



Oswald Road Primary School

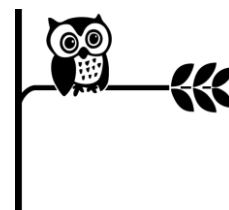
Staff Policy

Safeguarding Policy

Policy ratified by Governing Body: March 2015

Headteacher: Deborah Howard
Chair of Governors: Richard Price

To be reviewed Annually: September 2016



Named staff/personnel with specific responsibility for Child Protection:

Academic Year	Designated Senior Person & 'Back Up' or Deputy DSP	Nominated Governor
2015-2016	Jon Beisly Donna Wealleans Debbie Carter Jen Beech	Cllr Sheila Newman

Training for designated Staff in school

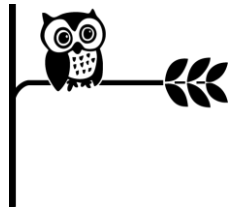
Name of staff member	Date when last attended CP training	Provided by whom
Jon Beisly	May 2016	One Education - DSP
Donna Wealleans	May 2016	One Education - DSP
Debbie Carter	22/9/16 (2 Days)	MSCB – Multi agency investigation of child abuse
Jen Beech	October 2016	MSCB – Prevent Duty
Cllr Sheilla Newman (Governor)	March 2016	MSCB - DSP

Whole school Child Protection Training: (All staff should receive induction and update every 3 years)

Who attended (Eg: all teaching and welfare/support staff, Governors, volunteers)	Date	Training Delivered by
Newly appointed staff	On induction during the year 2015-16	Safeguarding Team – Induction file
All Staff	October 2015	Jen Beech –Prevent duty training
Governors	11/2/15	One Education
All support staff	January 2016 - INSET	Hays online training – Safeguarding and Child Protection

Review dates for this policy

Review date	Changes made	By Whom
Autumn 2015	Policy updated in line of new guidelines	Jon Beisly Approved by the governing Body – October 2015



CHILD PROTECTION POLICY

This policy will be discussed by staff during (September INSET) and governors within the first Governing Body meeting in the Autumn term. The policy will be reviewed annually. Whole staff training will be provided annually, in order to keep all members of staff up to date with the current policy. New members of staff will follow our induction procedures and will link in with the Safeguarding Team.

INTRODUCTION

1. This policy has been developed in accordance with the principles established by the Children Act 1989 and Education Act 2002 and in line with government publications

- Working Together to Safeguard Children 2006
- DfE guidance Keeping Children Safe in Education – July 2015
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if You are worried a Child is Being Abused 2003
- DfES guidance "Safeguarding Children and Safer Recruiting in Education" and the
- Rochdale Child Protection and Safeguarding Procedures (see www.rbscb.org)

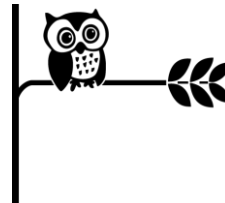
2. The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils, and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm

3. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

4. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child.

5. THE AIMS OF THIS POLICY ARE:

- To support the child's welfare and development in ways that will foster security, confidence and independence
- To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident and know how to approach adults if they are in difficulties believing they will be effectively listened to
- To raise awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To ensure that all adults within our school who have substantial access to children have been checked as to their suitability



PROCEDURES

Where it is believed that a child is suffering from, or is at risk of significant harm, we will follow the procedures set out in the document produced by Manchester Safeguarding Children Board.

6. Our school procedures for safeguarding children will be in line with the MSCB Procedures and Protocols. We will ensure that:

- All members of the governing body understand and fulfil their responsibilities
- We have a nominated designated member of staff (Headteacher – Deborah Howard, Deputy Headteacher - Jon Beisly, Assistant Headteacher - Donna Wealleans, Learning Mentor – Debbie Carter). Note that the Designated Person for the Local Authority is called: Majella O'Hagan and can be emailed on majella.o'hagan@manchester.gov.uk
- Our designated member of staff has undertaken the initial designated member of staff training and subsequent refresher course every two years delivered through the MSC Safeguarding Board
- We have a member of staff who will act in the designated member of staff's absence
- All members of staff are provided with Child Protection Training every three years.
- All members of staff, volunteers and governors know:

1. The signs and symptoms of concern
2. How to respond to a pupil who discloses abuse
3. What to do if they are concerned about a child

- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy and reference to it in our school prospectus.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
- Community users organising activities for children are aware of the school's child protection guidelines and procedures
- We will ensure that our selection and recruitment of staff meet the requirements as set down in the Safer Recruitment guidance
- We will ensure that at least one member of each interview panel has completed the safer recruitment course

7. Our procedures will be regularly reviewed and up-dated, at least once annually

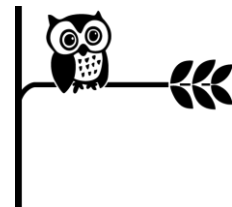
8. The name of the designated member of staff for Child Protection will be sent to all school staff

9. All new members of staff will be given a copy of our child protection policy and it will be included in induction pack

RESPONSIBILITIES

10. The Designated Members of Staff are responsible for:

- Referring a child if there are concerns about possible abuse, to the Social Care Team and acting as a focal point for staff to discuss concerns. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made.
- Ensuring staff keep written records of concerns about a child even if there is no need to make an immediate referral and updated to CPOMS.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records within CPOMS
- Ensuring that an indication of further record keeping is marked on the pupil record
- Liaising with other agencies and professionals
- Ensuring that they, the class teacher, or SENCO attends the Child Protection Conferences, core groups or other multi-agency meetings, contributes to assessments and provides a report which has been shared with the parents.



- Ensuring that any pupil who is subject to a child protection plan who is absent without explanation for more than two days is referred to their key worker's Social Care Team
- Organising Child Protection Training for all school staff
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes and reviews relevant policy and procedures; training undertaken; number and type of incidents/cases and if appropriate, number of children subject to a child protection plan (anonymised)

SUPPORTING CHILDREN

11. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self worth
12. We recognise that the school may provide the only stability in the lives of children who have been abused or are at risk of harm
13. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn
14. Our school policy supports all pupils by:
 - Encouraging self-esteem and self-assertiveness through the curriculum as well as our relationships, whilst not condoning aggression or bullying
 - Promoting a caring, safe and positive environment within the school
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children
 - Notifying the Assessment Team as soon as there is a significant concern
 - Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under the confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of policy

CONFIDENTIALITY

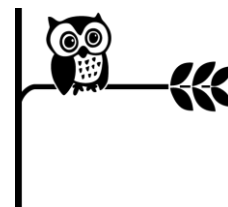
15. We recognise that all matters relating to child protection are confidential
16. The Headteacher or CPO will disclose any information about a pupil to other members of staff on a need to know basis only
17. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
18. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing
19. We will undertake to share our intention to refer a child to Children's Services with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt we will consult with the Duty Manager at MSCB.

SUPPORTING STAFF

20. We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting
21. We will support such staff by providing an opportunity to talk through their anxieties with the HT and to seek further support as appropriate

ALLEGATIONS AGAINST STAFF

22. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with children or parents to be conducted in view of other adults.
23. All staff should be aware of the school's own Behaviour Management Policy
24. We understand that a pupil may make an allegation against a member of staff
25. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher



26. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer
27. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.5 above, without notifying the Headteacher first
28. Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the Human Resources Team
29. In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.7 above

WHISTLEBLOWING

30. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so
31. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, see 'Whistleblowing Policy'

PHYSICAL INTERVENTION

32. Our policy on physical intervention by staff is set out separately and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be using the Team Teach technique
33. Such events should be recorded and the process is supported by the school's 'Behaviour Policy' and 'Health and Safety Policy'
34. Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique
35. We understand the physical intervention of a nature, which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

PREVENTION

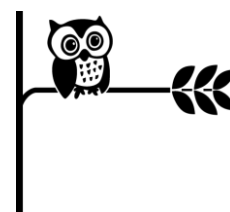
36. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
37. The school community will therefore:
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
 - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
 - Ensure that all staff are aware of the Prevent Duty
 - Include across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help

HEALTH AND SAFETY

38. Our Health and Safety policy set out is a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

TYPES OF ABUSE AND NEGLECT

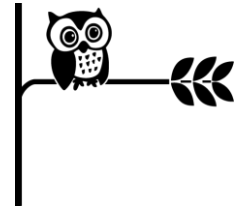
39. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.



- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

SPECIFIC SAFEGUARDING ISSUES

- 40. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:
- • child missing from education – and see page 13
- • child missing from home or care
- • child sexual exploitation (CSE) – and see page 14
- • bullying including cyberbullying



- • domestic violence
- • drugs
- • fabricated or induced illness
- • faith abuse
- • female genital mutilation (FGM) – and see page 14
- • forced marriage
- • gangs and youth violence
- • gender-based violence/violence against women and girls (VAWG)
- • mental health
- • private fostering
- • preventing radicalisation – and see page 15
- • sexting
- • teenage relationship abuse
- • trafficking

FURTHER INFORMATION ON A CHILD MISSING FROM EDUCATION

41. All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

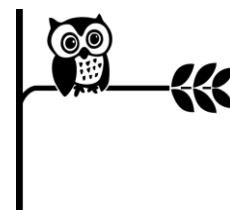
Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;

- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.



The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

CHILD SEXUAL EXPLOITATION

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

FEMALE GENITAL MUTILATION

43. Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

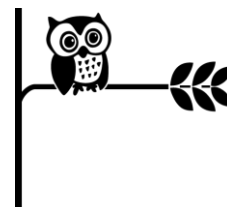
There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges. FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

PREVENTING RADICALISATION

44. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and



abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff will be alerted to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral.

PREVENT

45. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding person undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Oswald Road ensures that suitable filtering is in place and teaches pupils about online safety more generally within each year group.

CHILD PROTECTION RECORDING POLICY

INTRODUCTION

This policy has been created to work together with the Child Protection Policy and summarises how records are kept at Oswald Road Primary School and the effective procedure in place to ensure all children and staff are safeguarded from harm.

RECORD KEEPING FOR CHILD PROTECTION

BEST PRACTICE FOR ALL STAFF

1. This guidance follows the recommendations of Manchester Child Protection and Safeguarding Team and is to ensure consistency at Oswald Road Primary School

2. Not all child protection information results in a referral – small pieces of information may not be significant on their own, but can help to contribute to a jigsaw picture of a child's experience.
3. All staff should

- Make a record of all information and their concerns using the 'Welfare Concern Note' sheet, including the skin map where necessary these must be uploaded to CPOMS
- Include 'nagging doubts' and 'hearsay'
- Pass the information onto the Designated Teacher for Child Protection

SAFEGUARDING TEAM

4. A representative from each Key Stage will meet once every half-term to discuss child protection issues, children in need and children being monitored.
5. This team will always work in pairs, to ensure best practice is maintained.
6. The school is committed to CPD and will ensure members of the team have specific expertise in different safeguarding areas.

HOW NOTES SHOULD BE MADE

20. Notes may be hand written or word processed.
21. Include the following:
 - Date and time of incident/information being received
 - Date and time of record being made
 - Name and date of birth of the child(ren) concerned
 - A factual account of what happened (verbatim reports from the child if possible)
 - A note of any other people involved, e.g. as witnesses
 - Action taken and any further plans e.g. monitor and review
 - Printed name of the person making the record

SOME USEFUL POINTS ABOUT RECORD-KEEPING PROCEDURES

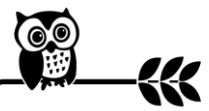
22. Identify the source of the information e.g. 'Mrs. Smith, a midday supervisor, informed me that ...' or 'I saw Ben on the school field at break time...'
23. Information should be factual or based on fact.
24. Record what you saw, heard etc and try to be specific (e.g. 'Kylie was crying and rocking' rather than 'Kylie was upset').
25. Opinion is okay as long as you can justify it in some way. E.g. Melanie ran out of the classroom and hid in the toilets when her stepfather arrived. She appeared to be frightened.
26. Make a note of the information and with whom you shared it.
27. Avoid specialist jargon (e.g. Joseph scored below 5 on his baseline assessment) which a member of another agency may not understand.
28. If rough notes are made at the time, write up in greater detail as soon as possible. Do not destroy the rough notes as these may also be needed as evidence should any court proceedings be necessary.

INFORMATION FOR THE DESIGNATED PERSON RE: RECORD KEEPING

29. You are responsible for keeping all child protection information securely and for keeping all the pieces of the jigsaw together. If a pattern begins to emerge, it is your job to seek advice.
30. If a referral is made to Children Social Care or the Police, fill in the Referral form. Keep a copy for your file.
31. Copies should be sent to Children Social Care (confirming the referral)
32. Keep all child protection notes together in a secure place i.e. a locked filing cabinet.
33. Extended family members should be kept together or cross referenced.

WHO SHOULD HAVE ACCESS TO CHILD PROTECTION INFORMATION?

- Should be on a 'need to know' basis among the staff
- Notes are not shared with families, except for child protection reports to the Child Protection Conference.



- Other statutory agencies (Solicitors are not statutory agencies. Where unsure seek advice).

