



# SAFEGUARDING & CHILD PROTECTION POLICY

**Chair of Governors:** P Halsall  
**Designated Governor:** Kate Drew  
**Date:** March 2023  
**Review date:** March 2024

# SAFEGUARDING & CHILD PROTECTION POLICY FOR YSGOL BRYN DERW

## 1. INTRODUCTION

Our school fully recognises the contribution it makes to safeguarding and child protection. Everyone working in or for our school service shares the objective to help keep children and young people safe.

There are three main elements to our policy:

- Prevention through the culture, teaching and pastoral support offered to learners
- Procedures for identifying and reporting cases, or suspected cases of abuse - because of our day to day contact with children, our staff are well placed to observe the outward signs of abuse; and
- Support for learners who may have been abused.

This policy applies to **all** staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come in to contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process, and it is essential that all staff are aware of and implement the school's procedures as noted in this policy.

**Safeguarding children is the responsibility of all staff working with children and young people.** Ysgol Bryn Derw is committed to ensuring that everyone accepts their responsibilities to safeguard children and young people from harm and abuse. This means following procedures to protect children and young people and reporting any concerns about their welfare to the appropriate authorities straight away. **It IS NOT the responsibility of any employee to determine whether abuse or neglect is actually taking place. However, IT IS the responsibility of any employee to take the actions set out in this policy if they are concerned that abuse or neglect may be taking place.**

Safeguarding Children is a more all-encompassing approach than Child Protection in isolation. A number of elements that would previously not have been within a child protection policy have been incorporated. The Welsh Government has adopted the UN Convention on the Rights of the Child as the basis of all work for children and young people in Wales. Seven core aims have been identified, which should inform all activities for children and young people. These stipulate that all children and young people should:

- have a positive start in life;
- have a comprehensive range of education and learning opportunities;
- enjoy the best possible health and are free from abuse, victimisation and exploitation;
- have access to play, leisure, sporting and cultural activities;

- are listened to, treated with respect, and have their race and cultural identity recognised;
- have a safe home and a community which supports physical and emotional wellbeing; and are not disadvantaged by poverty.

Organisations that provide services for children (defined in the Children Act 1989 as anyone under the age of 18 years) have a duty to safeguard and promote their welfare. The concept of safeguarding and promoting the welfare of children is defined within Safeguarding Children: Working Together under the Children Act 2004, (Welsh Assembly Government, 2006) as;

- Protecting pupils from abuse and neglect
- Preventing impairment of their health or development
- Ensuring that pupils receive safe and effective care
- Safe recruitment, supervision, training and management of staff
- Supporting pupils' behaviour and discipline, including physical intervention and restraint
- Pupils health and safety, including first aid
- Bullying and internet safety
- Meeting needs of pupils with medical conditions
- Sex education and drug and substance misuse education
- School security

At Ysgol Bryn Derw we aim to prevent the impairment of children's health and development, ensuring children are growing up in circumstances consistent with the provision of safe and effective care, as well as protecting children from maltreatment.

All staff at Ysgol Bryn Derw aim to improve the outcomes for children in 5 key areas;

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Planning and delivering a positive transition to adulthood

This is achieved by means of;

- Creating and maintaining a safe learning environment for all pupils
- Identifying where there are pupil welfare concerns and taking action to address these with parents and carers and where appropriate other services
- Develop pupils understanding, awareness and resilience through the curriculum we offer

## 2. PREVENTION

We believe that safeguarding Children and Young People is everyone's responsibility. We will ensure our duty to safeguard the welfare of our children and young people will come first in all of our considerations. We recognise that high self-esteem, confidence, supportive adults and good lines of communication with and between trusted adults helps to safeguard learners.

