SAFEGUARDING CHILDREN

and

PROMOTING WELFARE
in

EDUCATION, LEISURE and LIFELONG LEARNING
NEATH PORT TALBOT

August 2018

Neath Port Talbot
Castell-nedd Port Talbot
County Borough Council Cyngor Bwrdeistref Sirol

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Introduction

This revised policy comprises 3 distinct parts:

Pages 3 to 18 comprise of the Education, Leisure & Lifelong Learning Service (ELLLS), service level safeguarding policy; this applies to all staff paid or voluntary within the ELLLS. Pages 19 to 41 is the ERW model child protection policy & appendix A; to be personalised & adopted by governing bodies for use in all schools; pages 42 to 70 comprise a model safeguarding policy, to be personalised & adopted by governing bodies for use in all schools. These 3 documents have been amalgamated for ease of use across the service.

Teachers and all non-teaching staff within Neath Port Talbot's Education, Leisure and Lifelong Learning Service *(ELLLS)* recognise their legal duties under S28 of the Children Act 2004, S175 Education Act 2002 & Keeping Learners Safe 2015 and take seriously their responsibilities to protect and safeguard the interests of all children.

Section 28 of the Children Act 2004 places a duty on local authorities and their partner agencies to "*safeguard and promote the welfare of children"*. In addition, **section 175 of the Education Act 2002** requires local authorities to *have "arrangements for exercising their functions with a view to safeguarding and promoting the welfare of pupils. Schools should provide a safe and stable environment for children and young people and can teach them about staying safe and how to speak up if they have worries or concerns*"

The Service recognises that effective child protection work requires sound, robust and secure procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations

This policy document provides the basis for good practice within schools and all ELLLS facilities within Neath Port Talbot for Child Safeguarding work. The policy will be subject to review on an annual basis or as changes arise in key legislation. It is an overarching document which embraces a suite of safeguarding policies within the ELLLS and should be considered alongside existing, service specific based policies (see links with other policies pg 17)

This document should be read in conjunction with *The All Wales Child Protection Procedures 2008* and is in keeping with relevant national procedures and reflects what the Service considers to be safe and professional practice in this context. Child Protection must be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004. Within the context of *Children and Young People: Rights to Action 2004*, the Wales Assembly Government sets out 7 core aims for work with all children in Wales:

- have a flying 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
- are not disadvantaged by poverty

This amalgamated policy aims to provide a framework which ensures that all practice in the area of safeguarding and child protection is consistent with stated values and procedures that underpin all work with children and young people. It seeks also to make clear the professional responsibilities all staff members and volunteers are under to ensure that statutory and other duties are met in accordance with the Western Bay Safeguarding Children Board requirements.

Teachers and all non teaching staff have a crucial role to play in recognising, recording and referring indicators of possible abuse or neglect to the Designated Senior Person for Child Protection(DSP) in school. The DSP will then similarly refer and liaise with Children & Young Peoples Services (CYPS). For child protection concerns in other settings; for example Youth Service, Early Years Service etc staff members will make their concerns known to their Line Manager or DSP.

All schools and other educational settings in Neath Port Talbot have a designated member of staff with responsibility for co-ordinating action on child protection. This person also provides a source of expertise and advice for all staff. This person is known as the Designated Senior Person for Child Protection (DSP) and should be known by name and visually recognisable to all staff, volunteers, pupils, parents & carers. All settings are encouraged to use information leaflets, posters, pictures and school planners to promote this safeguarding information to staff, pupils and parents/carers.

UNDERPINNING VALUES

Where there is a child protection issue, educational staff will work in accordance with the principles outlined in the *All Wales Child Protection procedures 2008*:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their ability and any additional learning needs they may have.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.

- Individual family members must be involved, where possible, in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention and the provision of support services is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

SAFEGUARDING AND PROMOTING WELFARE:

Safeguarding children is:

- Keeping children safe from harm such as illness, abuse, injury
- Protecting children from maltreatment
- Preventing impairment of children's health and development

Promoting Welfare is:

- Ensuring children grow up with safe and effective care
- Creating opportunities for optimal life chances in order to enter adulthood successfully.

Prevention

Teachers and all non-teaching staff within Neath Port Talbot's ELLLS recognise that self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevent harm.

Our staff will therefore:-

- establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to
- ensure children know there are adults in the school whom they can approach if they are worried or in difficulty

- include in the curriculum, opportunities which equip children with the skills they need to stay safe from abuse and to know who to turn to for help
- include in the curriculum material which will help children to develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills

TALKING TO AND LISTENING TO CHILDREN:

If a child chooses to share a child protection matter staff WILL:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that the information must be shared with others
- make a careful record of what was said.

Staff will NEVER:

- take photographs or ask to examine an injury under a child's clothing
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about the persons allegedly involved
- forget to record what has been said
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure.

For children with learning and/or communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

RECORD KEEPING:

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm and your attention is drawn to *Guidance on Retention & Transfer of Sensitive Pupil Information within & between Educational Establishments* for greater detail on record keeping requirements.

Records will:

- state who was present, time, date and place
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed and dated by the recorder

CONFIDENTIALITY:

The first duty of every practitioner is to safeguard and promote the welfare of the child and young person. It must always be made clear to children and young people at the earliest opportunity and throughout any working relationship that the duty of confidentiality is not absolute, and that there will be some circumstances where the needs of the child or young person, or of other children and young people, can only be safeguarded by sharing information with others.

Decisions to share information with parents and caregivers will be taken using professional judgement, consideration of Fraser/Gillick guidelines (see 5.4.8) and in consultation with the All Wales Child Protection Procedures. Decisions will be based on the child's age, maturity and ability to appreciate what is involved in terms of the implications and risks to themselves. This should be coupled with the parents' and caregivers' ability and commitment to protect the young person. Given the responsibility that parents have for the conduct and welfare of their children, professionals should encourage the young person, at all points, to share information with their parents and caregivers wherever safe to do so.

Confidentiality cannot be guaranteed to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

"If you tell me something which causes me to be worried about you or someone else, I will need to share that information with others to keep you/them safe"

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data *Protection Act 1998 European Convention on Human Rights, Article 8*). Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Services are conducting a Section 47 investigation under the 1989 Children Act, ELLLS staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the Child Care Legal Department.

GUIDANCE ON 'WHETHER THE CONCERN MAY BE A CHILD PROTECTION MATTER-

Categories of Abuse:

If staff members have significant concerns about any child they should make them known to the DSP or Deputy DSP. These concerns may include:

Neglect
The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold, starvation or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical abuse
The hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or other wise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child whom they are looking after.

Emotional abuse
The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional and behavioural development.

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.

These definitions have been taken from chapter six of '*Safeguarding Children: working together under the Children Act 2004' (WAG 2007)*.

In addition to the above, this might also include the sexual exploitation of children; as defined:

"Child sexual exploitation is the coercion or manipulation of children and young people into taking part in sexual activities. It is a form of sexual abuse involving an exchange of some form of payment which can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection. The vulnerability of the young person and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent"

Part 5, All Wales Child Protection procedures 2008

Financial abuse
Includes:
- Having money or other property stolen;
- Being defrauded;
- Being put under pressure in relation to money or other property;
- Having money or other property misused;

(Social Services and Wellbeing (Wales) Act 2014)

Is this Significant Harm?

Is this a 'child at risk'

1: Is this a child in need of care & support? The Social Services & Well Being (Wales) Act 2014 says that children are in need of care & support if:

- "an assessment establishes that they can and can only, overcome barriers to achieving their wellbeing outcomes by the local authority preparing a care & support plan & by ensuring it is delivered"

2: Is this child in need of protection? S47 of the Children Act 1989 says that children who may be in need of protection are children who are:

- at risk or who are suffering significant harm
- suffering the effects of significant harm
- have serious health problems.

If the concern is of a child in need of care and support nature, the issues will be discussed with the DSP and the parents/carers. It will be necessary to obtain the consent of the DSP in order for the family to be approached and the concerns discussed. The parent/carer for the child/ren must provide their consent before a referral can be made to the Single Point of Contact (SPOC). Although it is important to note that following discussion with the parents/carer the level of concern maybe reduced and on such occasions a referral may not be necessary as other forms of support might be accessed.

If the concern is of a child protection nature, this will be discussed with the DSP immediately and a telephone referral to the SPOC by the school will be required.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

Section 31 (10) of the Children Act 1989 states that 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child'.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm in children. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child or vulnerable adult's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family or care context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child or vulnerable adult's health and development and the adequacy of care provided.

MAKING A REFERRAL:

Where a child is registered at school, consultation will, in the first instance, take place with the school's DSP, as detailed above, who will often be the most appropriate person to initiate any referral. A written record of any concerns will be made using the schools internal recording form. This form will then be given to the DSP who will make the decision about whether a referral to SPOC is required.

Referrals in respect of all children will be made to the Single Point of Contact (SPOC) on 01639 686803 and will be followed up with the written confirmation on the SPOC Referral Form within 2 working days.

STAFF WILL REMEMBER THE 3 R'S: Recognise, Record and Refer

RECOGNISE:
Show that the child/young person or adult has been heard, and that their allegations have been taken seriously

The child/ young person will be encouraged to talk. They will not be asked direct questions but will be given the opportunity to explain and describe the incident. These are considered to be clarifying questions and if used would not be considered to be investigation.

The child/ young person will not be prompted or asked leading questions. It will be explained to the child/young person that information cannot be kept secret as there is a responsibility to safeguard their welfare and that you must inform the DSP immediately. Age appropriate reassurance and support will be offered to the child/young person by the person best placed to provide it.

RECORD
Staff will record what they have been told using the child/young person's exact words; noting name, date, time, places, actions taken and the details of any other persons present who may have heard what was said. The record will be signed and dated by the recorder.

This record will be stored on the child/young person's safeguarding file within school and the event recorded on the chronology.

REFER

The Designated Senior Person for Child Protection (DSP)has a duty to refer concerns verbally immediately to SPOC via telephone and to follow this up in writing within 2 working days on the SPOC Referral Form For child protection referrals consent to make a referral will only be sought from parents in exceptional circumstances and only after consultation with the Duty Social Worker. *(3.2.5: Flowchart – Referral P103 All Wales Child Protection procedures 2008)*

Staff will not confront the alleged abuser, nor should they worry that they may be mistaken. They will share concerns, suspicions and worries and ask advice. It is better preventative safeguarding practice if early signs are discussed with the DSP and if appropriate with the Duty Social Worker.