WHAT HAPPENS TO THE INFORMATION WHEN THE CHILD LEAVES OUR SCHOOL?

34. If a child (under 18) for whom there have been child protection concerns (whether subject to a child protection plan or not) is moving to another school.

- The whole child protection file should be sent, separately from the school file, to the receiving school.
- It should be marked 'confidential, addressee only' and should be sent to the Headteacher of the receiving school.
- For extra security, space permitting, keep a copy of the sent file as 'dormant' in case the original gets lost in transit.
- Give the name and contact number of the key worker (from Children's Social Care) who dealt with the family if applicable.
- If you do not know the details of the receiving school/college, wait 21 days for the school to contact you. If you hear nothing by then, contact your LA Designated Officer for Child Protection for advice.
- If a child is removed from the school's roll to be electively home educated, or is referred to the Children Missing Education Team, the file should be copied to the Local Education Authority (The Manager of the CME & EHE Team).

HOW LONG RECORDS SHOULD BE KEPT?

35. When a referral is made to a Children's Social Care (or to the Police) it is advisable to provide as much relevant information as possible. It would be useful to have the following information to hand before you make the call.

The referrers details: name, place of work and job title.

- The child's Name
- Date of Birth
- Address
- Gender
- Ethnic origin
- Religion
- Language
- The name and address of the GP.
- Whether the child is currently safe – are there any deadlines approaching e.g. the end of the school day?
- When the child was last seen by you/other member of staff.
- Other names the child or family is/has been known by.
- The name(s) of the parent(s)/carer(s) with Parental Responsibility.
- Any significant relationships the child has with others e.g. child minder or respite care at weekends from foster carers.
- Details of your concern.
- The source of the information.
- If the family is unaware that the referral is being made – reasons why you have not contacted them (only when an allegation of sexual abuse has been made or you have fears that the child would be placed at risk of further harm).
- The parents/carers response to your concerns and their response to you seeking permission to refer.
- Any changes in the child's behaviour or presentation recently.
- Whether or not the child has any disability or special needs, the nature and degree of the disability and the affect, if any, on the child's ability to communicate.
- The level of comprehension and concentration.
- Any network of support provided by the family.
- Any history of your own agency's contact with the family.
- The family's contact with other agencies, if known to you.

- The names, ages, schools of other children who are living in the household.
- If the abuse has been perpetrated by another child refer both children (i.e. abuser and abused).

36. It is important that you tell the child who discloses abuse exactly what you are going to do, and whenever possible allow the child to be supported by the adult to whom s/he made the disclosure.

37. This may require some re-organisation of cover within your establishment; it is a good idea to have discussed such an eventuality in advance with your colleagues, and to have drawn up contingency plans.

38. Having made a referral you should follow it up in writing within 24 hours or next working day.

SAFER SCHOOLS SAFER STAFF

As part of ongoing training and induction processes, all staff receive a copy of the document Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, March 2009. They are regularly provided with updates and briefings to ensure that they are fully professionally aware of any changes in procedures, legislation or practice. All staff recruited to the school are done so under safer recruiting procedures and subject to clearance through the Disclosure and Barring Service.

Senior leaders and key governors undertake appropriate training in safer recruitment procedures on a regular basis.

If there is an allegation against a member of staff, the Headteacher is the case manager for any such allegation. There is a Whistle Blowing policy in place which provides staff with appropriate procedures to follow should they have concerns about the behaviour of any member of staff including the Headteacher.

If there is an allegation against a member of staff/volunteer then the Head Teacher is the Case Manager who deals with this and liaises with the Local Authority. If the allegation is against the Head Teacher then the Case Manager who deals with this is the Chair of Governors. In all instances, the Case Manager has no role of investigation at the onset of the allegation and advice should be sought from the LADO (Local Authority Designated Officer for Allegations)

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with CSC and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers.

CONTACT INFORMATION

MSCB General number for enquiries is Tel: **0161 234 3330**.

Alternatively email at mscb@manchester.gov.uk and a member of the team will contact the school.

Please note that the above email is NOT to be used for referrals or information about specific cases involving children and their families; these enquiries need to go through the usual channels. The MSCB is not an operational team and cannot provide an emergency response.

If you have concerns regarding a child or a family, please telephone the Manchester Contact Centre on 0161 234 5001 or email socialcare@manchester.gcsx.gov.uk or mcsreply@manchester.gov.uk

If you believe a child is at risk of immediate harm, please contact the Police by dialling 999.