



Hollingworth Academy Safeguarding & Child Protection Policy

Updated July 2017



EXCELLENCE

EQUITY

ENGAGEMENT

ENTERPRISE

NAMED PERSONNEL WITH DESIGNATED RESPONSIBILITY FOR SAFEGUARDING

Headteacher: Mr D Randle

Academic Year 2016 / 17

Designated Senior Person

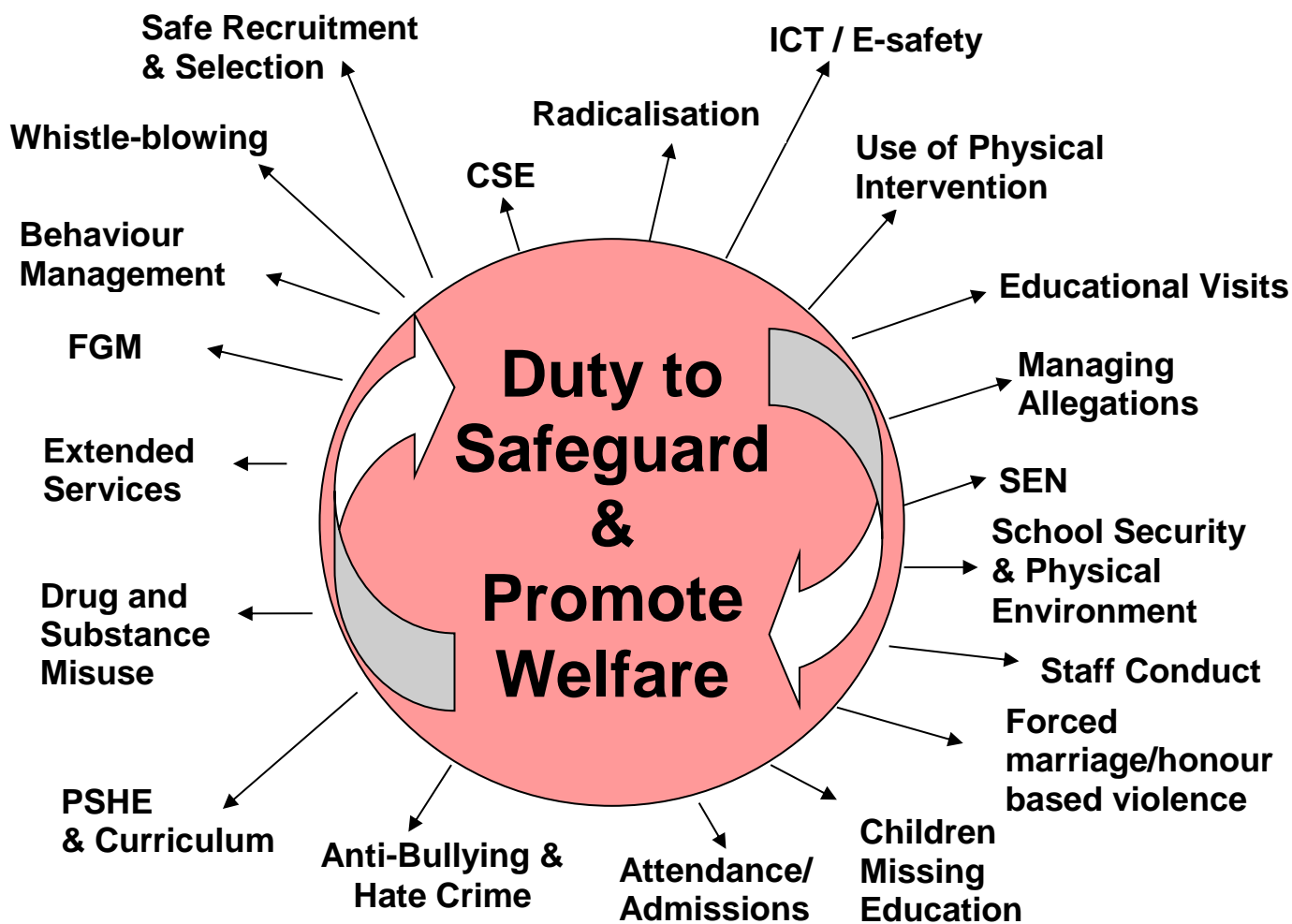
Name	Position	Details and Dates of Training
Ms J Brown	Inclusion Manager	27/01/2017 Annual DSL Training 10/05/2016 Multi Agency Working Together to Safeguard Children 16/10/2013 RBSCB refresher course March 2013 Level 1 Child Protection Train the Trainer course