Child protection referrals from schools will always be taken seriously by Children's Services. It is the responsibility of the DSP to co-ordinate child protection action within the school.

SUPPORTING THE PUPIL AT RISK

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

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 and defiant or they may be withdrawn.

Teaching and non teaching staff will endeavour to support the pupil 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
- the school's behaviour and anti bullying policies which are aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but he/she is valued and not to be blamed for any abuse which has occurred
- the school will liaise with other agencies which support the student such as CYPS, Child and Adolescent Mental Health Services (CAMHS), the Educational Psychology Service (EPS), Behaviour Support Service (BSS) and the Education Welfare Service (EWS);
- Keeping records and notifying CYPS as soon as there is a recurrence of a concern or change in circumstances.

Additionally, when a pupil whose name is placed on the child protection register leaves the school, head teachers will transfer information to the new school immediately and inform children's services.

CHILDREN WITH ADDITIONAL LEARNING NEEDS

We recognise that children with social, emotional, behavioural and communication difficulties and other learning difficulties are most vulnerable to abuse. Teaching and non-teaching staff members who have regular contact with children with learning difficulties will be particularly sensitive to signs of abuse.

ATTENDANCE AT CHILD PROTECTION CONFERENCES:

The DSP will be expected to attend the initial Child Protection Conference and any subsequent Child Protection Review Conferences.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings.

SAFER WORKING FOR STAFF:

Staff should keep their personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions should be taken when working alone with children is unavoidable:

- work in rooms where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with children unless thought has been given to safeguards
- do not give out personal mobile phone numbers or private e-mail addresses
- do not give pupils lifts home
- do not arrange to meet them outside school hours
- do not chat to or make friends with pupils on social networking websites

Under the *Sexual Offences Act 2003* it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

S21, Sexual Offences Act 2003 defines a person in a position of trust:

A person in a 'position of trust' is one who *'looks' after persons under the age of 18 who are receiving education at an educational institution'*, and the *'victim is receiving education and the offender is not receiving education at that institution'*. The Act also distinguishes between sexual offences committed by children against each other where the sexual activity is exploitative and sexual activity which is undertaken with mutual and informed consent.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from causing injury to themselves or others; parents will be informed. Children will never be punished by any form of hitting, slapping, shaking or other degrading treatment.

ALLEGATIONS OF ABUSE AGAINST A PROFESSIONAL:

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member, governor or volunteer should therefore be taken seriously. Allegations of abuse made against staff, whether historical or contemporary, will be dealt with in the first instance by the Headteacher not the DSP (if the allegation is against the Head then it will be dealt with by the Chair of Governors).

The HeadTeacher (or chair of governors if the allegation is in respect of the HeadTeacher), should make initial enquiries (but not investigate) to determine the nature and circumstances of the allegation. These initial enquiries should establish:

- That an allegation has been made
- What is alleged to have occurred
- When and where the episode(s) is/are alleged to have occurred
- Any other persons present

If after making these initial enquiries the HeadTeacher considers unequivocally that the allegation is false because the circumstances of the allegation show that it is not possible for it to be true, they must discuss the matter with the chair of governors and the Education Safeguarding Officer to determine whether a referral to Children's services and/or the police is required.

If an allegation is received by the Headteacher or Chair of Governors they will contact the Education Safeguarding Officer immediately and together they will consider if the person/s concerned:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

This initial conversation, between the Head Teacher and Education Safeguarding Officer will establish the validity of any allegation and if a referral is needed to CYPS. If this is the case a Professional Abuse Strategy Meeting (PASM) will be called that the Head / Chair will attend. The decision of the PASM could be:

- S47 investigation by children's social services department
- police investigation if there is a criminal element to the allegation

- Matter passed back to the school and referral for an independent investigation as outlined within *The Staffing of Maintained Schools (Wales) Regulations 2006*. This process will involve seeking guidance from the ELLLS Human Resources Team.

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

For further detail regarding this process please see the full guidance document

http://wales.gov.uk/docs/dcells/publications/130227disciplinaryanddismissalen.pdf

RECRUITMENT, SUPERVISION AND TRAINING FOR STAFF:

When recruiting new members of staff the school follows the guidance given in *Safeguarding Children: Safer Recruitment in Education*.

Head teachers must ensure they retain two written references and the Disclosure and Barring Service (DBS) Disclosure prior to agreeing a start date. In addition to this they must ensure that qualifications are verified. Further detail regarding safer recruitment practices can be found in Neath Port Talbot's corporate policy:

http://cmsstagingvm.neath-porttalbot.gov.uk/Intranet/docs/HR_Safe_Recruitment_Policy_and_Procedure_May_2015_Reformatted.doc

Newly appointed staff will have initial training in Child Protection as part of their induction programme. They should be aware of the All Wales Child Protection Procedures 2008 as part of that induction programme, and must be given a copy of the schools Child Protection Policy and "*Quick guide to Safeguarding".*

They should also attend relevant training provided through the Local Authority. Child Protection training given to each member of the service should be updated annually and attendance recorded.

Level Three courses are also available for the DSP and Deputy DSP through the Education Safeguarding Officer and should be updated every three years and attendance recorded.

In addition to this, where appropriate interagency training opportunities will arise, details of which will be routinely provided by the Education Safeguarding Officer.

Further advice on Safeguarding matters can also be obtained from the Education Safeguarding Officer on 01639 763363 or 07855 079790

E-SAFETY:

The growth of different electronic media in everyday life and an ever developing variety of devices including PCs, laptops, mobile phones and webcams pose an additional risk for our children. Internet chat rooms, discussion forums or social networks can all be used as a

means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping).

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and sex education.

PROTECTION IS PREVENTION:

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's DSP should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address or computer passwords
- Pupils should adhere to the school policy on mobile phones.

The school will involve the police if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

RESOURCES:

Safeguarding is important to all members of staff. The governing body have to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under the All Wales Child protection Procedures 2008 including attending meetings, collating and writing assessment reports, and staff training. The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and that policy and procedures are in place in school to safeguard and promote the welfare of all pupils in the school.

Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

LINKS WITH OTHER POLICIES:

This document should also be considered within the context of other policies and documents relating to our work with children and young people. These might include, for example, documents concerning drug and alcohol abuse, domestic violence, neglect and families where there are mental health concerns.

KEY DOCUMENTS ARE:

- Social Services and Wellbeing (Wales) Act 2014
- All Wales Child Protection Procedures 2008
- Children Act 1989
- Human Rights Act 1989
- United Nations Rights of the Child
- Social Services & Wellbeing (Wales) Act 2014
- Local Safeguarding Children's Boards Regulations 2006
- The Children & Young Peoples Plan (Wales) Regulations 2007
- Keeping Learners Safe; Guidance document no: 158/2015
- Children, Schools & Families Act 2010
- Safeguarding Children: Safer Recruitment in Education: January 2007
- Disciplinary & Dismissal Procedures for School Staff WG Circular 002/2013
- Education Act 2002
- Children and Young People: Rights to Action (2004)
- Towards a Stable Life and Brighter Future
- Welsh Office Circular 52/95: Protecting children from abuse – the role of the education service and the update of the annex to 52/95 – the NEOST guidance
- School Behaviour and Attendance policies
- Anti Bullying policies
- Cyberbullying in an Education Setting; Guidance for Staff. HR document
- Neath Port Talbot Whistle Blowing policy
- Child Protection and Safeguarding Policy for the Physical Activity & Sport Service
- NPT 14-19 learning Pathways – Safeguarding Children & Vulnerable Adults. Guide to Good Practice
- Guidance on Retention & Transfer of Sensitive Pupil Information within & between Educational Establishments
- Safeguarding Children & Young People from Sexual Exploitation, WAG 2011
- The Staffing of Maintained Schools (Wales) Regulations 2006
- Your school based child protection & safeguarding policies

YOUR LOCAL AUTHORITY CONTACTS ARE:

Samantha Jones (Education Safeguarding Officer)
Education, Leisure and Lifelong Learning
2nd Floor
Civic Centre
Port Talbot

01639 763363/07855 079790 email: s.jones3@npt.gov.uk

John Burge
Manager
School & Family Support Team
Education, Leisure and Lifelong Learning
1st Floor
Civic Centre
Port Talbot

01639 763598/07891 870566

Aled Evans
Director of Education
Education, Leisure and Lifelong Learning
2nd Floor
Civic Centre
Port Talbot

01639 763226 email: a.evans@npt.gov.uk

Tom Owen
HR Manager
The Quays
Port Talbot
01639 763304 email: t.owen@npt.gov.uk

Single Point of Contact (SPOC) (for all new referrals)
Children & Young Peoples Services
2nd Floor
Neath Civic Centre
Neath
01639 686803 email spoc@npt.gov.uk

Emma Meyrick
PO Safeguarding, Quality Assurance & Independent Review Service
2nd Floor
Neath Civic Centre
01639 685799 email: e.meyrick@npt.gov.uk

Emergency Duty Team (For out of Hours concerns in relation to children)
01639 895455 email: edt@npt.gov.uk

APPENDIX:

1 ERW Model Child Protection Policy

2 Appendix A

3 Model Safeguarding Policy

ERW

Ein Rhanbarth ar Waith
Education through Regional Working

Blaenbaglan Child Protection Policy

Cynghrair o 6 awdurdod lleol yw ERW a reolir gan gyd-bwyllgor cyfansoddiadol cyfreithiol.
Y nod yw gweithredu strategaeth a chynllun busnes rhanbarthol cytunedig a chefnogi gwelliant ysgolion.

ERW is an alliance of 6 local authorities governed by a legally constituted joint committee.
Its aim is to implement the agreed regional strategy and business plan to support school improvement.

Child Protection Policy
for
Blaenbaglan Primary School

Introduction

Blaenbaglan Primary School fully recognises the contribution it makes to 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,
- support to pupils who may have been abused.

Our policy applies to **all** staff, governors and volunteers working in the school.

Our school will annually review the policy and is committed to following any new guidance received from ERW.

Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being 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, education staff have a professional responsibility 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 that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the Designated Senior Person and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file.

