

Manager: J. Sandiford-Mitchell

Reviewed: 20<sup>th</sup> April 2020

Approved by Governors:  
Next Review: September 2020

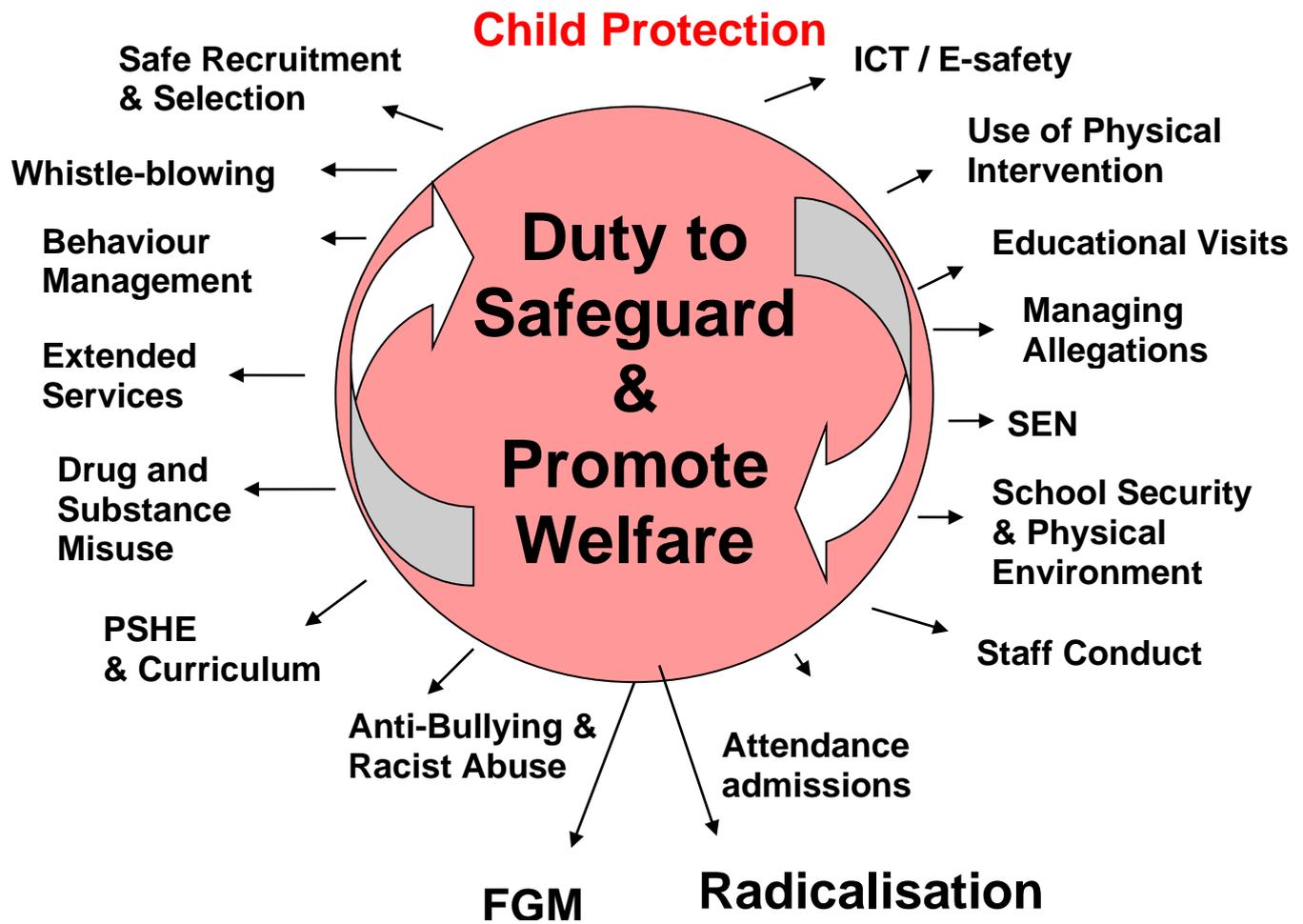
## Important Sources of Further Information

1. 'Keeping Children Safe in Education', DfE (Statutory Guidance revised in September 2019)  
All staff in education settings should have read at least Part 1 of this statutory guidance.
2. The Rochdale Borough Multi-Agency Safeguarding Children procedures can be found on the Rochdale Borough Safeguarding Children Board website [www.rbscb.org](http://www.rbscb.org) and make explicit what action should be taken at the point of referral to the Early Help and Safeguarding Hub (EHASH) or the police and thereafter<sup>1</sup>
3. Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children);
4. What To Do If You're Worried A Child Is Being Abused a Advice for practitioners
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 2002.

**Important – Please see Appendix 3 - Covid – 19 School Closure Arrangements**

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<sup>1</sup> The Rochdale Borough Multi-Agency Safeguarding Children are available electronically and can be accessed via the RBSCB web site: [www.rbscb.org](http://www.rbscb.org)



- Peer on Peer abuse
- Honour and Gender Based Violence

## Protecting children from radicalisation: the prevent study (DfE June/August 2015)

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from child sexual exploitation, drugs, gang violence or alcohol.

The Prevent Strategy aims to protect vulnerable people from being drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. We recognise that as with other forms of safeguarding strategies, early intervention is always preferable. Our school is committed to working with other local partners, families and communities, and we will play a key role in ensuring young people and their communities are safe from the threat of terrorism.

We also recognise that our school has a duty of care to our pupils and staff which includes safeguarding them from the risk of being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Prevent can work with 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
- Developing an action plan to reduce the risk
- Training staff to recognise radicalisation and extremism
- Referring vulnerable people to the Channel
- Prohibiting extremist speakers and events
- Managing access to extremist material – ICT filters
- Being confident about British Values

We recognise that some young people, who are vulnerable to extreme views, may find it difficult to develop a sense of self-worth and to view the world in a positive way. We also recognise that their behaviour may be challenging at times and that some may cause offense or harm to others.