Deputy Designated Senior Persons

Name	Position	Details and Dates of Training
Mr S White	Deputy Headteacher	16/10/2013 RBSCB refresher course March 2013 Level 1 Child Protection Train the Trainer course
Mr M Farrell	Senior Head of Year	16/10/2013 RBSCB refresher course
Mr M Morrell	Deputy Headteacher	00/01/2017 Multi Agency Working Together to Safeguard Children 16/10/2013 RBSCB refresher course
Mrs L Armitage	Head of Year	00/00/2017 Multi Agency Working Together to Safeguard Children 16/10/13 RBSCB refresher course

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 & child protection 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 This policy is for Hollingworth Academy. Everyone working in or for our school shares an objective to help keep children and young people safe by: contributing to providing a safe environment for children and young people to learn and develop; identifying children and young people who are suffering or likely to suffer significant harm; and taking appropriate action with the aim of ensuring they are kept safe both at home and in our school setting.
- 2.2 Our school fully recognises the contribution it can make to protect children and support pupils in our care. There are three main elements to our Safeguarding Policy.
- a) **Prevention:** Positive school atmosphere, with excellent teaching and pastoral support to pupils.

b) Protection: By following the child protection procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding and 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 teaching, support staff and volunteers employed or working in or on behalf of Hollingworth Academy.

3. SCHOOL COMMITMENT

3.1 Hollingworth Academy is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. We also recognise that safeguarding involves a number of related policies and issues.

Our school will therefore:

a) Establish and maintain an ethos where children feel secure and are encouraged to talk, and they are listened to. This will be achieved by building strong relations between staff and other adults working with children and young people.

b) Ensure that children know that there are adults in the school who they can approach if they are worried or in difficulty. This will be achieved by the strong pastoral ethos at Hollingworth which is adopted by all staff including form tutors, heads of year and senior members of staff.

c) Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse. There are areas in the curriculum through PSHE, ICT lessons and year group assemblies that address CSE, online safety and healthy relationships. More can be found within the Schemes of Work.

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.

e) Ensure that every effort will be made to establish effective working relationships with parents/carers 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) - www.rbscb.org will provide more information.

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 be responsible for reporting concerns/disclosures, attending and writing reports for child protection conferences, attending Child in Need meetings, leading on CAFs, record keeping, liaising with outside agencies to support pupils, delivering Safeguarding training annually to all staff, Safeguarding induction for new staff or temporary staff on arrival, leading weekly update meetings with the Child Protection Team and ensuring the upkeep of policies. The Designated Safeguarding Lead will also act as a source of support, advice and expertise within the educational establishment.

5.3 The Headteacher is responsible for having a clear overview for the delegation of responsibilities to other staff, and for the establishment and maintenance of a robust single central record. The Headteacher will be involved if the allegations or concerns include a member of staff or an adult working in the school. These should come directly to the Headteacher, Deputy Headteacher or Designated Safeguarding Lead. An investigation will be undertaken in consultation with the Local Authority following the agreed procedures.

5.4 The governors are responsible for:

- The safe recruitment and vetting of staff and making sure that all appropriate checks are carried out on staff and volunteers who work with children; and that any panel involved in the recruitment of staff has at least one member who has undertaken Safer Recruitment Training.
- Ensuring the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures.
- A senior member of the school's leadership team is designated to take lead responsibility for child protection issues, providing advice and support to other staff, liaising with the Local Authority and working with other agencies.
- Staff, including the Headteacher, undertake appropriate child protection training which is updated annually.
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- A governor is nominated to be responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse being made against the Headteacher.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

5.5 Advice and support is also available from the following:

- Rochdale Safeguarding Children Unit: 0300 303 0350
- MASS (Multi Agency Screening Service): 0300 303 0440
- Out of Hours, Emergency Duty Social Work Team: 0300 303 8875
- Local Authority Designated Officer (Allegations of Professional Abuse): 01706 925365
- Education Safeguarding Officer: 01706 925384
- Education Welfare Service: 01706 925115
- Police Protection and Investigation Unit (PPIU): 0161 856 4810