The Designated Senior Person for child protection in this school is:
Mr. David Burrows – Acting Headteacher

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils.
The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- 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.

Procedures

These should be followed in the event of a child protection disclosure/concern

We will follow the All Wales Child Protection Procedures that have been endorsed by the Local Safeguarding Children Board. The school will:

- ensure it has a Designated Senior Person for child protection who has undertaken the appropriate training. These people are: **Mr. David Burrows** (Acting Hedateacher); **Mrs. Emma Palmer** (Acting Deputy Headteacher) and **Mrs. Pam Short** (CP / Safeguarding Governor)

- recognise the role of the Designated Senior Person and arrange support and training. (See Appendix A) http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf

- ensure every member of staff and every governor knows:

    - the name of the Designated Senior Person and their role and the designated governor for child protection

    - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board

    - how to take forward those concerns where the Designated Senior Person is unavailable.

- ensure that 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

- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus

- Ensure all staff undertake any agreed local authority child protection training relevant to their role

- provide a child protection briefing at least termly for all staff so that they know:

    - their personal responsibility
    - the agreed local procedures
    - the need to be vigilant in identifying cases of abuse
    - how to support a child who discloses abuse
    - any new child protection issues or changes in procedures

- notify local social services if:

    - a pupil on the child protection register is excluded either for a fixed term or permanently
    - 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)

- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters; including attendance at strategy meetings, initial/review child protection conferences and core group together with 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 social services immediately

- ensure all records are kept secure and in locked locations

- adhere to the procedures set out in the Welsh Government guidance Keeping Learners Safe’

http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf

- ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance 'Keeping Learners Safe' http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf

- designate a governor for child protection who will oversee the school child protection policy and practice. (See Appendix A – Responsibilities of Governing Bodies/Proprietors)

Making a child protection referral

All child protection referrals must be made via telephone in the 1st instance on 01639 686803, your telephone referral will be followed up within 2 working days on a single point of contact referral form, this to be submitted via email to the Single Point of Contact (SPOC) at spoc@npt.gov.uk

For concerns outside of office hours e.g. parents evenings, trips away etc you will telephone your referral to the Emergency Duty Team (EDT) on 01639 895455; your written SPOC form will still be submitted to duty intake within 2 working days. Should a social worker not be available on this number, you can pass your child protection concern directly to the police on 999. A child protection referral must not be left until the next working day.

Definitions of child abuse, protecting children in specific circumstances

The definitions of abuse are found in the All Wales Child Protection Procedures but can also be found for easy reference in Appendix A, Definitions and Indicators of Child Abuse.

Our school acknowledges that some children can be more vulnerable to abuse and we have specific child protection duties and responsibilities in relation to these. The specific circumstances are outlined in more details in Chapter 4 of the Welsh Government 'Keeping Learners Safe' guidance.
http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf

Dealing with a disclosure made by a child

Receive

- Listen carefully to what is being said, without displaying shock or disbelief.

- Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However do not let your past knowledge of this person allow you to pre-judge or invalidate their

allegation.

- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

Reassure

Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: “I’ll stay with you”, or, “Everything will be all right now”.

- Alleviate guilt, if the pupil refers to it. For example, you could say: “You’re not to blame. This is not your fault”.

- Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

React

- You can ask questions and may need to in certain instances. However this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making. Any questions must be open and not leading.

- Do not criticise the perpetrator as the pupil may still have a positive emotional attachment to this person.

- Do not ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it they may feel that they are not being believed and / or their recollection of what happened may change.

Record

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into the way that adults speak or try to make sense of the structure of what was said). Do not be offended by any offensive language or words used to describe the abuse).

- Time and date your notes and do not destroy them in case they are required by a court.

- If you are able to do so then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.

- Record statements and observable things, rather than your interpretations' or assumptions.

Final Steps

- Once you have followed the above guidelines, pass the information on immediately to the Designated Senior Person or the person with responsibility for Child Protection. They will then have a number of options open to them, including contacting the local Social Services Team to seek their advice as to what should happen next.

Managing allegations against adults who work with children

In the event of a child protection allegation being made against a member of staff, the person in receipt of that allegation must immediately pass details of the concern to the Headteacher or in their absence a member of staff with Headteacher responsibilities. The Headteacher will then contact the LA Lead for Safeguarding on 01639 763363/07855 079790 to discuss the next steps in accordance with local arrangements.

If a potential child protection allegation is made against the Headteacher the member of staff in receipt of that allegation must contact the LA Lead for Safeguarding on 01639 763363/07855 079790 or the Chair of Governors. The Chair of Governors will then contact LA Lead for Safeguarding on 01639 763363/07855 079790 to discuss the next steps in accordance with local arrangements.

In addition local the Social Services Single Point of Contact on 01639 686803 will be able to advise when these situations arise.

Abuse of position of trust

Welsh Assembly Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child. (See Appendix A – Abuse of Trust)

Supporting the child at risk

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. 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 and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- keeping records and notifying Social Services as soon as there is a recurrence of a concern
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- cooperating fully with relevant statutory agencies

The content of the curriculum encourages self-esteem and self-motivation as outlined in Chapter 2 of the Welsh Government 'Keeping Learners Safe' guidance.

- promote a positive, supportive and secure environment
- give pupils a sense of being valued

The school will support positive behaviour strategies aimed at supporting vulnerable pupils in the school; we recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;

- All staff will agree on 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.

- liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology

Service, Behaviour Support Services, the Education Welfare Service and advocacy services

When a pupil on the Child Protection Register leaves the school, in addition to the standard transfer of information to the new school, the Designated Senior Person for Child Protection will make immediate contact with the Designated Senior Person for Child Protection in the new school in order to inform them that the child is on the Child Protection register and will seek urgent agreement from the Child Protection Conference Chair for the transfer of minutes of Child Protection Conference meetings and Core Groups, together with other relevant Child Protection information, to the new school.

Use of physical intervention

Our policy on physical intervention is set out in *(a separate document*) and 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
http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf

Review

This policy and Appendix A will be reviewed and ratified annually at a full governing body meeting at least once a year and recorded in the minutes. In preparation for this review, the Designated Senior Person for Child Protection may wish to provide the Governing Body with information on the following:-

- changes to Child Protection procedures;
- training undertaken by all staff and governors in the preceding 12 months;
- the number of incidents of a Child Protection nature which arose in the school within the preceding 12 months (without details or names);
- where and how Child Protection and Safeguarding appear in the curriculum;
- lessons learned from cases.

	Name	Signature	Date
Chair of Governors	Mrs. Pam Short		22.02.19
Head Teacher	Mr. David Burrows		

Review Date	

Appendix A

Responsibilities of the Designated Senior Person (DSP) for child protection

1.00 Each school should identify a Designated Senior Person (DSP) with lead responsibility for managing child protection issues and cases. The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant investigating agencies. The role involves providing advice and support to other staff, making referrals to and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the head teacher informed of all child protection issues in the establishment.

1.01 The DSP need not be a teacher, but must be a senior member of the school's leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to child protection matters, and where appropriate directing other staff. Dealing with individual cases may be a responsibility of the education welfare officer or other supports, but it is important that a senior member of staff takes responsibility for this area of work.

1.02 In many schools a single Designated Senior Person will be sufficient, but a deputy should be available to act in their absence. In establishments which are organised on different sites or with separate management structures, there should be a Designated Senior Person for each part or site. In large organisations, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

1.03 The establishment must also make arrangements to cover the role of the DSP when that person is unavailable. In many cases, there will be a deputy DSP in place and larger schools may have a team of staff working together.

1.04 The DSP does not have to be an expert in the area of child protection but will take responsibility for the establishment's child protection practice, policy,

procedures and professional development working with other agencies as necessary. The head teacher should ensure that the DSP:

- is given sufficient time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description
- has access to required levels of training and support to undertake the role
- has time to attend and provide reports and advice to case conferences and other interagency meetings as required.

Referrals

1.05 The DSP should act as a point of contact and a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.

1.06 The DSP is responsible for making referrals about allegations of suspected abuse to the relevant investigating agencies. Where these relate to cases of suspected abuse or allegations of abuse against staff, the process is set out in Disciplinary and Dismissal Procedures for School Staff (002/2013) and Safeguarding children in education: handling allegations of abuse against teachers and other staff (009/2014), published in April 2014.

Record keeping

1.07 It is the responsibility of the DSP to keep detailed, accurate and secure written records of children where there are safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails.

1.08 Where children leave the establishment, the DSP should ensure their child protection file is copied to the new establishment as soon as possible but transferred separately from the main pupil file.

Raising awareness

1.09 The DSP is responsible for ensuring that parents or carers see copies of the child protection policy. This avoids potential for later conflict by alerting them to the role of the establishment and the fact that referrals may be made.

Many schools include information about this at induction meetings for new parents, in their prospectus and on their website.

1.10 It is good practice for the DSP to provide an annual briefing and regular updates at staff meetings on any new child protection issues or changes in local procedures. This ensures that all staff are kept up-to-date and are regularly reminded of their responsibilities, and the school's policies and procedures. Many schools find it helpful to discuss safeguarding regularly at staff meetings so that awareness remains high.

1.11 The DSP should liaise with the Designated Governor for child protection, so that the Designated Governor can report on safeguarding issues to the governing body. Reports to the governing body should not be about specific child protection cases, but should review the safeguarding policies and procedures. It is good practice for the nominated governor and the DSP to present the report together.

1.12 The DSP should ensure the establishment's child protection policy is updated and reviewed annually, and work with the governing body or proprietor regarding this.

Policy review

1.13 As well as the school policy for child protection, there are other policies which have relevance to safeguarding and the DSP may be involved in monitoring the effectiveness of these other policies to ensure the school safeguards its pupils. Other relevant policies include:

- attendance
- behaviour staff code of conduct
- anti-bullying
- intimate care
- recruitment and selection
- e-safety
- physical intervention
- confidentiality

1.14 Further support and guidance on the role of the DSP may be obtained from the local authority. The NSPCC also provides helpful resources and guidance.