We will therefore always take a considered and sensitive approach in order that we can support all of our pupils by:

- Providing a safe environment for children and young people to learn and develop in our school setting, and
- Identifying children and young people who are particularly vulnerable to extreme views/radicalisation and taking appropriate action in accordance with the schools Safeguarding procedures with the aim of making sure they are kept safe both at home and in our school setting.

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

Further departmental advice available at:

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

#### Female Genital Mutilation Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term “teacher”.

The mandatory reporting duty will commence in October 2015. Once introduced, teachers must report cases where they discover that an act of FGM appears to have been carried out to the police. 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 guidance available below:

[http://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447596/KCSIE\\_Part\\_1\\_July\\_2015.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf)

Shawclough school is committed to the safeguarding of pupils and staff at risk of Honour based Violence, this is a criminal offence and will be reported in line with the schools reporting procedures and police processes. Adults within Shawclough school are expected to work within this policy.

Shawclough school is committed to the prevention and Safeguarding of pupils at risk of peer on peer abuse this is also covered in our e-safety policy.

Shawclough is committed to the prevention and Safeguarding of pupils at risk of gender based abuse, bullying in all forms will not be tolerated this is also covered in our Anti –Bullying Policy.

## Whole-School Policy on Child Protection

**SCHOOL:** Shawclough Community Primary School

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

Academic Year	Designated Safeguarding Lead (DSL) & or Deputy DSL	Nominated Governor
2019-20	Julia Sandiford-Mitchell Paula Wilson	Lindsay Torrance

### B. Training for Designated Staff in School (DSLs) should refresh their multi-agency training regularly)

Name of Staff Member / Governor	Date when last attended Safeguarding Training	Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team)
Julia Sandiford-Mitchell	Sept 2018	RBSCB
Paula Wilson	Sept 2018	RBSCB
Lindsay Torrance	Sept 2018	RBSCB

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

Who attended (e.g. all teaching and welfare / support staff, Governors, volunteers)	Date	Training Delivered by
All Staff All Staff	03/09/19 03/01/17 prevent	Clare Heap Julia Sandiford-Mitchell

**D. Review dates for this policy**

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>
<b>November 15</b>	<b>Addition of the Prevent Study, FGM and radicalization. Training dates updated and other relevant changes made.</b>	<b>Charlotte Balogh Julia Sandiford- Mitchell</b>
<b>March 18</b>	<b>Addition of Peer on Peer abuse, Gender based And Honour based violence.</b>	<b>Julia Sandiford- Mitchell</b>

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# DEVELOPING A WHOLE SCHOOL POLICY ON SAFEGUARDING & CHILD PROTECTION

## 1. PURPOSE OF A CHILD PROTECTION POLICY

- 1.1. An effective whole school Safeguarding policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with Safeguarding issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that Safeguarding concerns and Child Protection referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child.

## 2. INTRODUCTION

2.1. Shawclough Community Primary School

2.2. 'Our school fully recognises the contribution it can make to protect children and support pupils in school'.

'There are three main elements to our Safeguarding Policy'.

(a) **Prevention:**

We have a school atmosphere, teaching and pastoral support to pupils.

(b) **Protection:**

By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns/disclosures.

(c) **Support:**

To pupils and school staff and to children who may have been abused.

**2.3** This policy applies to all staff and volunteers in school.

## 3. SCHOOL COMMITMENT

3.1. 'We recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or who are suffering significant harm.'

Our school will therefore:

- (a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to, through positive ethos, PSHCE, circle time, Th'inc room, class discussion and School Council Buddies.

- (b) Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. This is clearly stated in assembly and class time, also through PSHCE and Learning Mentor.
- (c) Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe and / or communicate their fears or concerns about abuse.  
See PSHCE Policy.
- (d) Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.  
See PSHCE Policy
- (e) Ensure that every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

#### **4. FRAMEWORK**

'Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect, at an early stage: referring those concerns to the appropriate organisation ....., 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 where the Child Protection threshold is not met. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.'

- 4.1 Safeguarding is the responsibility of *all* adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Rochdale Borough Safeguarding Children Board (RBSCB).

The RBSCB represents all parts of Rochdale and all sectors that have dealings with children at present. Mrs J. Sandiford-Mitchell and Mrs K. Connolly represent all Rochdale Headteachers.

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

#### **5. ROLES AND RESPONSIBILITIES**

- 5.1. All adults working with or on behalf of children have a responsibility to safeguard and promote the welfare of children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Child Protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

5.2 The role of the Designated Safeguarding Lead is to ensure that children get the right support required, in order to protect them.

5.3 The Headteacher also fulfils this role.

5.4. We have a named Governor who supports the Senior Leader but does not deal with cases directly.

The governing body is accountable for ensuring that the education setting had effective policies and procedures in place in accordance with this guidance, and for monitoring the school's compliance with them. Neither the governing body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff). Some governing bodies have found it helpful for an individual member of the governing body to champion child protection issues within the school, liaise within the school, liaise with the head teacher about them, and provide information and reports to the governing body. However, it is not appropriate for that person to take the lead in dealing with allegations of abuse made against the head teacher. That is the role of the chair of governors or, in the absence of the chair, the vice of deputy chair. w

Whether the governing body acts collectively or an individual member takes the lead, it is helpful if all members of the governing body undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

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

**Education Safeguarding Officer - 01706 925384**

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

**EHASH - Tel: 0300 303 0440**

**Out of Hours, Emergency Duty Social Work Team - Tel: 0300 303 8875**

**Local Authority Designated Officer (Allegations of Professional Abuse) -**

**Louise Hurst Tel: 01706 925365**

**Safeguarding Unit – 0330 303 0350**

External Agency

**Police Public Protection and Investigation Unit - Tel: 0161 856 9442**

## 6. PROCEDURES

Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the Rochdale Borough Multi-agency Safeguarding Children procedures located at [www.rbscb.org](http://www.rbscb.org).