6. PROCEDURES

- 6.1** 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

Staff will be advised annually of any updates to the child protection procedures from RBSCB, DFE and any changes to Hollingworth Child Protection Procedures. Designated child protection staff will hold weekly meetings to update about individual pupils and any changes to procedures. Staff new to school will be given safeguarding training on their induction and a Safeguarding Handbook will be issued to all new staff, volunteers and visitors to school. There is a copy of the Safeguarding and Child Protection Policy on the school's website, along with other relevant safeguarding information.

Hollingworth's Child Protection Procedures are located in K:\Staff Information\Child Protection Documents.

7. TRAINING AND SUPPORT

- 7.1** Hollingworth Academy will ensure that the Headteacher, Designated Safeguarding Lead and other designated staff attend training relevant to their role at regular intervals. The Designated Safeguarding Lead will also attend Multi-Agency Child Protection training every two years.

Staff will receive basic training Level 1 annually and any updates to child protection procedures will be given during this training.

The Designated Child Protection Team will meet weekly to be kept up to date on current child protection issues.

The Designated Child Protection Team will always be available to staff for consultation and the agencies listed in 5.5 are also available to answer individual queries or concerns.

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.
- 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). Whenever 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 the 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. There is also a need to share important educational and child protection information at the point of a child's transition to another educational establishment.

At Hollingworth we have a form for recording concerns about a child; these are readily available in all workrooms and are on yellow paper. If there is a child protection concern staff should follow the school's Child Protection Protocol which states that they must record all the information on the yellow 'Cause for Concern' form, date and sign this and return to one of the Child Protection Team. All child protection records are held in locked filing cabinets in the Designated Safeguarding Lead's office which has restricted access. There is also a child protection electronic file held on the K drive, again this is hidden and only accessible to the Child Protection Team and the Headteacher.

If there are concerns regarding a child, the Child Protection Team hold weekly meetings to discuss individual cases. If there are sufficient concerns and evidence to warrant a referral, this is then passed to the Designated Safeguarding Lead to complete a detailed MARF and submit this to the MASS team.

If a child joins school, then a form is completed by the previous school and one of the questions asked is "are there or have there been any child protection concerns?" and it asks the school to contact our Designated Safeguarding Lead to discuss this further and arrange for transfer of files. If a child transfers to another school then the Designated Safeguarding Lead will pass on records to the new school.

For the transition to post 16 education, indications are given to the colleges following application of those children who have or have had child protection concerns. The files are passed onto the safeguarding staff at the colleges during the first term following receipt of the destination information.

If a child leaves school and there is no record of the new school, a referral to the CME Team will be completed.

10. CHILD PROTECTION CONFERENCES

If Children's Social Care has sufficient concerns regarding a child, they may hold a Child Protection Conference for professionals to share information and concerns about an individual child or family. If the children attend school then school are invited and the Designated Safeguarding Lead or another member of the Child Protection Team will attend. The Designated Safeguarding Lead regularly updates the Child Protection Team during weekly meetings any changes to child protection conferences, MASS referrals and reports for conference. All child protection staff will attend the Working Together to Safeguard Children training which covers writing reports for conference.

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 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 children can receive appropriate help and support.

We also recognise that some pupils may be susceptible to extremism and will monitor for any signs/changes in behaviour and evidence that this is the case.

11.2 Hollingworth 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) The implementation of a clear behaviour management policy.
- (d) 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/carers, whenever possible and so long as it is in the child's best interest 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 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 behavioural problems will need to be particularly sensitive to signs of abuse.

