

# Child Protection and Safeguarding Policy



**'To Lift Ourselves and Others into our Best Future' 'I godi'n hunain a phawb  
ar gyfer dyfodol disglair'**

Policy Written	January, 2020
Review Date	September, 2021
Review Date	September, 2022

## **Child Protection Policy**

### **1. Introduction**

Our school fully recognises the contribution it makes to safeguarding and child protection.

There are three main elements to our policy:

- Prevention through the teaching and pastoral support offered to pupils;
- Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and
- Support to those pupils 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.

### **2. Prevention**

This school recognises that high self- esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children at our school.

The school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and share their concerns and will be listened to;
- Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends.
- Include in the curriculum, activities and opportunities for Health and Wellbeing which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and
- 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.

### **3. Procedures**

At this school we will follow the Wales Safeguarding Procedures and other guidance and protocols that have been endorsed and agreed by the South East Wales Safeguarding Children Board. (SEWSCB)

The school will:

1. Ensure it has a designated senior person (DSP) and deputy for child protection, who have undertaken the appropriate training (Jo Davies, DSP and Caroline Reynolds and Kay Morgan Deputy DSPs)
2. Recognise the role of the designated senior person and arrange support and training. The school will look to the SEWSCB and the Council's Education Safeguarding Officer for guidance and support in assisting the school's designated senior person.
3. Ensure that all members of staff, including permanent, part time and adult volunteers, know:
  - that they have an individual responsibility for referring child protection concerns using the agreed procedures
  - the name, contact details and role of the designated senior person (DSP), the deputy DSP and designated governor responsible for child protection;
  - that it is the lead person and/or their deputy who have the responsibility for making child protection referrals within SEWSCB timescales, by completing the agreed multi-agency form.
  - how to take forward those concerns where the DSP is unavailable
  - how to support a child who discloses abuse
4. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse.
5. Ensure that all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
6. Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection by setting out their obligations in the school prospectus and other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance.
7. Provide training for all staff so that they know:-
  - their personal responsibility;
  - the agreed local procedures(SEWSCB)
  - the need to be vigilant in identifying suspected cases of abuse
  - how to support a child who discloses abuse
8. Notify Social Services if:

- a pupil on the child protection register is excluded either for a fixed term or permanently; and
  - if there is an unexplained absence of a pupil on the child protection register of more than two days' duration from school (or one day following a weekend).
9. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including responding to requests for information from social services; attendance at initial and review child protection conferences and core groups; and submission of written reports.  
N.B: schools often have more detailed knowledge of children than other agencies and it is vital that schools are part of any child protection meetings.
  10. Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies immediately.
  11. Ensure that all records and files are kept secure and in locked locations. The DSP is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the DSP to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information'.
  12. Adhere to the procedures set out in the Welsh Government guidance circular 002/2013 'Disciplinary and Dismissal Procedures for School Staff'.
  13. Ensure that all recruitment and selection procedures are made in accordance with Welsh Government Guidance, 'Keeping Learner's Safe' and local guidance. The school will seek advice and guidance from the Authority's HR Department on recruitment and selection.
  14. Designate a governor for child protection 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.

#### **4. Supporting the pupil at risk**

At this school 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 endeavour to be patient and supportive to the children at risk.

The school will endeavour to support the pupil through:

- The content of the curriculum to encourage self -esteem and self -motivation (see section 2 of this policy on Prevention);
- 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 behaviour of the offence committed by 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. Staff should read the school's Behaviour Policy in conjunction with this and other named policies noted in this policy.
- 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 Social Services if there is a recurrence of a concern with the individual.

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 Social Services of the move.

## **5. Behaviour**

This school has a Behaviour Policy which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body and can be located on our website, with a paper copy available in the School Office. At Clytha, we also have a 'Child-Friendly Behaviour Policy' written and agreed by our children.

## **6. Bullying**

The school's policy on Bullying has been set out in our Anti-Bullying Policy and in our Behaviour Policy.

This policy/information is reviewed annually by Governors and can be located on our school website, with a paper copy available in our School Office. We also have a 'Child-Friendly Anti-Bullying Policy' which was written and agreed by our children at Clytha.

## **7. Physical Intervention**

The school's policy on physical intervention has been set out in our Restrictive Physical Intervention Policy, which is available on our website and from our School Office.

It is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and Effective intervention – use of reasonable force and searching for weapons 097/2013.

## **8. On-line Safety**

The school's policy on On-line Safety has been set out in our Digital Citizenship Policy and our ICT Policy which are both available on the website and in the School Office.

## **9. Children with Additional Learning Needs (ALN)**

This school recognises that statistically children and young people with 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 our Additional Needs Policy and More Able and Talented Policy. At Clytha, we also have additional ASD, Dyslexia and Hearing Impairment Protocols. These policies are available from our school website and our School Office.