Staff will be trained at regular intervals by the Headteacher and by the Local Authority. There are clear procedures in school to ensure that other adults in school know what to do if there are Child Protection concerns. Parents are informed of the school's duties and responsibilities through the parent handbook.

## 7. TRAINING AND SUPPORT

Updated September 2019

- 7.1. 'Our school will ensure that the Head Teacher who is the Designated Safeguarding Lead and the nominated governor for Child Protection attend training relevant to their role' at regular intervals. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training within this timescale.'

All staff will receive regular basic child protection updates and training delivered by the Headteacher and the Local Authority. All staff should discuss concerns and queries with the designated people.

Staff are continually updated through staff meetings and training. Staff can also discuss issues with SLT/MASS/CAF team.

## **8. CONFIDENTIALITY**

- 8.1. 'Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection'. All adults in school are aware of the confidentiality policy. All adults are also aware that confidentiality cannot be guaranteed to a child; they may need to share with others.

Confidentiality is discussed as part of induction procedure and is part of Child Protection procedure. Staff are clear that they must pass on information to safeguarding leads.

- 8.2 Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. Any disclosure of personal information to others, (including Children's Social Care staff and the police), must always have regard to both common and statute law.
- 8.3 Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998, European Convention on Human Rights, Article 8*). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, consent may not be possible or desirable but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

## **9. RECORDS AND MONITORING**

- 9.1 Well-kept records are essential to good Child Protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

Adults need to use their critical incident files, share information with designated leaders and then hand to Chris Meek, for addition to 2 drives to children's files,

with all relevant details. Information can be obtained from the Headteacher. There is also a list at the beginning of the Critical Incident file, with all children listed who have current and old Critical Incidents and who are currently under Child Protection proceedings.

The Child Protection file is locked in the Headteacher's office. A computer file is also kept on the 'Z' drive which can only be accessed by authorised staff. All critical incident notes are kept on the 'Z' drive at school. The headteacher will sign off the critical incident notes when they are added to the 'Z' drive.

## **10. CHILD PROTECTION CONFERENCES**

Child protection conferences are attended by Senior Leaders and are there to ensure the well-being of a child/children. Designated leaders are trained. Reports for conferences follow RBSCB guidelines.

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

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

It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support<sup>2</sup>.'

11.2 This school will endeavour to support pupils through:

- (a) The curriculum, to encourage self-esteem and self-motivation;
- (b) The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
- (c) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
- (e) Regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;
- (f) A commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- (g) The development and support of a responsive and knowledgeable staff group trained to respond appropriately in Child Protection situations.

11.3 [This policy should be considered alongside other related policies in school. These are....](#)

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<sup>2</sup> Guidance for schools on the management and support of harmful sexual behaviours presented by children and young people, for example, is available at [www.rbscb.org](http://www.rbscb.org)  
Updated September 2019

- Supporting Pupils with Medical Needs
- School Security
- Staff Codes of Conduct – Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (updated September 2012)
- Behaviour Management Policy
- Anti-bullying
- Special Educational Needs
- Health and Safety
- E-safety
- Allegations of Abuse Against Staff

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic abuse, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.

## 12. SAFER SCHOOLS, SAFER STAFF

School needs to be aware that some staff may be more vulnerable to stress following a disclosure because of their own personal circumstances. Staff are encouraged to share issues with other staff, Senior Leaders or through Local Authority Safeguarding team.

Staff are expected to attend CPD as required and also to meet for supervision.

Staff are recruited using the Safer Recruitment in Education guidelines and Rochdale Local Authority Policy.

Every September, staff share the documents regarding Allegations Management, Safeguarding and Dignity at Work. Staff are expected to comply with all policies and guidelines and a policy for Whistleblowing is clear.

Staff are regularly updated about the whistleblowing and allegation management documents.

## SCHOOL CHILD PROTECTION PROCEDURES

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

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

**The Designated Safeguarding Lead is: J. Sandiford-Mitchell,**

**The Deputy Designated Safeguarding Lead is: P. Wilson**

It is these senior colleagues who are responsible for taking action where the welfare or safety of children or young people is concerned. If staff are uncertain about whether their concerns are indeed 'Child Protection' then a discussion with their DSL/line manager will assist in determining the most appropriate next course of action<sup>3</sup>:

**Staff should never:**

- Do nothing/assume that another agency or professional will act or is acting.
- Attempt to resolve the matter themselves.

**What should the DSL consider right at the outset?**

- Am I dealing with 'risk' or 'need'? (By definition, a child at risk is also a child in need. However, what is the *priority / level and immediacy* of risk / need and consider the Children's Needs and Response Framework?)
- Can the level of need identified be met:
  - In or by the school or by accessing universal services/without referral to the MASS or other targeted services?
  - By working with the child, parents and colleagues?
  - By completion of a CAF with parents/carers/child & other professionals
- What resources are available to me/the school and what are their limitations?
- Is the level of need such that a referral needs to be made to the Multi Agency Screening Service requesting that an assessment of need be undertaken? (**Section 17 Child in Need referral**)
- 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 at risk of suffering significant harm)? (**Section 47 Child Protection referral**)
- What information is available to me: Child, Parents, Family & Environment?
- What information is inaccessible and, potentially, how significant might this be?
- Who do/don't I need to speak to now and what do they need to know?
- Where can I access appropriate advice and/or support?
- If I am not going to refer, then what action am I going to take? (e.g. time-limited monitoring plan, discussion with parents or other professionals, recording, etc)

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

The Designated Safeguarding Lead will decide which information needs to be shared, when and with whom. The primary purpose of confidentiality in this context is to safeguard and promote the child's welfare.