The school will therefore:

- Establish and maintain an ethos where children feel safe, secure, are encouraged to talk/communicate, share their concerns and will be listened to;
- Ensure that children are aware of a number of school staff that they can communicate with and their right to be listened to.
- Be vigilant to the complex needs of the learners and the barriers that this could present in a safeguarding context.
- Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to be as independent as possible and keep themselves safe, within their own ability.
- Include in the curriculum, material which will support positive relationships, pupil's rights and welfare.
- Recognise that parents and carers have the primary responsibility to protect and promote the welfare of the child within their family. Wherever possible our work will be in partnership with the parent to assist them with their responsibilities.
- Work with parents positively, openly and honestly. Ensuring that all parents are treated with respect, dignity and courtesy:
- The school shares a purpose with parents/carers to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents/carers positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.
- Ysgol Bryn Derw will share with parents/carers any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents/carers to discuss any concerns they may have with class staff and/or the DSP.
- We make parents/carers aware of our safeguarding policy through the prospectus and newsletters, the policy is available on the school website, and parents/carers are made aware that they can view this policy on request
- Build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate
- Take a whole-school approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

The school recognises that children who enter the Looked after System are often the most vulnerable and needy. Advice and guidance can be sought from the Local Authority's Looked After Children's Education Coordinators

### 3. PROCEDURES

We will follow the Wales Safeguarding Procedures for Children and Adults at risk of abuse and neglect (2019). We are also compliant with the Local Authority's overarching corporate "Safeguarding People" suite of safeguarding documents and other guidance and protocols that have been endorsed and agreed by the Safeguarding Board.

#### Our school will:

- Ensure it has a designated safeguarding person (DSP) and deputy for child protection, who have undertaken the appropriate training.
- Recognise the role of the designated senior person (DSP) and arrange support and training. The school will look to the Safeguarding Board and the council's Education Safeguarding Officer for guidance and support in assisting the school's designated safeguarding person.
- Ensure every member of staff and every governor knows:
  - the name of the DSP and their role, the local authority point of contact and the designated governor for safeguarding
  - that they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board
  - how to take forward those concerns when the DSP is unavailable
- Ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect
- Ensure that members of staff who are EWC registrants are aware of the *Code of Professional Conduct and Practice for registrants with the Education Workforce Council* (see [www.ewc.wales/site/index.php/en/fitness-to-practise/codeofprofessional-conduct-and-practice-pdf.html](http://www.ewc.wales/site/index.php/en/fitness-to-practise/codeofprofessional-conduct-and-practice-pdf.html)) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content
- Ensure that parents/carers understand the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school brochure
- Ensure that all procedures for handling allegations against any adult working in any capacity within the establishment which reflects: **Safeguarding Children in Education: handling allegations of abuse against teacher and other staff (May 2014) (Appendix A)** should they occur.

Provide training for all staff so that they:

- Understand their personal responsibility
- Know the agreed local procedures and their duty to respond
- Are aware of the need to be vigilant in identifying cases of abuse and neglect
- Know how to support a child who discloses abuse or neglect
- Understand the role online behaviours may have in each of the above
- Notify the local authority's social services team if:
  - a learner on the child protection register is excluded, either for a fixed term or permanently
  - there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend)
- Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences and core groups and the submission of written reports to the conferences
- Keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately
- Ensure all records are kept secure and in locked locations
- Adhere to the procedures set out in the Welsh Government's Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies (see [Gov.wales/disciplinary-and-dismissal-procedures-school-staff](http://Gov.wales/disciplinary-and-dismissal-procedures-school-staff))
- Ensure that recruitment and selection procedures are made in accordance with Welsh Government's Keeping learners safe guidance
- Designate a governor for safeguarding who will oversee the school's child protection policy and practice.

This governor will feed back to the Governing Body on child protection matters as and when required, and will be required to write an annual report to the Governing Body on the school's child protection activities, based on the information in the annual safeguarding self-evaluation. The Safeguarding toolkit (Keeping Learners Safe) is the recommended format.

#### **4. SUPPORTING THOSE AT RISK**

We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school, their behaviour may be challenging or they may be withdrawn. At this school we will support the learner through:

- The content of the curriculum to encourage self-esteem and self-motivation
- The school ethos which:
  - promotes a positive, supportive and secure environment; and

- gives pupils a sense of being valued (see section 2 on Prevention);
- The school's behaviour policy, which is aimed at supporting vulnerable pupils in the school.
- All staff will agree a consistent approach which focuses on the behavioural outcome of the child, but does not damage the pupil's sense of self-worth.
- The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable, (Shared with parents/carers via school brochures and other points of communication) but that each individual is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services; and
- Keeping records and notifying the local authority if there is a recurrence of a concern.
- When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (Using the procedure outlined in appendix D, Safeguarding File – Transfer of Records). The DSP will be central to this process, and if not already done, will inform Children's Services of the move.

## **5. ANTI-BULLYING**

- (Refer to separate policy document – Anti Bullying Policy)
- Our policy on bullying is set out in our Anti Bullying Policy and is reviewed annually by the governing body.

## **6. PHYSICAL INTERVENTION**

- Our policy on physical intervention has been set out in the Positive Behaviour Policy & the Use of Reasonable Force to Control Pupils Policy. Both are reviewed annually by the governing body and are consistent with the Welsh Government guidance on Safe and Effective intervention – use of reasonable force and searching for weapons 097/2013. This policy/information can be located on the school website.

## **7. SAFE USE OF THE INTERNET AND DIGITAL TECHNOLOGY**

*(Refer to separate policy document – e-Safety Policy)*

- Social Networking sites are part of everyday culture and all staff will promote safe use of the internet to all pupils. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff, parent or pupils conduct should be brought to the immediate attention of the Headteacher or the Designated Senior Person.

## **8. CHILDREN WITH ADDITIONAL LEARNING NEEDS (ALN)**

- This school recognises that statistically children and young people with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in The Special Educational Needs Policy, this policy/information can be located on the website.

## **9. CHILDREN WHO ENTER THE LOOKED AFTER SYSTEM**

- This school recognises that children who enter the Looked after System are often the most vulnerable and needy. The school's policy for Looked After Children can be located on the school website. Advice and guidance can be sought from the Local Authority's Looked After Children's Education Coordinators.

## **10. OPERATION ENCOMPASS**

- Operation Encompass is a police and education early information sharing partnership, enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with the school's safeguarding lead prior to the start of the next school day after officers have attended a domestic abuse incident. This enables appropriate support to be put in place, dependent upon the needs and wishes of the child.
- Children experiencing domestic abuse are negatively impacted by this exposure; domestic abuse has been identified as an Adverse Childhood Experience and can lead to emotional, physical and psychological harm. Operation Encompass aims to mitigate this harm by enabling immediate support for the child.

## **11. RECORD KEEPING & TRANSFER OF RECORDS**

Ysgol Bryn Derw will endeavour to keep up to date and accurate information. In order to keep children safe and provide appropriate care for them school requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives;
- Names and contact details of all persons with parental responsibility (if different from above);



- Emergency contact details (if different from above);
- Details of any persons authorised to collect the child from school (if different from above);
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- If the child is or has been on the Child Protection Register or subject to a care plan
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child
- The school will collate, store and agree access to this information
- At Ysgol Bryn Derw this information is stored electronically on the secure SIMS system and in paper form in locked filing cabinets
- Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of child protection records through the use of the Safeguarding File – Transfer of records proforma (See Appendix E).
- Child Protection records will be accessed and maintained by the DSP.

## **12. ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE**

It is essential that allegations of abuse are dealt with fairly, quickly and consistently, providing effective protection for the child while supporting the person who is the subject of the allegation. Welsh Government guidance circular 009/2014, '**Safeguarding in Education: handling allegation of abuse against teachers and other staff**' sets out specific advice to be followed where a child protection allegation is made against a practitioner within an education setting. Child Protection enquiries will take priority over disciplinary investigations.

When a member of staff witnesses or receives an allegation of professional abuse against another adult who is working with children/young people (this could include staff, volunteers, governors, occasional workers or contractors, and those staff that are not on school site but come into contact with children/young people i.e. those who transport children/young person to and from school, school crossing patrol etc) s/he should:

Report the matter immediately to the Head teacher, who should:

- keep a record of dates, times, location and names of potential witnesses
- **not investigate the allegation, or interview pupils, or discuss the allegation with the member of staff**
- contact the Education Safeguarding Officer (ESO) or the Local Authority Designated Officer (LADO) **without delay**. The LADO will give urgent

consideration as to whether or not there is sufficient substance to the allegation to warrant investigation:

- inform the Chair of Governors

Any investigation will be informed by the guidance in the Wales Safeguarding Procedures for Children and Adults at risk of abuse and neglect (2019), which recommend that there should be a strategy meeting to plan the investigation and any subsequent action.

The sharing of information about an allegation must be handled sensitively and must be restricted to those who have a need to know in order to safeguard children.

Information about the child or family must not be shared with the individual against whom the allegation was made or anyone representing them.

Interim safeguarding arrangements should be put in place pending the outcome of this process. This may require a risk assessment to be completed to ensure that there is no contact between the child or young person who is the subject of the allegation and the person who has been accused of the allegation. Interim safeguarding measures should also be put in place regarding the contact that takes place between any other child or young person and the person against whom the allegation has been made.

#### **Referral of cases of suspected abuse or allegations should be made to:**

- Newport Children's Services: [Children.Duty@newport.gov.uk](mailto:Children.Duty@newport.gov.uk)
- Support and guidance regarding the above can be gained by contacting the Education Safeguarding Officer or the Local Authority Designated Officer.

If an adult sees signs that give cause for concern, but initial interaction does not supply sufficient or clear information then, the adult should sensitively obtain explanatory information from the child or young person. Be careful not to ask leading questions and keep these open by using words like, 'Tell me, explain to me, describe to me' etc. Detailed investigations of suspicions **must not** be undertaken by any member of staff/ volunteer. A detailed investigation will be carried out, if appropriate, by other agencies (normally, the children's services department or the police).

Appendix A & Appendix D

### **13. TRAINING**

The school will ensure that the designated senior person and deputy will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development.

All staff will receive regular safeguarding updates during the year as appropriate from the DSP, but will receive specific awareness raising training within a 2-3 year period. Records of training is kept up to date.

It is recommended that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more targeted training.

Key Guidance for staff will be signposted from within this policy- See Appendix A

#### **14. COMMUNITY COHESION – PREVENTING EXTREMISM**

The school is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the *Prevent* Duty Guidance) to safeguard pupils at risk of radicalisation. The school does this by:

- Providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.
- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism.
- Knowing how to complete a Channel referral and how to seek support for the child/young person
- Ensuring all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas, as well as an understanding of local risks and vulnerabilities.
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.
- Following the school's safeguarding procedures when any concerns about a child or young person who is at risk of radicalisation are reported.

#### **15. CHILDREN MISSING FROM EDUCATION**

The school will follow the local authority guidance where there are concerns that a child is missing from education and cannot be located. The school's EWO will be contacted when there are concerns that a child is missing from education.

#### **16. MANDATORY REPORTING OF FGM**

The school is aware of its duty to report known cases of FGM to the police (section 74 of the Serious Crime Act 2015) and Children's Services. Where staff suspect FGM may have been carried out, or think a girl may be at risk, then the school will follow existing safeguarding procedures in these cases.

## **17. SEX EDUCATION, DRUG MISUSE AND PERSONAL AND SOCIAL EDUCATION PROGRAMME**

*(Refer to separate policy document –Relationships and Sexuality Education Policy)*

The school provides a curriculum which includes policy and planning related to Sex Education, drug misuse and a wide range of personal and social issues. This curriculum is focused on preparing pupils for their adult life and providing them with the knowledge and skills they need to keep themselves safe and build positive relationships.

## **18. SAFE RECRUITMENT**

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

- Ysgol Bryn Derw 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 volunteers, governors and staff employed by contractors. Safer recruitment practice includes the NCC 'Code of Conduct,' 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, where appropriate, undertaking an enhanced (DBS) check to check against the barred list.
- In line with statutory changes, underpinned by regulations, the following will apply:
  - A DBS Enhanced Disclosure is obtained for all new appointments to our school's workforce (unless portability applies, eg, supply teachers);
  - Our school is committed to keep an up to date single central record detailing a range of checks carried out on our staff;
  - All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
  - Our school ensures that supply staff have 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, in partnership with the Local Authority.
- Work experience students from other educational establishments who do not have a CRB/DBS certificate will work supervised at all times and undergoes a temporary risk assessment.

## **19. CONFIDENTIALITY**

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration.”

- Confidentiality is important in maintaining confidence and participation in services and thereby helping to protect children’s health and wellbeing. However, all education staff have a professional duty to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns. The duty of confidentiality is not absolute and may be breached where this is in the best interest of the child and in the wider public interest.
- Information must be shared with police and Social Care where the child/young person is/may be at risk of significant harm.
- When the pupil’s and/or parent’s confidentiality must not be breached, information is shared on a need to know basis. Be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

## **20. HEALTH AND SAFETY**

- Refer to the school’s Health and Safety policy, Administration of Medication and local authority guidance
- The school undertakes risk assessments for school trips, and adventurous activities such as Rebound therapy, Hydrotherapy and Horse-riding
- Individual pupils who require medications and medical procedures whilst in school have a Health Care Plan drawn up by the NHS School Nursing team and which is agreed by parents and the Headteacher.

## **21. SCHOOL SECURITY**

- Ysgol Bryn Derw School has supervised access for pupils and visitors at all times. All external doors and gates have restricted access. Staff carry ‘fobs’ to open doors to ensure all pupils are safe within the building. Visitors must report to reception and can only gain access after signing in. Regular visitors, such as health professionals and local authority officers may be provided with a fob for independent access as school will have satisfied themselves that they have achieved safe CRB/DBS status. Visitors who have not been safely vetted by the school will not be given free unsupervised access to building without supervision.

## **22. ROLES AND RESPONSIBILITIES**

Our Governing Body will ensure that:

- The school has a child protection policy and procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- 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 (Appendix D)
- A senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- A lead governor is nominated to ensure safeguarding is receiving proper attention - the Safeguarding Children Governor (SCG)
- Staff undertake appropriate child protection training;
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- A governor is nominated (typically the Chair of Governors) to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- 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.
- They review their policies and procedures annually and provide information to the Local Authority about them and about how the above duties have been discharged

**Our Head teacher will ensure that:**

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

**Senior Member of Staff with Designated Responsibility for Child Protection (Designated Senior Person - DSP) will:**

**REFERRALS**

- Take responsibility for CP practice, policy and procedures and professional development working with other agencies as necessary

- Refer cases of suspected abuse or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment;
- Liaise with the Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

## **TRAINING**

- Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of the SEWSCB, the conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's child protection policy;
- Support the Head teacher and governing body in ensuring the school has robust safe recruitment and retention procedures
- Ensure that all staff have induction training;
- Keep detailed accurate secure written records and/or concerns
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

## **RAISING AWARENESS**

- Ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
- Ensure parents are made aware of the child protection/ safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the school/setting, ensure the child protection file is copied for the new school/setting asap and transferred to the new school separately from the main pupil file in accordance with WG Guidance 18/2006 – The Keeping, Disposal, Disclosure and Transfer of Pupil Information. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education inclusion Service.

### **All staff and volunteers will:**

- Fully comply with the school's policies and procedures
- Attend appropriate training
- Inform the designated person of any concerns

### **Staff And Volunteers Should Never:**

- Engage in sexually provocative or rough physical games, including horse play.

- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments in front of, about, or to a child, even in “fun”.
- Let allegations made by a child go without being addressed and recorded.
- Deter children from making allegations through fear of not being believed.
- Do things of a personal nature for children that they can do themselves.
- Share a bedroom with a child or young person.
- Invite or allow a child or young person to stay with them at their home unsupervised.
- Jump to conclusions about others without checking facts.
- Rely on their own good name to protect them.

The Designated Senior Person for child protection at this school is:  
Laura Foley

The Deputy Designated Senior Person for child protection at this school is:  
Richard Drew

The Designated Governor for child protection at this school is:  
Antonia Jeavons

The Council’s Education Safeguarding Officer is:  
Nicola Davies



## APPENDIX A

### Key Guidance for Staff

#### **A) What to do if a child tells you they have been abused by a member of staff or any adult working with children.**

**If an allegation of abuse is made against a member of staff or any adult working with children this must be reported to the Head Teacher without delay.** If the concern is about the Head Teacher this must be reported to the Chair of Governors. If in doubt you can contact the Council's Education Safeguarding Officer for guidance and advice or the Children's Services Duty and Assessment Team (see contact details below).

#### **B) What to do if a child tells you they have been abused by someone other than a member of staff:**

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;

**You have a duty to report safeguarding concerns to the school's Designated Safeguarding Person (DSP) straight away (or in their absence, their Deputy), to inform them of what has been disclosed. In the unlikelihood of both being absent seek out the most senior person in the school;**

- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's DSP. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the DSP.

Often what is initially shared is the tip of an iceberg;

- That a child may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings.
- The decision as to whether to report the concern to Children's Services rests with the DSP. However, any practitioner can make a report to Children's Services if they feel this is necessary. You may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing a care and support plan. You can ask the DSP for an update on any referrals, but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for sharing with others.

**C) What to do if you have safeguarding concerns about a child but there is no direct disclosure of abuse.**

All safeguarding concerns must be passed on to the DSP who can advise on any action/support needed. Actions may include:

- talking to the child about your concerns (all questions should be open questions) and offering support
- talking to parents/carers about your concerns
- offering school-based support/independent counselling
- seeking consent for a referral to early intervention services (Families First)
- making a multi-agency referral to Children's Services

## APPENDIX B

### Associated Policies, Guidance and Advice

- Wales Safeguarding Procedures for Children and Adults at risk of abuse and harm (2019)
- Keeping Learners Safe 2020: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002  
<https://gov.wales/keeping-learners-safe>
- Safeguarding in Education: handling allegations of abuse against teachers and other staff  
<https://gov.wales/handling-allegations-abuse-against-teachers-and-staff>
- Safeguarding Allegations/Concerns About Practitioners and Those in a Position of Trust Protocol (March 2020).  
<https://www.gwentsafeguarding.org.uk/Documents-en/Adults/Protocolsand-Procedures/Regional-Documents/Safeguarding-AllegationsConcernsabout-Practitioners-and-those-in-a-Position-of-Trust-Protocol.pdf>
- Disciplinary and dismissal procedures for school staff  
<https://gov.wales/disciplinary-and-dismissal-procedures-school-staff>
- Procedures for Whistle blowing in Schools and Model policy- Welsh Assembly Government circular 036/2007  
<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>
- Peer sexual abuse, exploitation and harmful sexual behaviour: How to prevent and respond to peer sexual abuse, exploitation and harmful sexual behaviour, including digital abuse and exploitation. <https://gov.wales/peer-sexual-abuse-exploitation-and-harmful-sexualbehaviour>
- Female genital mutilation: Letter to schools about helping to stop female genital mutilation and how to help girls at risk.  
<https://gov.wales/female-genital-mutilation>
- Safe and effective intervention: Use of reasonable force and searching for weapons  
<https://gov.wales/safe-and-effective-intervention-guidance-schools-andlocal-authorities>
- Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales  
<http://gov.wales/docs/ds/jlg/publications/commsafety/151020-wholeeducation-approach-good-practice-guide-en.pdf>
- Children Missing from Education WG circular 002/2017 (replaces circular 006/2010)