12. SAFER RECRUITMENT AND SELECTION

The school pays full regard to current DfE statutory guidance 'Keeping Children Safe in Education' September 2016. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including, for example, volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and Disclosure and Barring Service (DBS) checks and right to work in England checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- An Enhanced Disclosure and Barring Service (DBS) check is obtained for **all** new appointments to our school's workforce. From October 2009 it is a criminal offence for employers to take on an individual in Independent Safeguarding Authority regulated activity whom they know to have been barred, and/or not refer to the ISA details of anyone who is permanently removed from regulated activity, or who leaves whilst under investigation for allegedly causing harm or posing a risk of harm.
- This school is committed to keeping an up to date single central record detailing a range of checks carried out on our staff (see Appendix 4).
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks, as appropriate.
- Hollingworth ensures that supply staff has undergone the necessary checks and will be made aware of this policy.
- Identity checks must be carried out on all appointments to our school workforce before the appointment is made.
- Key staff involved in interviewing applicants for posts in the school, are required to have undertaken training in safer recruitment.
- At least one person trained in safer recruitment will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

12.1 Allegations Regarding Person(s) Working in or on Behalf of the School

(a) Procedures for managing allegations against people who work with children.

The school follows the Rochdale Safeguarding Board's procedures for managing allegations against people who work with children. (Appendix C)

These procedures are detailed and, therefore, the summary below is included as part of this overall policy.

12.2 Summary of Process

(a) Allegation made to employer

The allegation should be reported to the Senior Manager identified in the employer's procedure immediately, unless that person is the subject of the allegation, in which case it should be reported to the designated alternative.

If the allegation meets any of the criteria set out in paragraph one, the employer should report it to the Local Authority Designated Officer (LADO) within one working day.

(b) Allegation made to the police or children's social care

If an allegation is made to the police, the officer who receives it should report it to the force's Designated Liaison Officer without delay and the Designated Liaison Officer should, in turn, inform the LADO without delay.

If an allegation is made to Children's Social Care, the person who receives it should report it to the LADO without delay.

(c) Initial consideration

The LADO will discuss the matter with the employer and, where necessary, obtain further details of the allegation and the circumstances in which it was made.

The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded.

If the allegation is not patently false and there is cause to suspect that a child is suffering, or is likely to suffer significant harm, the LADO will immediately refer to Children's Social Care and ask for a strategy discussion to be convened immediately.

In those circumstances, the strategy discussion should include the LADO and a representative of the employer.

If there is no cause to suspect that 'significant harm' is an issue, but a criminal offence might have been committed, the LADO should immediately inform the police and convene a similar discussion to decide whether a police investigation is required. That discussion should also involve the employer.

(d) Action following initial consideration

Where the initial evaluation decides that the allegation does not involve a possible criminal offence, it is dealt with by the employer. In such cases, if the nature of the allegation does not require formal disciplinary action, appropriate action should be instituted **within three working days**.

If a disciplinary hearing is required and can be held without further investigation, the hearing should be held **within 15 working days**.

Where further investigation is required to inform consideration of disciplinary action, the employer should discuss who will undertake that with the LADO. In some settings and circumstances, it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of the employer or the person's line management to ensure objectivity.

In any case, the Investigating Officer should aim to provide a report to the employer **within 10 working days**.

On receipt of the report of the disciplinary investigation, the employer should decide whether a disciplinary hearing is needed **within two working days**, and if a hearing is required it should be held **within 15 working days**.

In any case in which Children's Social Care has undertaken enquiries to determine whether the child or children are in need of protection, the employer should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.

The LADO should continue to liaise with the employer to monitor progress of the case and provide advice/support when required or requested.

(e) Case subject to police investigation

If a criminal investigation is required, the police will aim to complete their enquiries as quickly as possible, consistent with a fair and thorough investigation, and will keep the progress of the case under review.

They should, at the outset, set a target date for reviewing progress of the investigation and consulting the Crown Prosecution Service about whether to proceed with the investigation, charge the individual with an offence, or close the case.

Wherever possible that review should take place **no later than four weeks** after the initial evaluation, and if the decision is to continue to investigate the allegation, dates for subsequent reviews should be set at that point. (It is open to the police to consult the Crown Prosecution Service about the evidence that will need to be obtained in order to charge a person with an offence at any stage).

If the police and/or Crown Prosecution Service decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a court, the police should pass all information they have which may be relevant to a disciplinary case to the employer without delay.

In those circumstances the employer and the LADO should proceed as described in section 16.4.

If the person is convicted of an offence, the police should also inform the employer immediately so that appropriate action can be taken.