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<sup>3</sup> Detailed information on possible signs and symptoms of abuse can be found at [www.rbscb.org](http://www.rbscb.org) in the Rochdale Borough Multi-Agency Safeguarding Children procedures.  
Updated September 2019

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

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

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

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

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

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

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

- (a) is the subject of an Emergency Protection Order;
- (b) is in Police Protection; or where they have
- (c) there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.**

Therefore, it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a Child Protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm.

**The Designated Safeguarding Lead will make judgements around 'significant harm', levels of need and when to refer. (Children's Needs and Response Framework)**

#### 4. Making Referrals to the EHASH (Guidance for the Designated Safeguarding Lead)

##### (i) Child In Need/Section 17 Referrals

The DSL should look with other services as part of the Early Help Strategy to complete a Common Assessment Framework (CAF) and copy this to: [karen.donnelly@rochdale.gov.uk](mailto:karen.donnelly@rochdale.gov.uk)

- This is a request for assessment/support/services and, as such, you **must obtain the consent** of the parent(s) (and child/young person where appropriate), this should be identified on the CAF
- Where a parent/child/young person refuses to consent, 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).

##### (ii) Child Protection

Use the multi-agency referral form for referrals to the Multi Agency Screening Service where it is considered that a child may be at risk of or suffering significant harm.

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

**See the Rochdale Borough Multi-Agency Safeguarding Children procedures on the RBSCB website for the occasions when parents/carers should not be informed.**

Fear of jeopardising a hard won relationship with parents because of a need to refer is **not** sufficient justification for not telling them that you need to refer. To the contrary, this lack of openness will do little to foster 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 or in any telephone contact with the Multi Agency Screening Service.

## 5. The EHASH Responses to Referrals and Timescales

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

- Provide advice to the referrer and/or child/family;
- Refer on to another agency who can provide services;
- Undertake an Assessment;
- Convene a Strategy Meeting for referrals under Section 47 of the Children Act;
- Provide support services under Section 17;
- Convene an Initial Child Protection Conference;
- Accommodate the child under Section 20 (with parental consent);
- Make an application to court for an Order;
- Suggest to referring agency that a CAF be completed.

## 6. Feedback from the EHASH

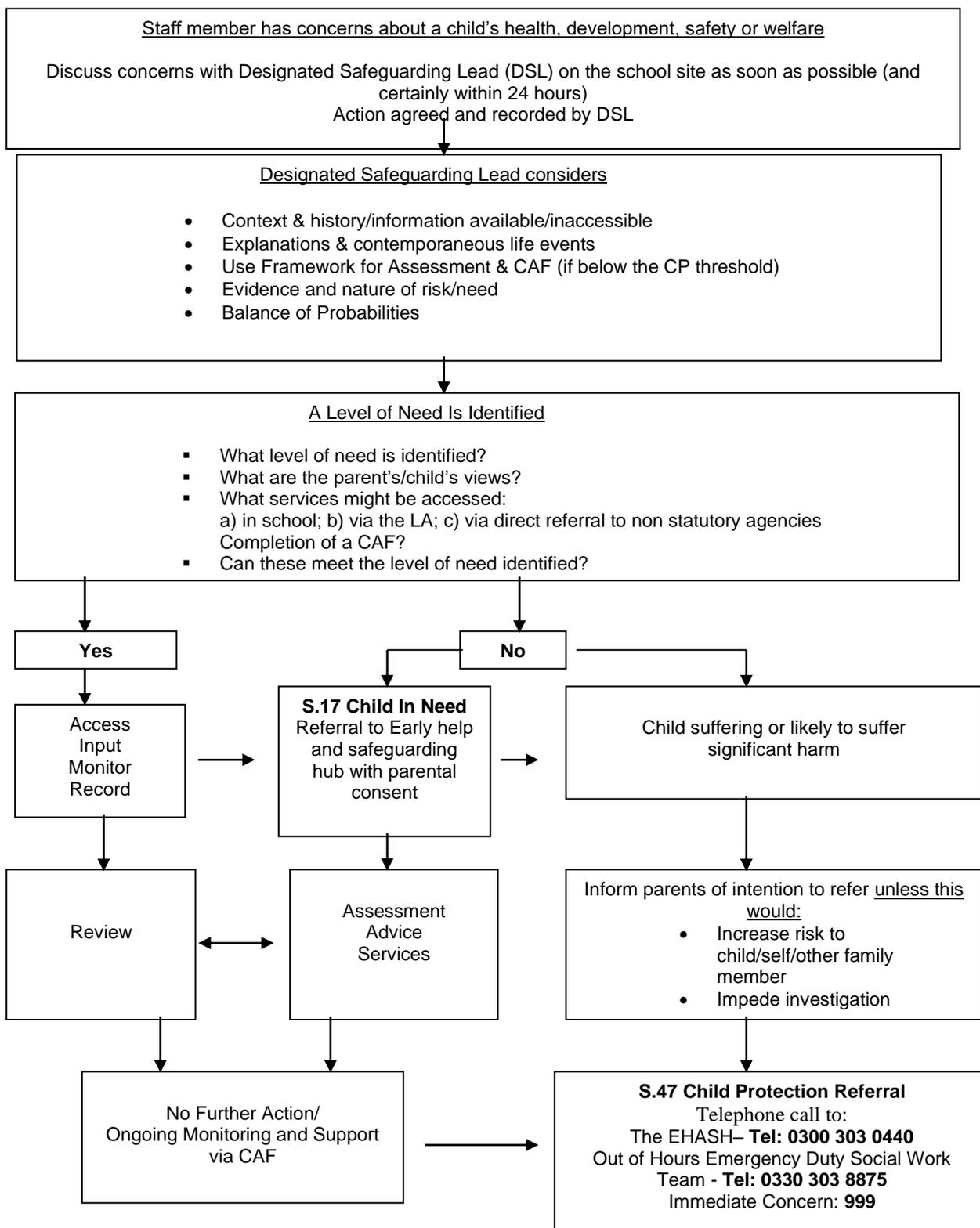
The EHASH has 24 hours within which to make a decision about a course of action in response to a referral. If you do not receive any (same day) verbal feedback following an urgent Child Protection referral, and where this places school / a child(ren) in a vulnerable position, you should ask to speak to the relevant Team Manager at EHASH (0300 303 0440) or the Education Safeguarding Officer (01706 925384)

## 7. Risk Assessment 'Checklist'

- Does/could the suspected harm meet the Rochdale Borough Multi-Agency Safeguarding Children definitions of abuse?
- Are there cultural, linguistic or disability issues?
- I am wrongly attributing something to impairment?
- Does the chronology indicate any possible patterns which could/do impact upon the level of risk?
- Are any injuries or incidents acute, cumulative, episodic?
- Did any injuries result from spontaneous action, neglect, or intent?
- Explanations consistent with injuries/behaviour?
- Severity and duration of any harm?
- Effects upon the child's health/development?
- Immediate/longer term effects?
- Likelihood of recurrence?
- Child's reaction?
- Child's perception of the harm?
- Child's needs, wishes and feelings?
- Parents'/carers' attitudes/response to concerns?
- How willing are they to co-operate?
- What does the child mean to the family?
- What role does the child play?
- Possible effects of intervention?
- Protective factors and strengths of/for child (i.e. resilience/vulnerability)
- Familial strengths and weaknesses?
- Possibilities?
- Probabilities?
- When and how is the child at risk?

- How imminent is any likely risk?
- How grave are the possible consequences?
- How safe is this child?
- What are the risk assessment options?
- What are the risk management options?
- What is the interim plan?

# APPENDIX 1: TAKING ACTION ON CHILD WELFARE/PROTECTION CONCERNS IN SCHOOL



The Designated Safeguarding Lead in School: Julia Sandiford-Mitchell

The Deputy DSL P. Wilson

## APPENDIX 2: TALKING AND LISTENING TO CHILDREN

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

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

### You should **NEVER**

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

### Children with communication difficulties, or who use alternative/augmentative communication systems

- 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;
- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

### Recordings should

- State who was present, time, date and place (using full names and full job designation);
- 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 Social Care 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 share information;

- Ideally, you should be clear about what is being said in terms of **who, what, where and when**;
- The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?';
- If the answer is yes, or if you're not sure, record and share immediately with the Designated Safeguarding Lead/Head Teacher/line manager.

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

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

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

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc;
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal;
- Be prepared to answer the 'what happens next' question;
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child.....] tells lies';
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity;

Think about what support **you** could access if faced with this kind of situation in school.

## APPENDIX 3 –

### COVID-19 school closure arrangements as addendum to the Safeguarding and Child Protection at Shawclough CP School

**School Name:** Shawclough CP School

**Policy owner:** J Sandiford-Matchell

**Date:** March 2020

**Date shared with staff:** April 2020

#### Context

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum applies during the period of school closure due to COVID-19 and reflects updated advice from the 3 local safeguarding partners and Rochdale Borough Safeguarding Children Partnership.

It sets out changes to our normal safeguarding and child protection policy, in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), published on March 27<sup>th</sup> 2020. The guidance is intended to supplement KCSIE 2019, which is still the statutory guidance for all schools.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

Have a social worker, including children:

With a child protection plan

Assessed as being in need

Looked after by the local authority

Have an education, health and care (EHC) plan

This guidance is relevant to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision academies), maintained nursery schools and pupil referral units.

Where the guidance refers to 'colleges' this includes all of the following:

- further education colleges
- sixth-form colleges
- institutions designated as being in the further education sector

- other further education providers, funded by the Education and Skills Funding Agency, such as 16 to 19 academies and independent learning providers, including special post-16 institutions.

This addendum of the Shawclough Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

### **Keeping children safe in schools and colleges**

KCSIE is statutory safeguarding guidance that schools and colleges should continue to have regard to as per their legislative duty.

It remains essential that as far as possible schools and colleges continue to be safe places for children. This interim guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads (DSLs) so they can continue to have appropriate regard to KCSIE and keep their children safe.

Schools and colleges must consider safeguarding policy and process differently when compared to business as usual.

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their child protection policy.

### **Child protection policy**

A review of the school safeguarding and child protection policy now reflects COVID-19 related changes. All schools must be aware of;

- any updated advice received from the local 3 safeguarding partners and RBSCP

- any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need
- what staff and volunteers should do if they have any concerns about a child
- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns
- DSL (and deputy) arrangements
- the continued importance for school and college staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children
- peer on peer abuse - given the very different circumstances schools and colleges are operating in a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)
- any arrangements to support children the school or college are concerned about who do not meet the 'vulnerable' definition
- what arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed
- It is important that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

Shawclough will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Julia Sandiford-Mitchell

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school name will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Shawclough School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. Shawclough School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### **Role of the local authority**

Schools and the local authority are working closely together to ensure that children of critical workers and vulnerable children can, where required, attend a school or college. The

local authority continue to retain crucial responsibilities in maintaining effective safeguarding and child protection services in this challenging time to ensure schools and colleges can access the support they need.

### **Safeguarding and clustering in Rochdale schools**

Where schools and colleges collaborate and children and/or staff from multiple settings are clustered in one place, the principles in [Keeping children safe in education \(KCSIE\)](#) and the interim guidance continues to apply. In particular, the school or college that is acting as the 'host' within the cluster should continue to;

- Provide an environment that keeps children safe
- Ensure all staff and volunteers have been appropriately checked
- Ensure that risk assessments are carried out as required
- Liaise with the Fair Access team for additional advice on clustering arrangements and safeguarding via the fair access inbox, [fairaccess@rochdale.gov.uk](mailto:fairaccess@rochdale.gov.uk)  
Lead - Janet Lloyd 01706 925066, the team supporting will be Philip Rodda on 01706 927715, Rachel Blackburn on 01706 925208, Natalie Andrew on 01706 925293. Safeguarding support can be accessed via Claire Heap, Education Safeguarding Officer on 01706 925179 or [claire.heap@rochdale.gov.uk](mailto:claire.heap@rochdale.gov.uk)

Within Rochdale, we are taking a staged approach to clustering.

#### **Stage 1 cluster arrangements – where schools are sharing a site but not merging children and staff**

Within this form of clustering, schools will retain individual, separate identities, even if they are operating from a different physical location – the 'host school'. In the event that a school enters into this form of clustering arrangement, it is imperative that as far as possible, the school which has the child and young person on roll 'the home school', retains the responsibility for the following and has leadership arrangements in place to include appropriate arrangements to meet the requirements of the Designated Safeguarding Lead;

- The provision the child/young person will access
- The arrangements for safeguarding whilst on site at a different school
- Maintaining contact and communication with parents and carers
- Monitoring the attendance of children and young people
- Providing multi-agency reports
- Participation in multi-agency safeguarding conferences

If circumstances prevent the 'home school' from maintaining the responsibility for the above then the LA Education Safeguarding Officer, Claire Heap and Head of Schools, Gillian Barratt should be informed of this to support the delivery of this responsibility from the 'host school.'

#### **Stage 2 cluster arrangements – where schools are sharing a site and merging children and staff**

There may eventually be circumstances that require schools to move to clustering arrangements in which children and staff attending the 'host school' combine.

### **Children moving schools and colleges through clustering arrangements**

School or college whose children are attending another setting under a Stage 2 clustering arrangement should do whatever they reasonably can to provide the receiving institution with relevant welfare and child protection information about vulnerable pupils.

- The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them.
- As a minimum, the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is).
- This should happen before a child arrives and, where that is not possible as soon as reasonably practicable.
- Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans.
- However, it is acknowledged this may not always be possible. Where this is the case, senior leaders should take responsibility.

For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. In Rochdale this is Christopher Tyler and the Cared for Children team, please contact; [christopher.tyler@rochdale.gov.uk](mailto:christopher.tyler@rochdale.gov.uk)

The existing workforce may move between schools and colleges on a temporary basis in response to COVID-19. The receiving school or college should judge, on a case-by-case basis, the level of safeguarding induction required.

In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is

- A copy of the receiving setting's child protection policy
- Confirmation of local processes for contacting LADO and EHASH
- Confirmation of DSL arrangements
- Risk assessment of the classroom/areas being used in the new setting
- Map of the school with fire plan arrangements
- Agreed drop off and collection arrangements for children and parents

Schools can use Appendix B Checklist to support them in making arrangements.

Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR, they do not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76-83 of KCSIE.

## Designated safeguarding leads (DSLs)

The optimal scenario for any school or college providing care for children is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case schools must consider 2 options:

- a trained DSL or deputy from the school or college can be available to be contacted via phone or online video - for example working from home
- sharing trained DSLs or deputies with other schools or colleges (who should be available to be contacted via phone or online video)

Where a trained DSL or deputy is not on site, in addition to one of the above options, it is recommended that a senior leader takes responsibility for co-ordinating safeguarding on site. This may include;

- updating and managing access to child protection files
- Liaising with the offsite DSL (or deputy)
- As required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all Shawclough staff and volunteers are aware of how to access a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

## Reporting a concern

All staff and volunteers must continue to act on any concerns they have about a child immediately and without delay. It is still vitally important to do this.

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via **CPOMS/ ALTERNATIVE RECORDING MECHANISM**, which can be done remotely.

If a member of staff cannot access their school's recording mechanism, they should email the concern to the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received.

Where staff are concerned about an adult working with children in the school, they should immediately report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Lindsay Torrance.

At Shawclough please see updated information for key safeguarding leads. Please contact the relevant people if you have any safeguarding concerns.

Updated September 2019

<b>Key Staff</b>	
Designated Safeguarding Lead	Julia Sandiford-Mitchell jmittchell@shawclough.rochdale.sch.uk 01706 647991
Looked After Children Lead	Julia Sandiford-Mitchell <a href="mailto:jmittchell@shawclough.rochdale.sch.uk">jmittchell@shawclough.rochdale.sch.uk</a> 01706 647991
Deputy Designated Safeguarding Lead(s)	Paula Wilson <a href="mailto:pwilson@shawclough.rochdale.sch.uk">pwilson@shawclough.rochdale.sch.uk</a> 01706 647991
Lead Governor for Safeguarding and Child Protection	Lindsay Torrance <a href="mailto:LTorrance@castleton.rochdale.sch.uk">LTorrance@castleton.rochdale.sch.uk</a> 01706 631858
Prevent Lead	Julia Sandiford-Mitchell jmittchell@shawclough.rochdale.sch.uk 01706 647991
Governor responsible for Safeguarding	Lindsay Torrance <a href="mailto:LTorrance@castleton.rochdale.sch.uk">LTorrance@castleton.rochdale.sch.uk</a> 01706 631858

### **Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans, as outlined in the [guidance on vulnerable children and young people](#).

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

### **Contact with vulnerable students**

Shawclough will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and

the local authority virtual school head (VSH) for looked-after and previously looked-after children.

We will maintain contact with students as per the guidance at Appendix C.

### **Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If Shawclough has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) school will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

**Schools are asked to return their DfE spreadsheets with column K completed to [sandra.bowness@rochdale.gov.uk](mailto:sandra.bowness@rochdale.gov.uk) on a daily basis.**

Shawclough and social workers will agree with parents/carers whether children in need should be attending school – Shawclough will then follow up on any pupil that they were expecting to attend, who does not. Shawclough will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, Shawclough will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Shawclough will notify their social worker.