<http://learning.gov.wales/docs/learningwales/publications/170323-statutoryguidance-to-help-prevent-children-and-young-people-from-missingeducation-en.pdf>

All relevant safeguarding information can be found at [gov.wales/pupil-inclusion-wellbeing-behaviour-and-attendance/safeguarding](http://gov.wales/pupil-inclusion-wellbeing-behaviour-and-attendance/safeguarding) including but not limited to;

- **Guidance for schools on the causes of violent extremism and preventative measures**  
<https://gov.wales/respect-and-resilience-developing-community-cohesion>
- **Respect and resilience: self-assessment tool for schools'. Use this form to check you are following best practice in providing a safe learning community.** <https://gov.wales/respect-and-resilience-self-assessment-tool-schools>
- **Channel Guidance:** <https://www.gov.uk/government/publications/channel-guidance>
- **Prevent Duty Guidance:**  
<https://www.gov.uk/government/publications/prevent-duty-guidance>

**Other relevant legislation:**

- **The Children Act 2004**
- **The Education Act 2002**
- **The Education Act 2011**
- **The Human Rights Act 1998**
- **The Data Protection Act 1998**
- **The Children Act 1989**
- **Social Services and Well-being (Wales) Act 2014**

## APPENDIX C

### Types of harm

The following is a non-exhaustive list of examples for each of the categories of harm, abuse and neglect included in Vol 5 Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk (*Social Services & Wellbeing Act 2014*)

- **physical abuse** - hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions;
- **emotional/psychological abuse** - threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others
- **sexual abuse** - forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways;
- financial abuse - this category will be less prevalent for a child but indicators could be: not meeting their needs for care and support which are provided through direct payments; or complaints that personal property is missing.
- **neglect** - failure to meet basic physical, emotional or psychological needs, which is likely to result in impairment of health or development.