Child protection and multi-agency training

1.15 It is the role of the DSP, working with the head teacher, to ensure all staff and volunteers:

- have access to and understand the school's child protection policy especially new or part-time staff who may work with different educational establishments
- have induction and refresher training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect
- are able to recognise the signs and indicators of abuse
- know how to respond effectively when they have concerns
- know how to respond to a disclosure appropriately
- know that they have a responsibility to report any concerns immediately as they arise

1.16 Records should be kept by the DSP of the dates of the training, details of the provider and a record of staff attendance at the training.

1.17 In addition to the requirement for the Chair of Governors and the Designated Governor to undertake child protection training, all governors should be given access to safeguarding and child protection training (not just the Designated Governor for child protection) to ensure a basic and consistent level of awareness. Governing bodies are responsible for ensuring the school's policies and procedures for child protection meet statutory requirements and all governors should know what to do if they have concerns about a child.

1.18 Teachers should receive training in child protection as part of the course of training leading to Qualified Teaching Status (QTS), but this will need to be reinforced by further training, or refresher training, when they are first appointed. The QTS Standards are a set of outcome statements that trainee teachers have to meet which are linked to other publications and statutory requirements as appropriate. Trainees must be able to evidence that they establish a purposeful learning environment for all children where learners feel secure and confident.

1.19 Trainees are also required to demonstrate professionalism to ensure that relationships with learners are built on mutual trust and respect, and to recognise that this will help maximise their learning potential. Trainees are

expected to evidence this standard by being able to demonstrate knowledge and awareness of the rights and entitlements of all learners, as laid out in the United Nations Convention on the Rights of the Child (UNCRC) and key Welsh Government policies.

1.20 Other staff and governors should receive training when they are first appointed. All staff who do not have designated responsibility for child protection, including teachers, should undertake suitable refresher training at regular and appropriate intervals thereafter, to keep their knowledge and skills up-to-date.

1.21 Individual agencies are responsible for ensuring that staff have the competence and confidence to carry out their responsibilities for safeguarding and promoting children's welfare. The LSCB will be able to provide advice on the minimum levels of training required by staff to ensure they are able to comply with locally agreed procedures.

1.22 Further information on inter-agency training and development is set out in chapter 11 of Safeguarding Children: Working Together Under the Children Act 2004.

1.23 The purpose of multi-agency training is to achieve better outcomes for children and young people including:

- a shared understanding of the tasks, processes, principles, and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare
- more effective and integrated services at both the strategic and individual case level
- improved communications between professionals including a common understanding of key terms, definitions, and thresholds for action
- effective working relationships, including an ability to work in multidisciplinary groups or teams
- sound decision-making based on information sharing, thorough assessment, critical analysis, and professional judgement.

1.24 The DSP should receive prompt training in inter-agency procedures that enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfill their responsibilities. They should also undertake refresher training to keep their knowledge and skills up-to-date.

1.25 Other staff should receive training when they are first appointed and undertake suitable refresher training to keep their knowledge and skills up to date.

1.26 The revised Becoming a Qualified Teacher: Handbook of Guidance was published by the Welsh Government in January 2014. This reflected recent changes to the initial teacher training (ITT) entry requirements in Section 2 of the document – Requirements for the Provision of ITT Courses. This section provides information for ITT providers on the latest guidance on safeguarding children in education.

Responsibilities of governing bodies/proprietors

2.00 Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children in accordance with this guidance, and monitoring its compliance with them.

2.01 Governing bodies of maintained schools and proprietors of independent schools should ensure that their respective organisations:

- have effective child protection policies and procedures in place that are:
    - in accordance with local authority guidance and locally agreed interagency procedures
    - Inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.)
    - reviewed at least annually
    - made available to parents or carers on request
    - provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs
- operate safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out on new staff and unsupervised volunteers who will work with children, including relevant DBS checks

- ensure that the head teacher and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively, which is kept up-to date by refresher training

- give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children and young people on the organisation's arrangements for child protection and their responsibilities

- ensure that the governing body remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention

- ensure that the designated senior person (DSP) for child protection, the designated governor and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB and refresher training to keep their knowledge and skills up to date, in addition to basic child protection training.

Designated governor

2.02 Identify a Designated Governor for child protection to:

- take responsibility for child protection matters
- ensure the governing body reviews the school's policies and procedures annually
- be the designated governor to maintain contact with the statutory authorities in relation to child protection staff disciplinary cases as set out in Welsh Government guidance Disciplinary and Dismissal Procedures for School Staff (002/2013), and
- Ensure that the governing body/proprietor undertakes an annual review of safeguarding policies and procedures and how the above duties have been discharged.

2.03 While governing bodies have a role in exercising their disciplinary functions in respect of child protection allegations against a member of staff, they do not have a role in the consideration of individual cases which will be

investigated under arrangements set out in Safeguarding children in education: handling allegations of professional abuse against teachers and other staff (Welsh Government circular 009/2014 published in April 2014).

2.04 Whether the governing body acts collectively or an individual member takes the lead, for the governing body to have an effective policy in place and for the Designated Governor to have confidence in their role, it is helpful if all members of governing bodies undertake relevant child protection training. This ensures they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities. Other useful information on the role of governors in child protection can also be found on the Governors Wales website.

DEFINITIONS AND INDICATORS OF CHILD ABUSE

What is child abuse?

Abuse and neglect are forms of maltreatments of a child. A child is abused and neglected when someone inflicts significant 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 is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently does not change their status or their entitlement to services or protection under the Children Act, 1989.

Significant harm is defined in legislation as serious ill treatment or the impairment of health and development of a child, compared with that which could be reasonably expected of a similar child.

Everybody should:

- be alert to potential indicators of abuse or neglect;
- be alert to the risks that abusers may pose to children;
- share their concerns so that information can be gathered to assist in the assessment of the child's needs and circumstances;

- work with agencies to contribute to actions that are needed to safeguard and promote the child's welfare'
- Continue to support the child and their family.

Classifications of Abuse:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Financial abuse

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated or induced illness.

Indicators of Physical Abuse:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators of Sexual Abuse:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

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 children that they are worthless or unloved, inadequate, or valued only insofar 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, or the exploitation or corruption of a child.

Indicators of Emotional Abuse:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Changes in behaviour which can also indicate neglect may include:

- extremes of passivity or aggression
- overreaction to mistakes
- self-depreciation ('I'm stupid, ugly, worthless, etc')
- inappropriate response to pain ('I deserve this')

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; not ensuring adequate supervision (including the use of inadequate care-givers); or failing to provide access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Neglect:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Financial Abuse

Includes:

- Having money or other property stolen;
- Being defrauded;
- Being put under pressure in relation to money or other property;
- Having money or other property misused.

Abuse of Trust

Welsh Assembly Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

In the Education Service, all relationships between staff and pupils are founded on trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of trust or influence over the other, by virtue of their work or the nature of their activity. The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power it gives them over those they care for and the responsibility they must exercise as a consequence. While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal in a relationship of trust, and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.

The Sexual Offences (Amendment) Act, 2000, set out a series of occupations to which the Abuse of Position of Trust laws apply. This includes anyone working in an educational institution.

The primary purpose of the Abuse of Trust provisions is to provide protection for young people aged 16 and 17, who are considered particularly vulnerable to exploitation by those who hold a position of trust or authority in their lives.

Subject to a number of limited definitions, it is a criminal offence for a person, in a position of trust, to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis of their relationship is consensual.

A relationship exists where a member of staff or volunteer is in a position of power or influence over young people aged 16 or 17 by virtue of the work or nature of the activity being undertaken.

The principles apply irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. They apply equally to all, without regard to gender, race, religion, sexual orientation or disability. This is an area where it is very important to avoid any sexual or other stereotyping. In addition, it is important to recognise that women as well as men may abuse a position of trust.

All staff should ensure that their relationships with young people are appropriate to their age and gender, and take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

SAFEGUARDING POLICY

SAFEGUARDING POLICY FOR Blaenbaglan Primary School

INTRODUCTION

The Governing Body of Blaenbaglan Primary School recognises that, in order to support the complete development of each and every child, they have a duty to ensure that each child:-

- stays safe;
- is healthy;
- is able to enjoy and achieve;
- is able to achieve economic wellbeing;
- makes a positive contribution.

SAFEGUARDING STATEMENT

The Governors and staff of Blaenbaglan Primary are fully committed to adhering to section 175 of the Education Act, 2002, which requires Local Authorities and Governing Bodies of maintained schools and institutions to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children. The Governing Body of School responds to the objective of keeping children and young people safe by:-

- creating and maintaining a safe learning environment for children and young people;
- identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with other agencies;
- ensuring that children are listened to if they are expressing concerns; and
- the development of children's understanding, awareness and resilience through the curriculum.

The Governing Body recognises that achieving this objective requires a system designed to:-

- prevent unsuitable people from working with children and young people;
- promote safe practice and challenge poor and unsafe practice;
- identify incidents in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- contribute to effective partnership working between all those involved in providing services for children and young people.

Governors and staff in Blaenbaglan Primary School will work together with other agencies in order to achieve the above objective.

At Blaenbaglan Primary School the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that the school will provide a secure environment in which their children can flourish. The Governing Body and school staff, therefore, make every effort to ensure that this expectation becomes a reality. In order to do this, a wide range of measures and policies have been put in place.

This Safeguarding Policy makes reference to the following aspects which support the safeguarding and promoting the welfare of pupils:-

- Child Protection;
- Abuse by children and young people, including sexual abuse (sexually harmful behaviour)
- Asylum seeking children
- Black minority ethnic pupils
- Bullying
- Child abuse images and the internet
- Child abuse linked to belief in witchcraft or other spiritual beliefs
- Child neglect
- Children & Young People in the youth justice system
- Children living away from home or in temporary accommodation
- Child Sexual Exploitation (CSE)
- Children who may have been trafficked
- Children Missing education
- Children who run away/missing children
- Disabled children
- e-safety
- Fabricated or Induced illness (FII)
- Female genital mutilation (FGM)
- Forced marriage & honour based violence
- Foster care, including private fostering
- Foreign exchanges organised by schools

- Foreign exchanges organised by parents & carers
- Gender based violence, domestic abuse & sexual violence
- Physical contact with students, including restraint
- Radicalisation
- Sexually active young people
- Substance misuse
- Suicide
- Teenage intimate partner abuse
- Health and Safety;
- Equal Opportunities;
- Harassment and discrimination;
- Racist abuse;
- Drug and substance abuse;
- First Aid;
- Pupils with medical conditions;
- Sex and relationships education;
- Safeguarding in the curriculum;
- Welfare of pupils on extended vocational placements;
- Issues specific to a local area;
- Site security;
- Attendance;
- Safe recruitment;
- Induction;
- Welcoming visitors;
- Behaviour and Discipline;
- Photographing and videoing;
- Whistleblowing;
- Communication with parents and learners;
- Activities beyond the school day; and

- Complaints.