Where schools are operating in clustering arrangements, each school will continue to register its own pupils.

Supporting schools with the critical worker list and supporting critical workers with school places is [Katie.Digiorgi@Rochdale.Gov.UK](mailto:Katie.Digiorgi@Rochdale.Gov.UK) and [Jo.Manfred@Rochdale.Gov.UK](mailto:Jo.Manfred@Rochdale.Gov.UK)

### **Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Shawclough will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Shawclough are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Shawclough will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

Shawclough will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

### **Single central record**

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Shawclough will continue to keep the single central record (SCR) up to date and will record on a separate tab a daily register of the names of staff that are working at school from other settings and which settings they are employed by.

If staff are attending a 'host school' from another education or children's workforce setting to our school, the 'home school' will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- whether there are any known concerns about the individual's suitability to work with children
- whether there are any ongoing disciplinary investigation relating to that individual
- the member of staff has received appropriate safeguarding training

Upon arrival, the staff member will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

### **Safeguarding Training and induction**

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Shawclough, they will continue to be provided with a safeguarding induction.

## **Mental health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home. The department is providing separate guidance on providing education remotely.

Where they are providing for children of critical workers and vulnerable children on site, schools and colleges should ensure appropriate support is in place for them and that this is recorded on the school safeguarding system.

Guidance on [mental health and behaviour in schools](#).

## **Online safety in schools and colleges**

Shawclough will continue to provide a safe environment, including online. This includes the use of an online filtering system and the DSL will have responsibility for monitoring any concerning usage and addressing this with individuals.

Where students are using computers in school, appropriate supervision will be in place.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Guidance for safe Working Practice/ code of conduct.

Shawclough will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.

- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

### **Supporting children not in school**

Shawclough is committed to ensuring the safety and wellbeing of all its children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on the schools safeguarding system, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Shawclough and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate. Schools are encouraged to contact the EHASH to share any concerns they may have in relation to children, even where these concerns would not have meant threshold would be met for social care involvement previously.

Shawclough recognises that school is a protective factor for children and young people and will share safeguarding messages on its website and social media pages.

### **Peer on Peer Abuse**

Shawclough recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on the school safeguarding system and appropriate referrals made.

### **Useful links**

[UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves](#)

[UK Safer Internet Centre's professional online safety helpline](#)  
[guidance from the UK Safer Internet Centre on safe remote learning](#)  
[London Grid for Learning on the use of videos and livestreaming](#)

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carer

## Appendix A

### Safeguarding actions check list

	Date actioned	Staff name
Governors are aware of the Government's interim safeguarding guidance		
There is a safeguarding leadership continuity plan in place		
Cluster host school understand their responsibility for safeguarding all children and staff on site		
DSL is available, in-person, by phone or video link		
Coronavirus Outbreak addendum included in school child protection policy to include the specific issues for these circumstances , see most recent GOV.UK information <a href="https://www.gov.uk/safeguarding.info/covid19safeguarding">safeguarding.info/covid19safeguarding</a>		
Staff know the new arrangements for DSLs and reporting concerns		
Staff know who First Aiders are , where First Aid is located and what the reporting procedures are		
Staff know the children who have medical needs and where medication is stored		
Staff understand arrangements for contacting the LADO		
Staff understand arrangements for contacting the EHASH team		
Safeguarding staff know which children have social workers and how to contact them		
Safeguarding staff now which children are LAC and who the Virtual School Head is and how to contact them		
Safeguarding staff know which children should be in school and follow up where they do not attend		
Attendance procedures are robust and staff understand how to register children each day and who to share these with		
Complete DFE return with column K completed for the vulnerable children and return to <a href="mailto:Sandra.bowness@rochdale.sch.uk">Sandra.bowness@rochdale.sch.uk</a>		
Emergency numbers and alternatives are kept up to date		
Safeguarding induction processes for new staff, staff relocated to the school, and volunteers are all in place		
New staff, staff relocated to the host cluster school, and volunteers understand the staff code of conduct		
All volunteers have been individually risk-assessed		
Every vulnerable child has an easily transferable record , a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head		
There is a record of which staff are onsite daily		

The SCR is up to date with any relocated staff or volunteers and the checks that have been made		
Safer recruitment processes are clear and adhered to, E.g. be aware of anyone unknown to the school offering themselves as a volunteer		
Senior staff in charge have had induction in ; Alarm settings and operation Gas, electric and water supply and cut off arrangements		
Staff are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available		
Contingency plan if there are no IT staff available		
School has an online teaching and learning policy which considers safeguarding risks		
Safeguarding statement on line which outlines how parents pupils and staff raise any safeguarding issues which may arise during on line learning		

## Appendix B

### Safeguarding actions check list for Clustering schools

	Date actioned	Staff name
Governors are aware of the clustering schools arrangement		
There is a safeguarding leadership continuity plan in place		
Cluster host school understand their responsibility for safeguarding all children and staff on site		
DSL is available, in-person, by phone or video link for the host school		
DSL is available, in-person, by phone or video link for the clustering school(s)		
Coronavirus Outbreak addendum included in school child protection policy to include the specific issues for these circumstances , see most recent GOV.UK information <a href="https://www.gov.uk/safeguarding.info/covid19safeguarding">safeguarding.info/covid19safeguarding</a>		
There is a record of which staff from other schools are on site		
The SCR is up to date with any relocated staff or volunteers and the checks that have been made		
Staff know the new arrangements for DSLs and reporting concerns on site		
Staff know the new arrangements for reporting concerns and the actions taken to the individual schools DSLs		
Staff know who First Aiders are , where First Aid is located and what the reporting procedures are		
Staff know the children who have medical needs and where medication is stored		
Staff understand arrangements for contacting the LADO		
Staff understand arrangements for contacting the EHASH team		
Safeguarding staff know which children have social workers and how to contact them		
Safeguarding staff know which children are LAC and who the Virtual School Head is and how to contact them		
In cluster schools, safeguarding staff know which children should be in school and follow up where they do not attend		
Attendance procedures are robust and staff understand how to register children each day and who to share these with		
Cluster schools complete DFE return with column K completed for the vulnerable children and return to <a href="mailto:Sandra.bowness@rochdale.sch.uk">Sandra.bowness@rochdale.sch.uk</a>		
Emergency numbers and alternatives are kept up to date and are accessible for all children on the cluster school site		
Safeguarding induction processes for staff relocated to		