## **10. 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. Advice and guidance can be sought from the Local Authority's 'Looked After Children's Education Coordinators' and our school 'Looked After Children Policy.

## **11. Transfer of records**

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 C).

## **12. 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 be regularly updated during the year as appropriate from the DSP, but will receive specific awareness raising training annually.

It will be a recommendation that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training. All governors are invited to and expected to attend our Child Protection Training.

### 13. 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.
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.

#### Key Guidance for Staff

All Staff and Visitors at Clytha *must* wear the appropriate lanyard and adhere to our School Security Policy and Induction requirements.

- 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 Social 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 must report verbally to the school's **Designated Senior Person for child protection immediately** (or in their absence, their Deputy), to inform them of what has been disclosed. In the unlikelyhood 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 a 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.
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the DSP for an update 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 general consumption with others.

## **Confidentiality**

The school and staff are fully aware of confidentiality issues if a child divulges that they are being or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. 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.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school. 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.

Remember the pastoral responsibility of the Education Service. Ensure that only those with a professional involvement, i.e. the DSP and Headteacher, have access to child protection records. At all other times, they should be kept securely locked and separate from the child's main file.

**Additions to this Policy are attached.**

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

Jo Davies

**The Deputy Designated Senior Persons** for child protection at this school are:

Caroline Reynolds and Kay Morgan

**The Designated Governor** for child protection at this school is:

Michayla Poulton

**Local Authority Contact** is:

Nicola Davies

01633 656656

**This policy was updated on 4<sup>th</sup> October, 2021 by Jo Davies**

**This policy was presented and accepted by the Governing Body on October 14<sup>th</sup>, 2021**

**Staff were made aware of this policy and or updates on 5<sup>th</sup> October, 2021**

**This policy will be reviewed in September, 2022**

## Associated Policies, Guidance and Advice

[www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

- All Wales Child Protection Procedures- April 2008
- Safeguarding Children: Working Together Under the Children Act 2004  
<http://gov.wales/pubs/circulars/2007/nafwc1207en.pdf?lang=en>
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. (January 2015)  
<http://learning.gov.wales/docs/learningwales/publications/150114-keeping-learners-safe-en.pdf>
- Safeguarding in Education: handling allegations of abuse against teachers and other staff – circular 009/2014 (April 2014)  
<http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>
- Disciplinary and dismissal procedures for school staff- circular 002/2013 (replaces circular 007/2001)  
<http://gov.wales/docs/dcells/publications/130227disciplinaryanddismissalen.pdf>
- 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>
- Procedures for reporting misconduct and incompetence in the education workforce in Wales-Welsh Government 168/2015 (replaces 018/2009)  
<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>
- Safe and effective intervention-use of reasonable force and searching for weapons, Welsh Government circular 097/2013 (replaces 041/2010).  
<http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf>
- Education Records, School Reports and the Common Transfer System-National Assembly for Wales circular 18/2006  
<http://gov.wales/docs/dcells/publications/060707-education-records-en.pdf>
- Information and Guidance on Domestic Abuse: Safeguarding Children and Young People in Wales 2010 (Welsh Assembly Government)  
<http://learning.gov.wales/docs/learningwales/publications/130509-domestic-abuce-safeguarding-en.pdf>  
Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales  
<http://gov.wales/docs/dsjlg/publications/commsafety/151020-whole-education-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-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf>

**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

**Hyperlinks to websites that have important links to Safeguarding, and in particular Child Protection (This is not an exhaustive list)**

- [www.wales.gov.uk](http://www.wales.gov.uk)
- [www.ewc.wales](http://www.ewc.wales)
- [www.governorswales.org.uk](http://www.governorswales.org.uk)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.wales.gov.uk/domesticabuse](http://www.wales.gov.uk/domesticabuse)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

**SEWSCB documents can be found on their website: [www.sewsc.org.uk](http://www.sewsc.org.uk)**

## Definitions of Child Abuse and Neglect

A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

### Physical abuse

Physical abuse 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 caregiver fabricates or induces illness in a child who they are looking after.

### Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent 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 in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### Sexual abuse

Sexual abuse involves 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. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include 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.