(f) Referral to Independent Safeguarding Authority & Regulatory Body

If the allegation is substantiated and if, on conclusion of the case, the employer dismisses the person or ceases to use the person's services, or the person ceases to provide his/her services, the employer should consult the LADO about whether a referral to the Independent Safeguarding Authority and/or to a professional or regulatory body is required.

If a referral is appropriate, the report should be made within one month. A referral must always be made if the employer thinks the individual has harmed a child/children or poses a risk of harm to a child/children.

13. PROTECTING CHILDREN FROM RADICALISATION: THE PREVENT DUTY (DfE June 2015)

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's service providers, in the exercise of their functions, to have due regard for 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 and colleges 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 within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views.

Hollingworth is committed to:

- Establishing a single point of contact in terms of safeguarding.
- Assessing the risk of pupils being drawn into terrorism.
- Developing an action plan to reduce the risk.
- Training staff to recognise radicalisation and extremism.
- Referring vulnerable people to 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 offence 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/college setting.
- Identifying children and young people who are particularly vulnerable to extreme views/ radicalisation and taking appropriate action in accordance with the school's 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/carers 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-departmental-advice-v6.pdf

14. FEMALE GENITAL MUTILATION & THE MANDATORY REPORTING DUTY

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. As a school, we acknowledge that it will be rare for teachers to see visual evidence, and clearly they will 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 commenced in October 2015 and teachers must report cases where they discover that an act of FGM appears to have been carried out to the police on the non-emergency 101 number. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve Children's Social Care as appropriate. Further guidance available below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

15. CHILDREN MISSING EDUCATION (DfE STATUTORY GUIDANCE) JANUARY 2015

Hollingworth follows Rochdale Council CME guidance which outlines Rochdale Borough Council's systems for identifying and maintaining contact with children missing from education and the steps taken to identify those at risk.

In accordance with guidance, a child missing from education is defined as someone of compulsory school age who is not on a school roll, not being educated otherwise (e.g. at home, in independent schools or in alternative provision) or who has been out of any educational provision for four weeks or more.

There are a number of reasons why children fall out of the education system, including when they:

- fail to start appropriate provision and hence never enter the system;
- cease to attend, failing to return after exclusion or withdrawal; or
- fail to complete a transition between providers (e.g. after moving to a new Local Authority).

Difficulties can also arise when children enter or leave provision where information is not routinely exchanged (e.g. between independent schools, voluntary organisations) or where arrangements straddle more than one Local Authority and where moves are between different countries.

16. FORCED MARRIAGE AND HONOUR BASED VIOLENCE

Forced marriage is a human rights abuse. It can constitute both child abuse and sexual abuse. The United Nations consider it a form of trafficking, sexual slavery, and exploitation. Some, however, still see it as a private, personal, domestic, family, religious, or cultural issue.

A clear distinction must be made between a **forced** marriage and an **arranged** marriage. The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. In arranged marriages, the families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement remains with the child/young person.

Forced marriage, whether a religious or civil ceremony, cannot be justified on religious grounds. Every major faith condemns it and freely given consent is a prerequisite of Christian, Jewish, Hindu, Muslim and Sikh marriages.

In forced marriage, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse.

Forced marriage is primarily, but not exclusively, an issue of violence against females. Most cases involve young women and girls aged between 13 and 30, although there is evidence to suggest that as many as 15% of victims are male. The school follows Rochdale Multi-Agency Safeguarding Children procedures for cases of dealing with forced marriage for a child/young person under 18 years of age and any individual in school who receives information, or has reason to believe that a child/young person is at risk of or subject to a forced marriage, should speak with the DSL in school who should then make a CP referral to MASS in line with the procedures.

http://greatermanchesterscb.proceduresonline.com/chapters/p_force_marriage.html

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

17. CHILD SEXUAL EXPLOITATION

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.

There is a strong commitment from all key partners under the banner of Project Phoenix to improve our collective knowledge and understanding of child sexual exploitation in Greater Manchester and to develop a consistent and effective approach to identifying and responding to it.

Therefore, Phoenix has agreed to use the definition developed by the Children's Society in collaboration with young people, which is:

'Someone taking advantage of you sexually, for their own benefit, through threats, bribes, violence, humiliation, or by telling you that they love you, they will have the power to get you to do sexual things for their own, or other people's benefit or enjoyment (including touching or kissing private parts, sex, taking sexual photos).'

As in all cases, concerns that a child may be at risk of sexual exploitation will be discussed with the educational establishment's DSL and a decision made as to whether there needs to be consultation with and a CP referral to Rochdale MASS.

Rochdale has a dedicated CSE team 'Sunrise' based within the MASS and this team tackles sexual exploitation and related harm in the borough of Rochdale. The team includes professionals from the police, Children's Social Care, Sexual Health and Early Break.

They provide a safe and confidential environment where young people can go for help, advice and support. Children are offered a range of therapeutic interventions including one-to-one counselling, group-work sessions and drop-in support.

They also remind people about child sexual exploitation, so they know what it is and that it is happening. Working with schools we deliver preventative education programmes and provide specialist training to professionals so they know what signs to look for.

18. PEER ON PEER ABUSE – CHILDREN AND YOUNG PEOPLE WHO ABUSE OTHERS

Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Staff should be aware of the potential uses of information technology and social media for bullying and abusive behaviour between young people.

Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subject to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering or at risk of suffering, significant harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

If staff fear that a child has been abused by a peer then they should follow the usual Child Protection Procedures as outlined in the policy.

19. SEXTING

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.

They can be sent using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages.

What the law says

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- Take an explicit image or video of themselves or a friend
- Share an explicit image or video of a child, even if it is shared between children of the same age
- Possess, download or store an explicit image or video of a child, even if the child gave them permission for it to be created

However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Crimes recorded in this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they are a risk.

What are the risks of sexting?

1. **No control of images and how they are shared.** It is easy to send an image, video or message but the sender has no control about how it is passed on. When images are stored or shared online they become public. This means that images, video's or messages which a young person may have shared privately could end up being shared between adults they do not know.
2. **Blackmail, bullying and harm.** Young people may think that sexting is harmless but it can leave them vulnerable to:
 - **Blackmail** – an offender may threaten to share images with the child's family and friends unless the child sends money or more images
 - **Bullying** – if images are shared with their peers at school, the child may be bullied
 - **Unwanted attention** – images posted online can attract the attention of sex offenders, who know how to search for, collect and modify images
 - **Emotional distress** – children can feel embarrassed and humiliated. If they are very distressed this could lead to suicide or self-harm

Sexting is a child protection issue. Staff who uncover evidence of or suspect that children may have been sexting must follow the child protection protocol outlined in this policy. Further information is available at:

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/

20. THE CHILD PROTECTION PROTOCOL

1. If you hear any comments or see any evidence or have any suspicions of any kind of abuse these must be passed on immediately to one of the designated trained Child Protection officers. These are Ms J Brown, Mrs L Armitage, Mr M Farrell, Mr M Morrell and Mr S White.
2. Interviews with children must be carried out only by the named trained Child Protection officers.
3. If a child starts to disclose information you must tell them immediately that you are unable to keep this confidential and that you must report this to a trained Child Protection Officer who may have to report this further.
4. If the trained Child Protection Officer talks to the child to assess the situation then only open questions are allowed and everything the child says needs to be recorded word for word.
5. All cases referred to Child Protection Officers should be recorded on the school Child Protection form. Where possible, the trained officer should discuss this with another of the trained officers on site to discuss next steps.
6. If in any doubt then the Duty Officer at Child Care Services should be contacted for advice. *

7. Recording of information needs to be done promptly (within 24 hours) and paper and electronic copies placed in the appropriate files.
8. Paper files will be kept in Ms J Brown's office.
9. Electronic files with restricted access open to just trained Child Protection Officers, are located on the K drive.

* If the advice given by the duty team is at odds with the guidance received during training, then a referral should still be made and the information recorded and forwarded to the Safeguarding Board.

The NSPCC has a Whistleblowing Helpline providing free advice and support to professionals wanting to raise concerns about how child protection issues are being handled in their own or other organisations.

The advice line was commissioned by the Home Office as a firm commitment made by Government in its response to failures to protect children from sexual exploitation in Rotherham and the Government's subsequent [Tackling Child Sexual Exploitation report](#). The NSPCC Whistleblowing Helpline is **0800 028 0285**.

Updated	July 2017
Amended	
Initial approval at Governors	