the school, and volunteers are all in place		
Staff relocated to the host cluster school, and volunteers understand the staff code of conduct		
Every vulnerable child has an easily transferable record , a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head		
Risk assessment in place for the classroom/area used by the clustering schools		
Map of the school and Fire Plan shared with clustering schools		
Clustering schools know who is the site manager and where they are based ( phone number)		
Senior staff in charge have had induction in ; Alarm settings and operation Gas, electric and water supply and cut off arrangements		
Agreed drop off and collection arrangements for children and parents shared with clustering schools		

## Appendix C

### **Safeguarding contact with students during school closure**

This is a guide to help you consider the best way to support children and families. An assessment of your staff resources and the needs of your families will be required to consider the feasibility of the plan. There is also the understanding that this procedure may need to be reassessed regularly due to the rapidly changing situation.

#### **Aim**

- Ensure all pupils have contact from staff, according to need
- Where possible, learning can continue at home through work provide
- All vulnerable families have additional contact and support with any concerns reported and recorded, in co-ordination with children's social care.

In the first instance, school needs to assess which children would fall into the different tiers:

#### **Current cases where there is CSC involvement: Tier 1**

*These are the children that meet the DfE definition of 'children with a social worker' and thus may attend school.*

- If possible, speak to the child about the closure period to gain their wishes and feelings regarding support needed.
- On the days that these children are attending school, no further action is required
- On the days that they are absent, usual absence procedures for these children should be followed – ie phone call home to ascertain their whereabouts and welfare.
- Where the absence is repeated (for example because the parents/carers have chosen not to take up the offer of the child attending school - as is their right, and in accordance with the principle that if it is possible for a child to be at home, then they should be) or if their whereabouts cannot be ascertained, consultation should be undertaken with children's social care (CSC) to assess and agree;
  - Who will see the child/ren and how often.
  - Regularity of telephone contact and by whom – school or CSC. (CSC are making arrangements for case workers to be the single point of contact for vulnerable families)
- If school is unable to make contact with family or has any concerns arising from contact, CSC must be informed.
- School safeguarding team to continue to liaise with all necessary professionals via email/phone. If any information is received by school, eg domestic violence notification, this must be shared with the social worker.
- School to attend any virtual Child Protection conferences, review meetings etc unless advised otherwise
- Staff to use school safeguarding system eg CPOMS to record and report

## **Vulnerable families – this may include those on EHA or other families where school is aware of other vulnerabilities: Tier 2**

*These are the children that do not meet the DfE definition of ‘children with a social worker’ and thus are not expected to be in school. In many cases, however, schools are encouraging other children identified as particularly vulnerable to attend.*

- If possible, speak to the child about the closure period to gain their wishes and feelings regarding support needed.
- For those children who are attending, no further action is required on the days that they are present
- For those who have not been invited to attend, or who choose not to, agree and record a clear plan with any involved partner agencies for:
  - Regularity of contact and by whom– **suggest school to contact twice a week but this will be dependent upon needs of the child and capacity within school**
- If school is unable to make contact with family or has any concerns arising from contact or other information received, eg domestic violence notification, EHASH should be consulted via telephone for advice.
- School safeguarding team to continue to liaise with all necessary professionals via email/phone.
- School to attend any planned meetings unless advised otherwise.
- Staff to use school safeguarding system eg CPOMS to record and report

## **Remaining pupils on roll: Tier 3**

*These are the children that do not meet the DfE definition of ‘children with a social worker’ and thus are not expected to be in school unless they are children of ‘critical workers’.*

- Reiterate the same messages you would give to children about their safety during a school holiday, i.e places of safety, trusted adults and helpline numbers. These messages and contact numbers should be on your website for children to locate should they require them.
- If possible, ask children to speak to a member of staff if they are concerned for their safety or wellbeing in any way during this period.
- Ensure that the school website, twitter feed etc promotes services such as Childline, Kooth or any others that may be valuable to children out of contact with school.
- Any children who disclose information that identifies them as vulnerable should be moved into tier 2 category.
- For those children who are **not** attending, school should periodically review whether there are any from whom there has been no contact at all for a matter of weeks (no emails, log-ins to online systems, etc) and undertake welfare checks as appropriate.

If school is unable to make contact with family in these cases, or has concerns arising from contact, EHASH is to be consulted for advice.

- For those children who **are** attending (children of critical workers), any absences should be chased up as in normal school time, unless parents have indicated that they will not be sending children in for the day concerned.
- If school is unable to make contact with family or has concerns arising from contact, or other information received, eg domestic violence notification, EHASH is to be consulted for advice.
- Staff to use school safeguarding system eg CPOMS to record and report any concerns.

### **Named contacts**

- Pupils identified in tier 1 and 2 should be allocated a designated member of the safeguarding team, according to the agreed individual plan
- Other pupils should be allocated to a teaching member of staff for them to retain contact with during the closure period. (Reminder to staff regarding Safer Working Practice advice)
- No personal information for pupils to be taken from the premises (paper copies etc)
- Any cause for concern must be recorded and reported through the school safeguarding system unless there is an immediate danger/safety risk in which case staff must contact the named DSL and EHASH/ emergency services as appropriate.