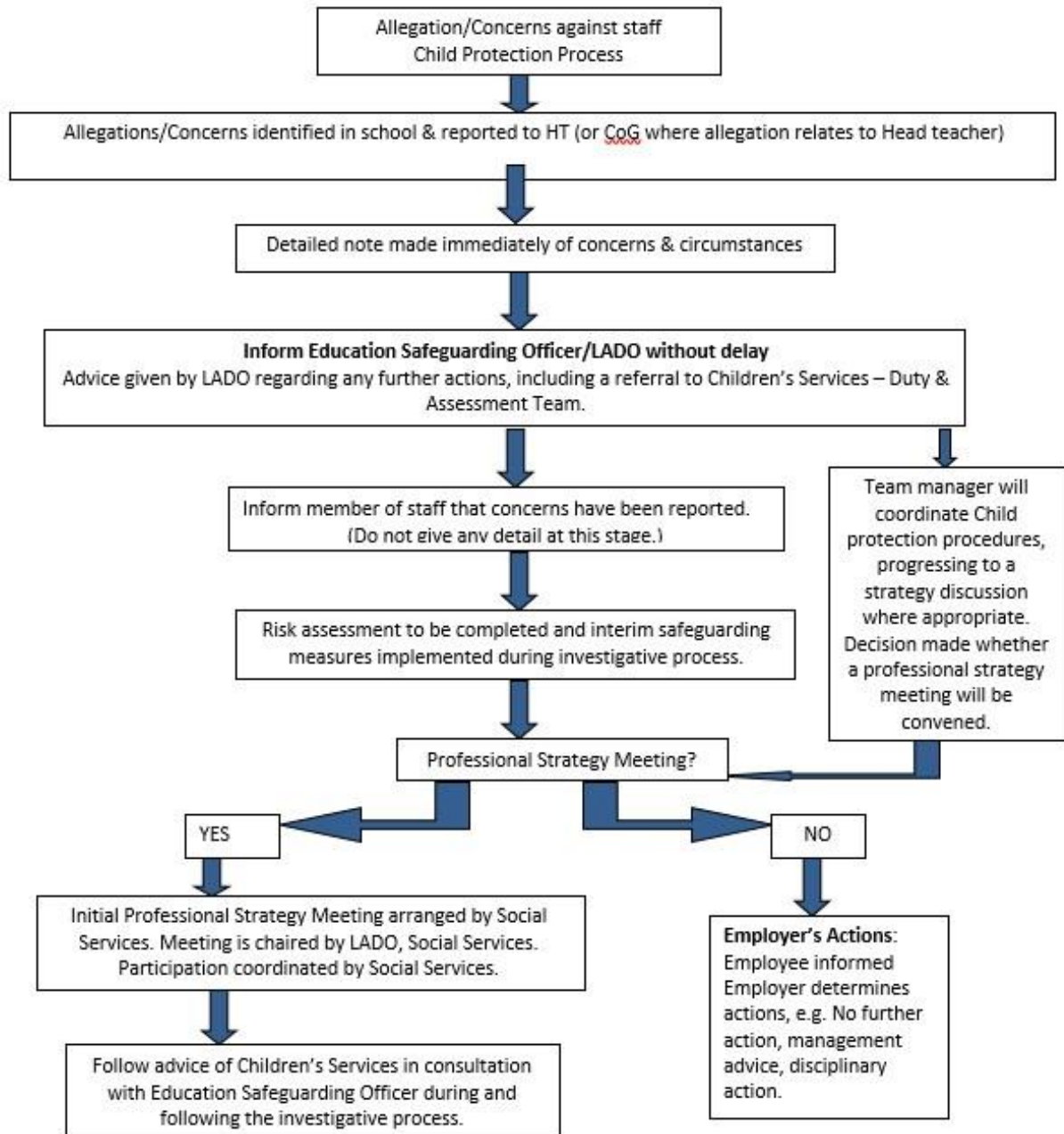
Risk from other actual or potential harm to a child or young person may also result from:

- Criminal exploitation such as county lines (CCE)
- Child sexual exploitation
- Radicalisation
- Female genital mutilation
- Modern slavery

## APPENDIX D

### PROFESSIONAL ALLEGATIONS/CONCERNS

This Flowchart should be used as a brief checklist of procedure for allegations/concerns against a professional in school. Detailed procedures are outlined in All Wales Child Protection Procedures 2008, Section 4. Also refer to Safeguarding Children in Education: Handling Allegations of abuse against teachers and other staff 009/2014



## APPENDIX E

### Transfer of pupil safeguarding records

#### **PART 1: To be completed by sending school**

- When you know that a child on the CP register (or where there are safeguarding concerns) is moving schools contact the DSP at the receiving school within 2 days of the child leaving your school to share information.
- Please ensure that the safeguarding file is passed to the Designated Senior Person at the receiving school **using a secure method of delivery** with Part 1 of this form completed. It should be marked as 'confidential for the attention of the DSP only'.
- The file should be transferred within 10 working days
- You are advised to keep a copy of this form for your own records.

NAME OF CHILD	
DOB:	
NAME OF SCHOOL SENDING SAFEGUARDING FILE:	
ADDRESS OF SENDING SCHOOL:	
DATE FILE SENT:	
NAME OF DESIGNATED SENIOR PERSON (DSP)FOR SAFEGUARDING:	
METHOD OF DELIVERY:	

SIGNATURE:	
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**PART 2: To be completed by receiving school**

- Please complete and return this form to the DSP listed in Part 1 above.
- If you choose to return this form electronically, please ensure this is completed securely.
- You are advised to keep a copy of this form for your own reference.
- The safeguarding file should be stored securely, and away from the main pupil file.

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS:	
DATE RECEIVED:	
NAME OF DESIGNATED SENIOR PERSON (DSP) RECEIVING FILE:	
IS THE FILE INTACT ON RECEIPT?	
SIGNATURE	