CONTACTS

The Designated Senior Person for Child Protection/Safeguarding for the School is: Mr. David Burrows

The Deputy Designated Senior Person for Child Protection/Safeguarding for the School is: Mrs. Emma Palmer

The Nominated Governor for Child Protection/Safeguarding for the School is: Mrs. Pam Short

1. Child Protection

The school's Child Protection Policy, together with an **APPENDIX** providing details of definitions of child abuse and procedures for addressing Child Protection issues is attached to this Safeguarding Policy.

2. Abuse by children and young people, including sexual abuse (sexually harmful behaviour)

Duties and guidance

Chapter 9 of Safeguarding Children: Working Together Under the Children Act 2004 provides multi-agency guidance on abuse by children and young people. Chapter 4.9 of the All Wales Child Protection Procedures covers children who display sexually harmful behaviour.

3. Asylum seeking children

Duties and guidance

The Welsh Refugee Council, Displaced People in Action and Children in Wales have jointly developed a Teachers Resource Pack for Working with Asylum Seeker and Refugee Children.

Chapter 4.10 of the All Wales Child Protection Procedures covers unaccompanied asylum seeking children along with the All Wales Practice Guidance on Safeguarding and Promoting the Welfare of Unaccompanied Asylum Seeking Children and Young People.

Chapter 9 of Safeguarding Children: Working Together Under the Children Act 2004 provides multi-agency guidance on unaccompanied asylum seeking children and young people.

4. Black minority ethnic pupils

Duties and guidance

In 2011, the Welsh Government published guidance on bullying around race, religion and culture.

The Equality Act 2010 consolidates existing law into a single legal framework. While many of the concepts of discrimination remain the same as in previous equality legislation, there are some areas that were not previously covered. There are various types of discrimination that apply to the schools provisions in the Act. In 2012, BAWSO[3] published Protecting Black and Minority Ethnic Children: An Investigation of Child Protection Interventions. This study looked at the number of children BAWSO had worked with who had been on the child protection register between 2006 and 2011, to explore the issue of safeguarding children from black and ethnic minority backgrounds.

5. Bullying

Duties and guidance

Welsh Government guidance Respecting Others: Anti-Bullying Guidance (24/2003) provides information on tackling bullying in schools and the steps to be taken to support children and young people who report bullying outside school. It offers guidance on:

- bullying around race, religion and culture
- bullying involving children with special educational needs and disabilities
- homophobic bullying
- sexist, sexual and transphobic bullying
- cyberbullying – advances in communication technologies, and access to them by children and young people, has required schools to be vigilant and innovative in finding solutions to their misuse.

Tackling Hate Crimes and Incidents: A Framework for Action was launched by the Welsh Government in May 2014. The Welsh Government has funded a children and young person's helpline through MEIC Cymru and a National Hate Crimes and Incidents Centre through Victim Support Cymru.

6. Child abuse images and the internet

Accessing abusive images of children is not a victimless action. Those who access inappropriate images of children are contributing to, and encouraging, continuing abuse of those children. Those children are victims of serious abuse and the abusers, whether the perpetrators of the initial abuse or those who access the images, should be subject to appropriate and proportionate criminal action.

There is also growing concern about the exposure of children to inappropriate material via interactive communication technology, e.g. adult pornography and/or extreme forms of obscene material. Allowing or encouraging a child to view such material over an appreciable period of time may warrant further enquiry. Children themselves can engage in text bullying and use mobile camera phones to capture violent assaults of other children for circulation.

Duties and guidance

Chapter 5.5 of the All Wales Child Protection Procedures covers indecent images of children and the internet.

Chapter 9 of Safeguarding Children: Working Together Under the Children Act 2004 includes a section on child abuse images, the internet and information technology.

Further guidance, training and support is available from the Child Exploitation and Online Protection Centre (CEOP). CEOP works to protect children, families and society from paedophiles and sex offenders; in particular, those who seek to exploit children sexually online.

7. Child abuse linked to belief in witchcraft or other spiritual beliefs

Duties and guidance

Chapter 9 of Safeguarding Children: Working Together Under the Children Act 2004 contains guidance on child abuse linked to belief in possession or witchcraft, or in other ways related to spiritual or religious belief. The Welsh Government also published separate guidance in May 2008 on Safeguarding children from abuse linked to a belief in spirit possession.

8 Child neglect

Child neglect falls into four main categories: physical, educational, emotional and medical neglect. A prevalence study carried out by the NSPCC[4] in the UK shows that neglect was the most prevalent type of maltreatment in the family for all age groups and child neglect is the main reason why children in Wales were subject to a child protection plan.

Possible consequences include an array of health and mental health problems including developmental delay, emotional and behavioural difficulties, lower IQ and poor school performance and difficulty with friendships and maintaining relationships.

Physical neglect is the failure to provide for a child's basic physical needs. It usually involves the parent or caregiver not providing adequate quality and quantity of food, correct fit or type of clothing or a safe place to live, play and sleep. It can also include child abandonment and inadequate or inappropriate supervision, which leads to cuts, bruises, burns and other injuries.
Educational neglect involves the failure to ensure a child receives an adequate and suitable education and failing to support a child in their learning.

Emotional neglect or psychological neglect can include:

- ignoring a child's presence or needs
- consistently failing to stimulate, encourage or protect a child
- rejecting a child and not showing affection in a timely or consistent manner
- isolating a child, where the child does not have normal social contact with other children and adults.

Medical neglect is the failure to provide appropriate health care for a child. A parent may not recognise when a child requires medical attention, may refuse medical care for a child or may not start or administer the recommended treatment as directed by a healthcare professional. This also includes dental neglect, where a child may have severe untreated dental decay.

Staff members concerned about child neglect should report their concerns to the Designated Senior Person (DSP). They should apply basic safeguarding children principles including sharing information across agencies and being child-focused at all times. Safeguarding Children: Working Together under the Children Act 2004 and the All Wales Child Protection Procedures both define child neglect and outline professionals' duties and responsibilities to act on concerns.

Many LSBs have adopted child neglect protocols and will be able to offer advice (including links to published neglect toolkits and protocols) and work is ongoing to support boards to adopt these resources.

Leaflets have been produced by NSPCC that summarise what is known about the key features to help identify neglect and emotional abuse in pre-school children, children aged 5-14 and teenagers. These can be downloaded from: http://www.coreinfo. cardiff.ac.uk/category/leaflets

9 Children and young people in the youth justice system

Duties and guidance

In October 2014, the Youth Justice Board for England and Wales published Commitment to Safeguard in which it outlined its role and commitment to safeguarding children and young people in the youth justice system.

10 Children living away from home or in temporary accommodation

Duties and guidance

Chapter 9 of Safeguarding Children: Working Together Under the Children Act 2004 includes guidance on children living away from home and children of families living in temporary accommodation.
Chapter 4.2 of the All Wales Child Protection Procedures covers children living away from home.

11 Child sexual exploitation (CSE)

Duties and guidance

The Welsh Government's statutory guidance on Safeguarding Children and Young People from Sexual Exploitation is designed to assist teachers and other professionals in preventing CSE by:

- developing local prevention strategies
- identifying those at risk of being sexually exploited
- enabling action to safeguard and promote the welfare of particular children and young people who are being, or may be, sexually exploited
- supporting action against those intent on abusing and exploiting children and young people in this way.

The All Wales Protocol includes the Sexual Exploitation Risk Assessment Framework which enables safeguarding actions to be linked to evidence of risk, facilitating both preventive action and appropriate interventions. It is designed to inform suitable responses in relation to children and young people's safeguarding needs. School staff should be alert and competent to identify and act upon concerns that a child is vulnerable to, at risk of, or experiencing abuse through CSE.

12 Children who may have been trafficked

Duties and guidance

The All Wales Practice Guidance for Safeguarding Children Who May Have Been Trafficked sets out the required response to effectively safeguard children who are abused and neglected by adults who traffic them into and within the UK for purposes of exploitation.

The Sexual Offences Act 2003 introduced new wide-ranging offences covering trafficking into, out of or within the UK, for any form of sexual offence. These offences carry a 14 year maximum penalty.

The Asylum and Immigration (Treatment of Claimants, etc) Act 2004 introduced a new offence of 'trafficking for exploitation' which covers trafficking for forced labour and the removal of organs.

The UK has international obligations in relation to trafficking under the UN Palermo Protocol, the EU Framework Decision on Trafficking for the Purposes of Sexual and Labour Exploitation, and the Council of Europe Convention on Action against Trafficking in Human Beings.

In 2008, the Welsh Government published Safeguarding Children who may have been trafficked. This provides good practice guidance to professionals and volunteers from all agencies to help them effectively safeguard children who are abused and neglected by adults who traffic them into and within the UK in order to exploit them.

In 2011 the Home Office published its Strategy on Human Trafficking. This places emphasis on raising awareness of child trafficking and ensuring child victims are safeguarded and protected from re-trafficking.

The NSPCC's Child Trafficking Advice Centre (CTAC) is a specialist national service that provides free advice and support to professionals concerned that a child or young person may be a victim of trafficking. Call CTAC for advice, information and support on 0808 800 5000 or email help@nspcc.org.uk.

13 Children missing education

Duties and guidance

The Welsh Government has published statutory guidance to help prevent children and young people from missing education. It provides a practical toolkit to identify children and young people missing education.

14 Children who run away/missing children

The All Wales Child Protection Procedures includes a protocol on children who go missing http://www.awcpp.org.uk/home/wales-protocols/. The protocol applies to all children and young people up to the age of 18 and covers:

- children who go missing who are living within their families
- children who are looked after by the local authority who go missing from their placement (including children on remand).

15 Disabled children

Duties and guidance

Chapter 9 of Safeguarding Children: Working Together Under the Children Act 2004 includes guidance on abuse of disabled children.

Chapter 4.7 of the All Wales Child Protection Procedures covers abuse of disabled children. Where there are concerns about the welfare of a disabled child, they should be acted upon in accordance with the All Wales Child Protection Procedures, in the same way as with any other child. The same thresholds for action apply. It would be unacceptable if poor standards of care were tolerated for disabled children which would not be tolerated for non-disabled children. Where a disabled child has communication or learning difficulties, special attention should be paid to communication needs, ascertaining the child's perception of events, and his or her wishes and feelings.

The Equality Act 2010 covers discrimination law, further strengthening the law to support progress on equality. The Act protects pupils from discrimination, harassment and victimisation based on 'protected characteristics'. Disability is a protected characteristic.

Part 6 of the Equality Act sets out the duties of schools and local authorities under the Equality Act 2010.

16 e-Safety

The Welsh Government encourages schools to make full use of social technologies to engage learners and improve learning outcomes, while also developing learners to be confident and competent digital citizens. In March 2013, the Minister for Education and Skills published a written statement on the safe and responsible use of social networking sites in education and asked local authorities to work with the Welsh Government on a new and more positive approach. This recognised that for children to develop the skills and knowledge to become confident digital citizens, they need to understand how to use the internet safely, both under supervision and independently.

To help children and young people stay safe online, a new e-safety zone has been created on Hwb – the national digital content repository. This provides resources, news and research on staying safe in the digital space by adopting appropriate behaviours and a positive digital presence. It hosts e-safety resources for all schools to help teachers raise awareness of e-safety issues with parents and pupils.

In October 2014, 360 degree safe Cymru, an e-safety self review tool was launched. This allows schools to review their e-safety policies and practices. It provides template polices, in addition to links to good practice guidance, and allows schools to identify areas of strength and weakness and benchmark their progress and improvement against other schools.

In October 2014, the Digital Literacy and Citizenship Resource was launched. This resource is designed to be used in classrooms to empower pupils to think critically, behave safely, and participate responsibly in our digital world. These free materials, covering foundation phase up to key stage 4/5, are flexible and adaptable. This allows teachers to choose from units from other year groups, for example, in response to events in school, or to recognised national changes in online trends.

17 Fabricated or induced illness (FII)

Duties and guidance

Chapter 5.3 of the All Wales Child Protection Procedures contains a fabricated illness protocol.

In 2008 the Welsh Government published Safeguarding Children in Whom Illness is Fabricated or Induced.

18 Female genital mutilation (FGM)

Duties and guidance

The All Wales Child Protocol on Female Genital Mutilation provides advice on safeguarding girls from FGM.

The Home Office has also produced multi-agency guidelines which outline the actions that should be taken by front-line professionals, such as teachers, health professionals, police officers and social workers, to protect girls and women and offer them the support they need.

In the UK, all forms of FGM[5] are illegal under the Female Genital Mutilation Act 2003. It is an offence (regardless of their nationality and residence status) to:

- perform FGM in the UK
- assist the carrying out of FGM in the UK

- assist a girl to carry out FGM on herself in the UK
- assist from the UK, a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

The Act also makes it an offence, for the first time, for UK nationals or permanent UK residents to:

- perform FGM abroad
- assist FGM carried out abroad by a UK national or permanent UK resident – this includes taking a girl abroad to be subjected to FGM
- assist from outside the UK for FGM to be carried out abroad by a non-UK person on a girl or woman who is a UK national or permanent UK resident – this includes taking a girl abroad to be subjected to FGM
- assist a girl to perform FGM on herself outside the UK, even in countries where the practice is legal.

Any information or concern that a child is at immediate risk of, or has undergone, FGM should result in an immediate child protection referral.

If you have concerns that a girl or young woman may be taken overseas for FGM then you should also contact the Foreign and Commonwealth Office. FORWARD is a UK organisation which provides support, counselling and safe space for girls and women to talk about their experiences. They can also educate and work with families to prevent FGM happening to any other girls in the family.

The NSPCC has a 24-hour helpline for anyone who is worried a child is at risk of, or has had FGM. You can call 0800 028 3550 or you can email fgmhelp@nspcc.org.uk.

19 Forced marriage and honour-based violence

Duties and guidance

HM Government's Multi-agency practice guidelines: Handling cases of Forced Marriage, updated in August 2014, provides step-by-step advice to professionals, including teachers.

It complements the statutory guidance The Right to Choose which came into force with the launch of the Forced Marriage (Civil Protection) Act in November 2008 and sets the broader strategic responsibilities of chief executives and senior managers in tackling forced marriage locally.

The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- breaching a Forced Marriage Protection Order

the civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted. Details of the new law can be found on the Legislation website.

Forced Marriage and Learning Disabilities: Multi-Agency Practice Guidelines helps professionals dealing with the forced marriage of people with learning disabilities. It is designed to help raise awareness and support practitioners in identifying the warning signs of this complex and often hidden practice.

Chapter 9 of Safeguarding Children: Working Together Under the Children Act 2004 includes guidance on forced marriage.

If there are concerns that a child (male or female) is in danger of a forced marriage, schools and FE institutions can contact the UK Government's Forced Marriage Unit, where experienced caseworkers are able to offer support and guidance. Call 020 7008 0151 between 9am-5pm Monday to Friday or email fmu@fco.gov.uk

20 Foster care, including private fostering

Duties and guidance

The Children Act 2004 establishes the duty of all local authorities to promote awareness of the need to notify them about any privately fostered children living in their area.

In 2011 the Welsh Government published Protecting Children, Supporting Foster Carers: A Toolkit for Dealing with an Allegation of Abuse to assist fostering services in the public and independent sectors, and child protection managers in dealing with allegations against foster carers.

Teachers and other professionals should notify the local authority of any private fostering arrangement that comes to their attention where they are not satisfied that the local authority has been, or would be, notified of the arrangement. It is good practice to inform the foster parents of the referral but if it is considered that this could place the child at risk of harm then it is not necessary to obtain consent.

The Children Act 1989 creates a number of offences in connection with private fostering, including failure to notify an arrangement or to comply with any requirement or prohibition

imposed by the authority. The Children Act 2004 strengthens local arrangements for notification. Paragraph 7A of Schedule 8 to the Children Act 1989, requires local authorities to promote awareness in their area of notification requirements, and to ensure that such advice as appears to be needed is given to those concerned with children who are, or are proposed to be, privately fostered. This will include parents and private foster carers.

21 Foreign exchange visits

Duties and guidance

Local authorities and schools have a duty to ensure that appropriate arrangements are in place to safeguard and promote the welfare of children, under Section 175 of the Education Act 2002 and Section 28 of the Children Act 2004. It is important that schools and local authorities are clear about how they continue to meet their statutory duties for safeguarding children when making arrangements for foreign exchange visits.

Foreign exchanges organised by schools

It is a matter for local authorities and schools to satisfy themselves when considering making arrangements to allow a host family in Wales to have contact with a visiting child, that the members of the host family are not included on a barred list. Advice should be sought from the Disclosure and Barring Service (DBS). The DBS cannot access criminal records held overseas. Foreign host families cannot be checked in the same way by local authorities and schools in Wales when pupils stay abroad. Schools should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. If they wish, local authorities and schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country.

Foreign exchanges organised by parents and carers

Where parents organise a foreign exchange, or exercise their own judgment and accept the responsibility for selecting the host family, it is considered to be a private arrangement between the two families and therefore falls within the scope of a 'family and personal arrangement'. Therefore, DBS checks are not required. In such cases it is likely that a relationship has been established between the two families over time, so that the parents can make an informed choice about sending their child to stay with the host family.

22 Violence Against Women, Domestic Abuse and Sexual Violence

The Welsh Government has adopted the following definitions in the Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015.

- **Domestic abuse** is physical, sexual, psychological, emotional or financial abuse where the victim is associated with the abuser.

- **Gender-based violence** is violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation, female genital mutilation and forced marriage.
- **Sexual violence** includes sexual exploitation, sexual harassment, or threats of violence of a sexual nature.

Women and men can be victims of domestic abuse within heterosexual, lesbian, gay, bisexual and transgender relationships. They can also suffer abuse from other family members. However, the majority of domestic abuse is perpetrated by men against women and their children. Young women aged 16 to 24 years are most at risk of being victims of domestic abuse.

Duties and guidance

The Service Framework to meet the needs of people with Domestic Abuse and Substance Misuse Problems is designed to assist domestic abuse and substance misuse care planners, commissioners and providers, to establish robust links between domestic abuse and substance misuse services which will provide a seamless care pathway for all clients.

The All Wales Child Protection Procedures includes the All Wales Practice Guidance on Safeguarding Children and Young People Affected by Domestic Abuse to support practitioners in responding to concerns.

The Gender-based Violence, Domestic Abuse and Sexual Violence (Wales) Bill is a key priority for the Welsh Government. Alongside a package of additional policy measures, it will build on the progress made under the 'Right to be Safe' Strategy (2010), for tackling all forms of violence against women and domestic abuse, which includes advice on 'enhancing our response in schools.' The draft legislation focuses on three specific areas: improving leadership and accountability, improving education and awareness, and strengthening services in Wales. Statutory guidance to support the legislation will be published when the legislation becomes law and the Welsh Government will consider how this guidance might impact on safeguarding arrangements in education.

Link between domestic abuse and child abuse

There is a strong link between domestic abuse and the abuse and neglect of children. One in three child protection cases shows a history of domestic violence to the mother. Young people in violent households are three to nine times more likely to be injured and abused, either directly or while trying to protect their parent. One in five child abuse cases dealt with by the NSPCC involves domestic abuse. In ninety percent of those cases, young people are present in the home and are affected while abuse is going on; and in about half the cases, there is abuse to the young person too.

Responding to concerns

Where school staff have cause to believe that a young person is at risk from, is the subject of, or is living in a household with violence or abuse, the DSP should be informed immediately and action taken in accordance with the All Wales Child Protection Procedures.

When the abuse is between adults in the household, the young person can be provided with advice on who can help, including local police, local domestic abuse advocacy services (please refer to locally produced information), the All Wales Helpline (0808 8010 800) or children's social service departments.

The National Training Framework for Wales on gender-based violence, domestic abuse and sexual violence will set out the level of training appropriate for education-based staff. All relevant professionals must be able to 'Ask and Act' in relation to gender-based violence, domestic abuse and sexual violence. In practice, this means that all professionals likely to come into contact with those who may be experiencing abuse can identify the indicators of this experience and respond appropriately to that person.

Proactive approaches

Prevention work should be integrated, where practical, into all aspects of school life and addressed at all appropriate points in the curriculum, for example in English, Welsh, Religious Education and Personal and Social Education (PSE).High quality PSE helps to create a positive school ethos where pupils have a safe environment in which to learn and have the opportunity and confidence to share concerns with others. Discussing the issues and listening to the views and opinions of peers can help change attitudes and provide support. When discussing sensitive issues within PSE or any school context, these need to be presented in a balanced way and ethical issues discussed objectively. However, it is equally important to equip learners to take responsibility for their behaviour in their personal relationships and how to recognise inappropriate behaviour.

23 Physical contact with pupils, including restraint

Duties and guidance

Under section 93 of the Education and Inspections Act 2006 all school staff are able to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil himself)

- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by Section 548 of the Education Act 1996.

In 2005 the Welsh Government issued the Framework for Restrictive Physical Intervention Policy and Practice to provide advice to all statutory agencies to enable a common framework of principles and expectations. In 2014 specific guidance to education services on Safe and effective intervention: The use of reasonable force and searching for weapons was issued.

A school's policy on use of force should be consistent with, but not necessarily part of, its behaviour policy. The Welsh Government guidance on the promotion of positive behaviour and school behaviour policies can be found in the Inclusion and Pupil Support Circular 47/2006. It should also be consistent with the school's policies on child protection and health and safety.

24 Radicalisation

Duties and guidance

In 2011, Welsh Government published guidance Respect and resilience: Developing community cohesion – a common understanding for schools and their communities which sets out the role that schools have in developing and supporting strategic approaches to promoting and maintaining community cohesion and eradicating violent extremism.

In 2012 the UK Government launched a refocused Prevent strategy. This strategy contained objectives to:

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.

Channel, a key element of the Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. Channel uses existing collaboration between statutory safeguarding partners (such as local authorities, the police, the NHS and youth and offender management services) to:

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

For more information about the Home Office's radicalisation awareness training product Workshop to Raise Awareness of Prevent (WRAP) email WRAP@homeoffice.x.gsi.gov.uk.
If you have a concern about a child in respect of extremism and the support options are not available locally, talk to your LSCB police representative who will be able to discuss support options.

To report suspected online terrorism content please follow this link. You can also refer content of concern directly to social media platform – find out how on http://www.saferinternet.org.uk/advice-and-resources/teachers-andprofessionals/safety-features

25 Sexually active young people

The Sexual Offences Act 2003 sets the legal age for sexual activity at 16. It further states that children under the age of 13 are of insufficient age to give consent to sexual activity. In law, sexual activity with a child under the age of 13 years is a serious offence and reflects society's view that children of less than 13 years of age should not be sexually active and that their level of vulnerability to exploitation and sexual grooming is potentially significant.

All young people, regardless of gender, or sexual orientation who are believed to be engaged in, or planning to be engaged in, sexual activity must have their needs in respect of their health, education, support and/or protection assessed by the agency involved. This assessment must be carried out in accordance with the All Wales Child Protection Procedures. Professionals working with young people should be fully aware of the 5 points of the Fraser guidance in respect of the young person's capacity:

- the young person will understand the professional's advice
- the young person cannot be persuaded to inform their parents
- the young person is likely to begin, or to continue having, sexual intercourse without contraceptive treatment
- unless the young person receives contraceptive treatment, their physical
- or mental health, or both, are likely to suffer

- the young person's best interests require them to receive contraceptive advice or treatment with or without parental consent.

Duties and guidance

The All Wales Child Protection Procedures includes a protocol on safeguarding and promoting the welfare of sexually active young people (chapter 5.4), and is designed to identify where these relationships may be abusive and where children and young people may need to be safeguarded.

Children under the age of 13

Under the Sexual Offences Act 2003 children under the age of 13 are of insufficient age to give consent to sexual activity. In all cases where the sexually active young person is under the age of 13, a full assessment must be undertaken by the agency involved. Each case must be assessed individually and consideration must be given to making a child protection referral to social services.

A decision not to refer to social services can only be made following discussion of the case with the child protection lead within the professional's employing agency. When a referral is not made, the professional and agency concerned is fully accountable for the decision and the reasons for the decision must be clearly recorded.

When a girl under the age of 13 is found to be pregnant, a referral must be made to social services where an initial assessment will be completed and a strategy meeting or /discussion will take place, which will include representatives from health and education.

Safeguarding Children: Working Together Under the Children Act 2004 (chapter 8, paragraph 8.29) states that where agencies have concerns that a criminal offence might have taken place then the case should be referred to the police without delay.

Young people aged between 13 and 16

The Sexual Offences Act 2003 reinforces that, while mutually agreed, non-exploitative sexual activity between teenagers does take place and that often no harm comes from it, the age of consent should still remain at 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such.

Sexually active young people in this age group will still need to have their needs assessed using the All Wales protocol. Discussion with social services will depend on the level of risk or need assessed by those working with the young person. Consideration should be given to making a referral if the young person becomes pregnant or has a miscarriage or planned termination.

This difference in procedure reflects the position that, while sexual activity under 16 remains illegal, young people under the age of 13 are not capable of giving consent to sexual activity.

Young people aged between 17 and 18

Although sexual activity in itself is no longer an offence over the age of 16, young people under the age of 18 are still offered the protection of child protection procedures under the Children Act 1989. Consideration needs to be given to issues of sexual exploitation through prostitution and abuse of power in circumstances. Young people can still be subject to offences of rape and assault and the circumstances of an incident may need to be explored with a young person.

For young people over the age of 16 and under the age of 18, there will be an imbalance of power and the child or young person will not be deemed able to give consent if the sexual partner is in a position of professional trust or is a family member as defined by the Sexual Offences Act 2003.

26 Substance misuse

The Advisory Council on the Misuse of Drugs' (ACMD) report Hidden Harm – Responding to the needs of children of problem drug users estimated that that there could be as many as 17,500 children and young people in Wales living in families affected by parental drug misuse, and that 64,000 Welsh children may be adversely affected by parental alcohol problems.

Duties and guidance

Chapter 9 of Safeguarding Children: Working Together Under the Children Act 2004 includes a section on safeguarding the children of substance misusing parents.

The Welsh Government's Substance Misuse Delivery Plan 2013 – 2014 supports its 10-year strategy Working Together to Reduce Harm: The Substance Misuse Strategy for Wales 2008-2018 and sets out the actions to be taken to reduce the harm caused by substance misuse.

Guidance for Substance Misuse Education was published in July 2013. The guidance provides detailed information relating to the delivery of appropriate substance misuse education according to curriculum requirements and specific need, and substance misuse incident management including support, legislation and good practice.

Working Together to Reduce Harm: The Substance Misuse Strategy for Wales 2008-2018 places particular emphasis on prevention work with children and young people in relation both to alcohol and other substances. The Welsh Government aims to reach a position where no-one in Wales is ignorant either of the consequences of misusing drugs or alcohol, or where they can seek help and support.

School-based counselling services also provide personal support for children and young people who wish to discuss their problems, including substance misuse, with an independent adviser. The Welsh Government's National Strategy on School based Counselling Services in Wales highlights the need for counselling services to develop protocols for working with other agencies, including referrals to substance misuse agencies.

The Welsh Substance Misuse Helpline, DAN 24/7, provides easy access 24 hours a day to information and advice, including where to access further support or treatment.

27 Suicide

Duties and guidance

Talk to Me: the national action plan to reduce suicide and self harm in Wales was published in 2009. The action plan is aimed mainly at people who are at highest risk. The plan has seven key commitments and these are to:

- promote mental health and wellbeing
- deliver early intervention
- respond to personal crisis
- manage the consequences of suicide and self harm
- promote learning and research and improve information on suicide and
- suicide prevention
- work with the media to ensure appropriate reporting on mental health and suicide
- restrict access to the means of suicide.

The Help is at Hand self-help guide is for the benefit of those bereaved by suicide and was published in 2013. It is aimed at a wide range of people who are affected by suicide or unexplained death, not just relatives or friends, but also healthcare and other professionals who come into contact with bereaved people, to assist them in providing help and to suggest how they themselves may find support if they need it.

28 Teenage intimate partner abuse

There is emerging evidence that abuse within young people's relationships at least mirrors the levels of prevalence seen in adult relationships and the data which outlines significant levels of high risk abuse.

Recent work by Co-ordinated Action Against Domestic Abuse (CAADA) found most teenage victims in the study were experiencing abuse perpetrated by a current or ex-intimate partner and were not living with the perpetrator. Teenage victims were more likely than adult victims to be abused by more than one perpetrator.

Young person relationship abuse affects both genders, although more girls reported that the abuse was repeated and that severity worsened after the relationship had ended. Girls also reported a greater negative impact on their welfare than boys. Although research findings show that girls experience this type of abuse more frequently than boys, they experience the impact differently. Girls report a much more significant negative impact whereas boys tend to minimise the impact of violence. Boys also tend to minimise their own use of violence and may refer to it as 'messing around' (NSPCC 2009).

Boys are also affected by gender stereotypes and may feel under pressure to behave in an overtly masculine or 'macho' way towards girls and women. Gender equality education can help to address the media portrayal of both genders and help to engage both boys and girls to identify healthy and unhealthy relationships.

Abuse may take the form of physical, sexual, emotional and overtly controlling behaviour, which might involve stopping the young person from seeing their friends or going out, telling them what they can and cannot say, threatening them or isolating them from friends and family.

Risk indicators

Education professionals may not directly witness any of these behaviours, but may see signs that a young person is in an abusive relationship.

Experiencing relationship abuse can have a detrimental effect on the young person's educational participation and achievement. They may start missing lessons or not completing homework, and the quality of their work may suffer. If a young person doesn't feel safe they may avoid coming to school altogether or stay late rather than having to meet their girlfriend/boyfriend outside school.

Responding to concerns

Concerns should be reported in the same way as all other safeguarding issues. The NSPCC and the Association of Teachers and Lecturers have written a checklist for developing relationship abuse policies within schools. It is available at: www.nspcc.org.uk/relationshipabuse.

Abuse in young people's relationships tends to escalate more quickly than adult relationships and is likely to be as or more severe in its nature. Whilst schools and colleges can provide safe havens for young people at risk, it is also possible that a victim and the person who is abusing them will attend the same school or college and/or be part of the same social circle.

Proactive approaches

Teaching what constitutes a healthy relationship, through sex and relationship education, is central to safeguarding. Implicit within this is challenging stereotypes, such as female passivity and male aggression, and recognising that relationship abuse can happen to anyone, no matter what their gender, social background or sexual orientation.

As part of the safeguarding response to relationship abuse, schools should identify strategies to support pupils who demonstrate abusive behaviour to change their behaviour. These strategies could include involvement of parents, if appropriate, referral to counselling and other forms of support, or locating a specific programme for young people who are abusive in their relationships.

29 Health and Safety

The school has a Health and Safety Policy which is monitored regularly by the school Governing Body. The Headteacher and Governors oversee the Policy and staff are required to report any concerns to the Headteacher who will either carry out or arrange an initial examination, assessing what remedial action needs to take place. The Policy addresses fire drills, and efficient emergency evacuation from the building, health and safety risk assessments, fire risk assessments and procedures for addressing critical incidents.

30 Equal Opportunities

The school's statement on Equal Opportunities states:

This statement is published in the School Prospectus and the school's Equal Opportunities Policy.

Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this. Further details are provided within the school's Equal Opportunities Policy, which is published as a separate document.

31 Harassment and Discrimination

The school's response to issues of harassment and discrimination is included within the Equal Opportunities Policy/are addressed in a separate document.
The school will not tolerate any issues of harassment and discrimination, whether carried out by adults or children, and its response to such issues is included within the above Policy.

32 Racist Abuse

Along with its Equal Opportunities Policy, the school also has a Race Equality Policy. It is important to the Governing Body for pupils at the school to be prepared to live in an ethnically diverse society. The school will make every effort to promote racial equality and harmony by preventing and challenging racism. Racism is tackled in both the RE and PSE curriculum and further information regarding the strategies used by the school to address allegations of racism are set out in its separate Race Equality Policy. The children take part in discussions designed to raise awareness and address prejudices. From time to time, visitors work with the children also and all racist incidents are reported to the Local Authority and Governing Body when they occur.

33 Drug and Substance Abuse

The school maintains a separate Drug and Substance Misuse Policy, which is linked to the school's Behaviour Policy, and provides appropriate support for any children who may be involved in drug and substance abuse. In addition, these issues are addressed, on a regular basis, as part of the curriculum and further details are provided in the school's separate policy on Drug and Substance Abuse.

34 First Aid

The school has trained members of staff who take responsibility for First Aid. The staff responsible for First Aid are:- (Names)

First Aid equipment is stored in the office (?) and a travel First Aid kit is available for off-site activities. Detailed procedures as to action to be taken in the event of an accident or a child falling ill are included within the First Aid Policy which is a separate document.

35 Pupils with Medical Conditions

The school's stance in relation to the administration of medication is that members of staff will only give medicines when the parent has completed and signed the appropriate form requesting that staff administer medication; the decision to meet the request is at the discretion of the Headteacher/or members of staff will only give medication when the requirement is set out in a Healthcare Plan provided through the school Nursing Service. Teachers are entitled to refuse to administer medication and, in the event of a pupil attending the school who requires medication, either on a regular or emergency basis, arrangements will be made for non-teaching staff to administer the medication if teachers are not prepared to undertake this task. Appropriate training is provided for staff required to administer such medication as diazepam, midazolam, epipens etc.

For matters of an intimate nature, arrangements for support of such pupils within the school will be agreed prior to admission of the pupils and every effort will be made to maintain the dignity of the young person involved.

Further details in relation to administration of medication are provided in the school's Administration of Medication Policy which is a separate document and is based on Welsh Government Circular No: 003/2010 Access to Education and Support for Children and Young People with Medical Needs.

36 Sex and Relationships Education

The provision of sex and relationships education is addressed through a separate policy covering this aspect **or** the school's PSE Policy **or** the school's Curriculum Policy.

37 Safeguarding in the Curriculum

The school's curriculum addresses Safeguarding issues in two ways. In the first instance, the curriculum, in subjects such as personal and social education, discusses relevant issues with the children and topics such as drugs, sex and relationships are included within this subject. Children are encouraged to explore and discuss these issues. Secondly, the curriculum is designed so that safety issues within each subject are discussed and safe practices taught for example using equipment properly in PE and Design and Technology. The school audits all its schemes of work to ensure that Safeguarding is addressed. At all times, appropriate staffing levels are provided within the teaching environment and, when children are taught offsite, the required adult: pupil ratios are maintained. The school will use visiting speakers, where appropriate, in order to enhance the learning experiences of the children and young people.

38 Safety on Educational Visits

The member of staff responsible for educational visits is: (Name)

All educational visits are carried out in accordance with the Authority's guidance on undertaking educational visits and this guidance includes adult ; pupil ratios, the organisation of transport, ensuring a CRB check of the transport driver, appropriate comfort breaks, appropriate curricular opportunities, and means of emergency communication. Further details are provided in the school's Educational Visits Policy, which is a separate document.

39 Welfare of Pupils on Extended Vocational Placements

Where a pupil is involved in ongoing work experience or other vocational placements, the school will make regular visits to the young person to ensure their welfare is being

maintained. The young person will be encouraged to report any concerns and issues of work experience are addressed in a separate policy.

The school's contact for work experience and other vocational placements is: (Name)

40 Site Security

The school makes every effort to provide a secure site and therefore, all people on the site have to adhere to the rules that govern it. The arrangements for maintaining site security are as follows:-

(This section should cover arrangements for receiving visitors and allowing them on to the school premises, arrangements for children to be allowed off-site during the school day, arrangements should a child leave the school site without permission, arrangements for addressing issues where the conduct of a visitor is inappropriate).

41 Attendance

It is recognised that children who truant by either not attending school when their parents believe that they are there or who abscond from school without permission, place themselves at risk and, therefore, the school maintains a separate Attendance Policy. This addresses such issues as procedures for parents to report the illness of a child, contact with the home in the event of an absence, the involvement of the Education Welfare Officer, publication of attendance rates and reporting of information, in respect of attendance to the Governing Body and the Local Authority. In addition, it includes positive measures to encourage children to attend regularly and punctually at the school. It also makes reference to the Authority's entitlement to take legal action against parents who do not ensure good attendance and punctuality.

42 Safe Recruitment

The school adheres to the Authority's guidance in relation to safe recruitment and this includes the involvement of a Governor or member of staff who has undertaken Safer Recruitment training, provided by Powys Human Resources, on all appointment committees, the inclusion of safeguarding questions in the interview and the taking up and retention of written references for successful candidates. The headteacher ensures that all staff, governors and volunteers working with children are in possession of a valid DBS certificate. Arrangements for recruitment are set out in a separate recruitment policy.

43 Induction

All new members of staff and new volunteers are provided with induction in relation to their role and this induction, either before the role is taken up at the school or immediately after the role is taken up at the school includes being given a copy of the Powys Local Safeguarding Children Board publication entitled 'A Quick Guide to Child Protection,

Protecting and Caring for the Children and Young People of Powys'. It is expected that this will be read by the member of staff/ volunteer, and a signature obtained to prove that they have read the document. Understanding of the document will be clarified through a conversation between the member of staff/volunteer and the Designated Senior Person for Child Protection, or their Deputy.

44 Welcoming Visitors

Arrangements for the welcoming of visitors are included within the site security arrangements, referred to above.

45 Behaviour and Discipline

Issues of behaviour and discipline are addressed in separate policies and these include such issues as rewards for appropriate behaviour and sanctions where behaviour is inappropriate.

46 Photographing and Videoing

The issue of photographing and videoing school events is addressed in a separate policy.

47 Whistleblowing

Whistleblowing is covered in a separate policy. If members of staff have any concerns about the behaviour or intentions of any person within the building, school grounds or in the proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

48 Communication with Parents and Learners

The school makes parents aware of its Safeguarding Policy and Procedures, and the need to share information with other agencies if necessary, when admitting pupils. On admitting pupils, the school will also seek clarification as to who has parental responsibility, in respect of the pupil, and, in relation to non-custodial parents, will ensure that they receive their entitlement in respect of information regarding school events, as provided to any other parent, and reports on progress in respect of the pupil(s) concerned. Learners are made aware of what to do if they have a concern through discussions in PSE lessons and information posters placed around the school.

49 Activities beyond the School Day

All school activities which extend beyond the school day, including breakfast clubs, out of school clubs, lunch time activities and educational visits, are fully covered by the school's Safeguarding and Child Protection policies. Any issues of a Child Protection concern and

consideration of Safeguarding matters that relate to these activities, are responded to in accordance with the school's Child Protection Policies and Procedures. When outside bodies make use of the school premises, outside of the school day, for example community activities on school premises, the organisers of these activities must assure the headteacher and the Designated Senior Person for Child Protection that they have in place appropriate Child Protection and Safeguarding policies which reflect the All Wales Child Protection Procedures if their activities involve children. The governing body reserves the right to terminate agreements for the use of the school premises, outside of the school day, where it is their responsibility, if they become aware of failings in terms of Child Protection or Safeguarding. In instances where the governing body does not have the authority to terminate the arrangement, it will ensure that such matters are referred, as a matter of urgency, to the controlling body.

50 Complaints

The school has in place a Complaints Procedure, which is based on the model included in Welsh Government Circular: 011/2012, *Complaints Procedures for School Governing Bodies in Wales*, and, in addition, has complaints information for children so that children, staff and the public are able to submit their complaints, in respect of the school, including Safeguarding complaints and concerns that Safeguarding action has not been taken.

Signed:

Chair of Governors: _____ Date: _____

Headteacher: _____ Date: _____

Date for Review: _____

Created	Author	Ratified	Next Review
22.06.10	Amanda Hinton		21.06.11
Reviewed	**Author**	**Ratified**	**Next Review**
11.04.13	Amanda Hinton		10.04.14
Reviewed	**Author**	**Ratified**	**Next Review**
01.09.16	Amanda Hinton		01.09.17
Reviewed	**Author**	**Ratified**	**Next Review**
23.08.18	Sam Jones		01.09.19