### Neglect

Neglect is 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. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

## 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:	

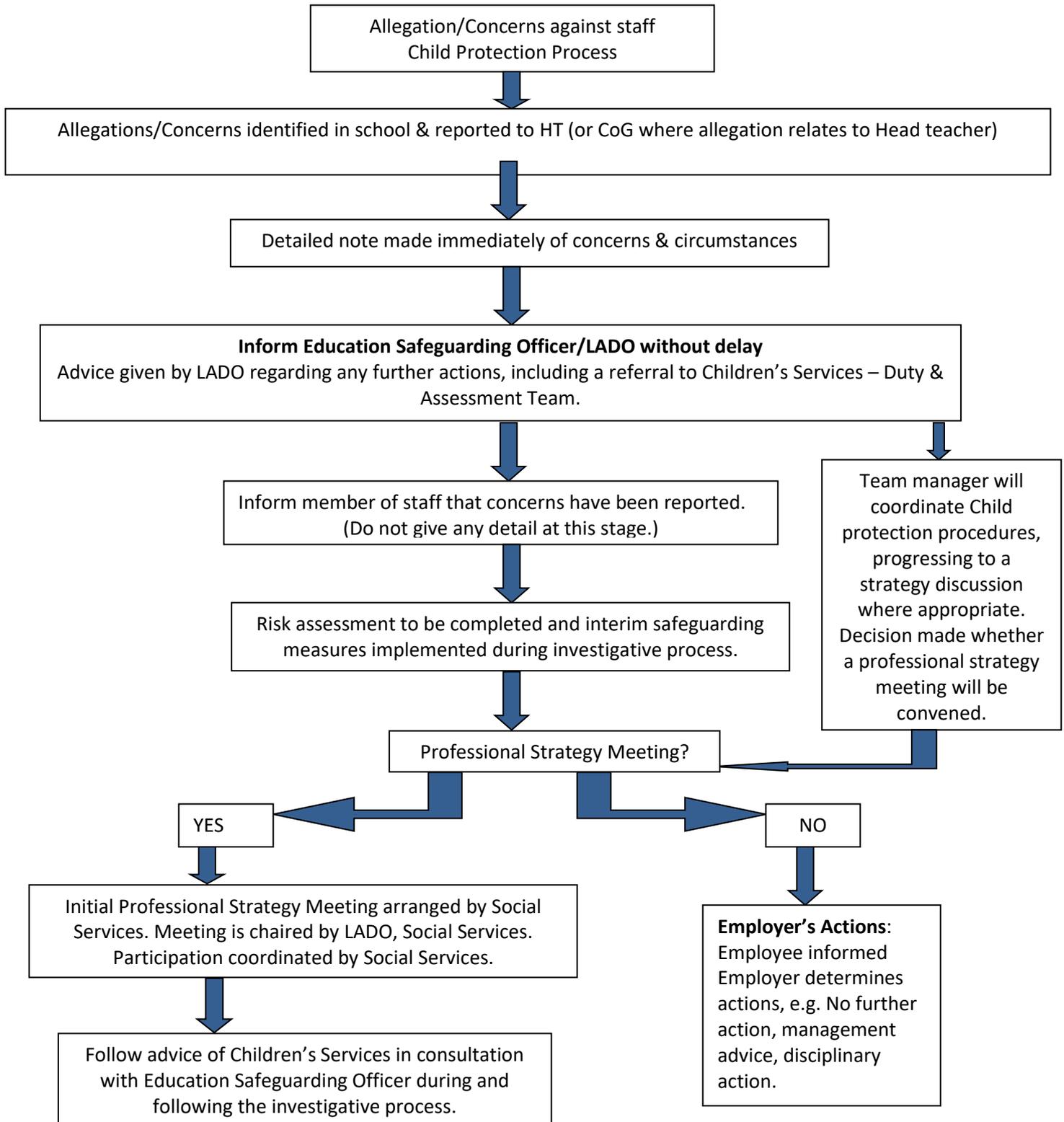
**PART 2: To be completed by receiving school**

- 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	

**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



## Policy Statement

### Community Cohesion – Preventing Extremism

Our school is committed to providing a safe environment for all of our students, staff and any visitors. There is no place for extremist views of any kind in our school.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur.

Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on us 'to have due regard to the need to prevent people from being drawn into terrorism'

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources including the internet. At times students, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip young people with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way. This way our students are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school.

Where such cases are identified a Multi-Agency Referral Form is to be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

### Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our students, and where a Multi-Agency Referral Form leads to one of our Students needing safeguarding, we will support the Channel programme.

Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

## Key Points of Contact

Prevent Lead for NCC: Shereen Williams  
Email: shereen.williams@newport.gov.uk

## Reference Material

*Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities*

<http://gov.wales/docs/dcells/publications/110209respecten.pdf>

Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)

<http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf>

Respect and Resilience – Developing Community Cohesion: Assessment tool:

<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf>

E-learning training on PREVENT: <https://elearning.prevent.homeoffice.gov.uk/>

Free online resource: [http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)

Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

Prevent Duty Guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>

Website: <http://educateagainsthate.com> Resources for parents and teachers

*Tackling Hate Crimes and Incidents: A Framework for Action*

<http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf>

Author:

Date:

Review Date:

Version: