

Ysgol Gynradd Llanidloes Primary School

Child Protection Policy Appendix



This policy was adopted in May 2013

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Reviewed: March 2014; September 2015; September 2016; 20th September 2017;
12th September 2018

CYNGOR SIR POWYS COUNTY COUNCIL

GWASANAETH YSGOLION / SCHOOLS SERVICE

Child Protection Policy – Appendix A Definitions and Procedures

Definitions 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 ill treatment or the impairment of health and development of a 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

- Emotional abuse
- Sexual abuse
- Neglect
- Physical abuse

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 involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children.

It may feature age or developmentally inappropriate expectations being imposed on a child.

Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. The definition of significant harm has been extended to include ‘suffering experienced by children who witness the ill-treatment of another person such as domestic violence’ (Children and Adoption Act, 2002).

Possible signs and indicators of emotional abuse

- changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging
- Depression, aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsession or phobias
- Sudden underachievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Bedwetting
- Persistent tiredness
- Running away
- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- Neurotic behaviour – obsessive rocking, thumb sucking, and so on
- Air of detachment – ‘don’t care’ attitude
- Extreme passivity or aggression
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating and lack of appetite
- Depression, withdrawal
- Developmental delay
- Talking about being punished excessively
- Hyper vigilant to making errors
- Sudden speech disorders

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Possible signs of Sexual Abuse

- Soreness or bleeding e.g. in throat or genital area
- Significant or sudden changes in behaviour

- Becoming insecure
- Hyper vigilance
- Hysteria when clothes removed
- Regression to more immature behaviours
- Having nightmares
- Becoming withdrawn or aggressive
- Playing sexually inappropriately
- Drawing sexually explicit pictures or pictures indicating abuse
- Repeatedly saying that they are naughty, bad, dirty etc.
- Urinary infections
- Hinting about having secrets
- Telling you that a friend has a problem
- Significant changes in behaviour (including lying, stealing)
- Unexplained sources of money
- Becoming withdrawn or aggressive
- Reluctance to undress for PE
- Refusal to see or work with someone
- Refusing to go home
- Self-harm
- Running away
- Acting in sexually inappropriate ways
- Sexually transmitted infections
- Become depressed or suicidal
- Drug, alcohol or other substance misuse
- Appearing to daydream excessively (not seeming in the here and now)
- Not being allowed out of the house
- Unable or unwilling to have friends visit
- Beginning to truant or run away from school
- Any allegations made concerning sexual abuse
- Bruises, scratches, or bite marks on the body
- Excessive pre-occupation with sexual matters and detailed knowledge of adult sexual behaviour
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
- Eating disorders – anorexia, bulimia (these may indicate the possibility that a child or young person is self-harming)
- Scratches, abrasions or persistent infections in the anal or genital regions
- Sexual awareness inappropriate to the child's age – shown for example in drawings, vocabulary, games etc.
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Repeated urinary infections or unexplained stomach pains
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends
- Pregnancy (in older young people)

Sexual Abuse: why children don't tell

- Threats
- Bribes
- Making the child feel guilty
- Persuading that what is happening is normal
- Being told that they will be taken away if they tell
- Hoping to protect a brother or sister if they put up with the abuse
- Being persuaded that this is how people show their love
- Being told that they asked for it because they acted seductively
- Fear of losing favours, such as a place on the team or squad
- Being told that they will be responsible for the abuser going to prison
- Fear of losing control of their lives
- How to put it into words

Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development.

It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect may occur during pregnancy as a result of maternal substance abuse.

Possible signs and indicators of neglect

- Hunger
- Poor personal hygiene
- Inappropriate clothing
- Clothing unkempt and dirty
- Changes to attendance at school including excessive earliness, frequent lateness and non-attendance
- Untreated medical problems
- Looking emaciated
- Poor social relationships
- Compulsive stealing or scrounging
- Low self esteem
- Conversations indicate that they care for themselves and siblings
- Hyper vigilance
- Tiredness

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or care-giver fabricates or induces illness in a child whom they are looking after.

Common sites for accidental injury

- Forehead
- Chin
- Spine
- Forearm
- Hips
- Shins
- Knees
- Elbows
- Nose

Common sites for non-accidental injury

- Eyes – bruising (particularly both eyes)
- Skull – fracture, bruising or bleeding under skull (from shaking)
- Cheek/side of face – bruising, finger marks
- Mouth – torn frenulum
- Neck/shoulders/chest/upper and inner arms – bruising, grasp marks
- Genitals – bruising
- Knees – grasp marks
- Back, buttocks, thighs – linear bruising, outline of belt/buckles, scalds/burns

Possible signs and indicators of abuse

- Unexplained injuries or burns, particularly if recurrent
- Injuries not consistent with the explanation given for them
- Injuries that occur in places not normally exposed to falls, rough games etc.
- Injuries which keep recurring
- Injuries with patterns e.g. hand or finger marks, belt marks
- Burns or scalds including cigarette burns
- Reluctance to change for, or participate in, games or swimming
- Refusal to discuss injuries or improbable explanations
- Untreated injuries or lingering illnesses
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Fearful, cowering if approached
- Hyper vigilance
- Aggression / bullying
- Over-compliant behaviour or ‘watchful attitude’
- Running away
- Self-destructive behaviours
- Aggression (out of character)
- Low self-esteem
- Significant changes in behaviour without explanation
- Bruises on babies, bites, burns, fractures, etc. which do not have an accidental explanation (these may also indicate the possibility that a child or young person is self-harming)

- Cuts/scratches/substance misuse (these may also indicate the possibility that a child or young person is self-harming).

Signs of abuse

The above lists are not exhaustive and there may be other indicators of abuse.

- What is important is to keep everything in context with the wider situation and not to jump to conclusions, and
- Talk to your Designated Teacher for Child Protection, or other appropriate professionals, if you have concerns.

Compromised Parenting

No single factor causes children to be abused. Many factors influence family life and the development of a child.

Parental problems such as mental illness, domestic abuse and substance misuse can make the task of parenting harder and may increase the risk of abuse or neglect.

These factors can affect children in a number of ways. They may directly affect the growing foetus, expose a child to stress or harm and limit the adult's ability to parent.

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.

Procedures

What to do if you are worried or concerned about a child/young person

Seek advice from the school's Designated Teacher for Child Protection or their deputy.

If school staff are not available, advice can be requested from the following:-

Schools Service Designated Lead for Child Protection / Safeguarding

Mr Keith Brelstaff, Senior Manager, Additional Learning Needs and Inclusion

Telephone: 01597 826448
Mobile: 07920 592552
Fax: 01597 826475
Email: keith.brelstaff@powys.gov.uk

In the event of the Child Protection / Safeguarding Lead being unavailable, the following officers, within the Schools Service, can be contacted:-

Mr Imtiaz Bhatti, School Effectiveness Officer, Working With Others

Telephone: 01597 826401
Mobile: 07585 402356
Fax: 01597 826475
Email: Imtiaz.bhatti@powys.gov.uk

Mrs Ann Thomas, School Effectiveness Officer, Working With Others

Telephone: 01597 826425
Mobile: 07825 552262
Fax: 01597 826475
Email: ann.thomas@powys.gov.uk

In addition, advice can also be provided by any of the Authority's Education Welfare Officers:

North Powys

Mrs Margaret Jones

Telephone: 01686 626395
Mobile: 07580 993191
Fax: 01686 614009
Email: margaret.jones@powys.gov.uk

Ms Clair Miles-Owen (she also works in Mid/South Powys)

Telephone: 01686 614057
Mobile: 07919 291378
Fax: 01686 614009
Email: clair.miles-owen@powys.gov.uk

Mr Geraint Thomas

Telephone: 01686 626395
Mobile: 07774 764710
Fax: 01686 614009
Email: geraint.thomas@powys.gov.uk

Mid/South Powys:

Ms Jacqueline Davis

Telephone: 01874 612211
Mobile: 07785 761569
Fax: 01874 610279
Email: jacqueline.davis@powys.gov.uk

Ms Clair Miles-Owen (she also works in North Powys)

Telephone: 01686 614057
Mobile: 07919 291378
Fax: 01686 614009
Email: clair.miles-owen@powys.gov.uk

Mrs Carol Brelstaff

Telephone: 01874 612211
Mobile: N/A
Fax: 01874 610279
Email: carol.brelstaff@powys.gov.uk

Advice can also be provided by any of the Authority's Challenge Advisers. Further to the above, advice can be requested from the Council's Interim Safeguarding Manager and her contact details are as follows:-

Ms Sue Morgan

Telephone: 01597 827099
Email: sue.morgan@powys.gov.uk

In addition, advice can be requested from Social Services Officers (contact telephone numbers below) and Family Protection Officers within the Dyfed Powys Police – telephone number 101 or 0845 330 2000.

If no one else is available, please contact the Schools Service; telephone: 01597 82422.

If the child is in immediate danger, the police should be contacted. If the child is not in immediate danger, Children's Services should be contacted and a written referral must be submitted within two days.

Always seek advice and support.

It is essential that all agencies work together to protect children. To delay reporting a suspicion of abuse could be disastrous.

Referrals should be made to Children's Services as soon as a problem, suspicion or concern becomes apparent, and certainly within 24 hours. Referrals to Children's Services in Powys should be made, initially by telephone, to Powys People Direct during office hours:-

- **Telephone** 01597 827666
- **Fax** 01597 827553
- **Email** people.direct@powys.gov.uk
- **Out of Office Hours** 0845 7573818

The telephone referrals must then be followed up in writing, using the Powys Multi-Agency Referral Form, within two days (the sooner the better).

The referral should be clear, legible, factual (rather than opinions) and contain as much information as possible.

Allegations against Staff

Guidance on this issue is provided in Welsh Government Circular No: 009/2014 'Safeguarding Children in Education: Handling Allegations of Abuse Against Teachers and Other Staff'.

If a member of staff observes abuse by staff, other than the Headteacher, in the school or becomes aware of an allegation of a Child Protection nature against another member of staff, he / she should immediately bring this matter to the attention of the Headteacher (described as the ‘case manager’ in the above guidance). The Headteacher should inform the Chair of Governors of all allegations of abuse that come to his/her attention. In the first instance the Headteacher (case manager) should discuss the allegation with the Local Authority Designated Officer for Child Protection (LADO) in order to agree a course of action. It is not part of the role of the ‘case manager’ to undertake an investigation into the allegation. In Powys, the function of the LADO is fulfilled by the Schools Service Lead Officer for Child Protection / Safeguarding (telephone: 01597 826431) jointly with the Interim Safeguarding Manager (telephone: 01597 827099). This initial discussion should establish:

- That an allegation has been made;
- What is alleged to have occurred;
- When and where the episode is/are alleged to have occurred;
- Who was involved; and
- Any other persons present.

The case may then be referred to Children’s Services in accordance with the All Wales Child Protection Procedures; there may be an immediate referral to the Police in serious cases; the LADO may ask the Headteacher to provide or obtain relevant additional information to assist in making a decision; and there may be a decision that the allegation is demonstrably false or unfounded and no further action is to be taken in regard to the individual facing the allegation or concern. The decision that no further action is to be taken should never be based on the employer’s opinion about the character and/or personal circumstances of the individual employee and about the person making the allegation.

If a member of staff observes abuse by the Headteacher, or becomes aware of an allegation of a Child Protection nature against a Headteacher, he / she should immediately refer this matter to the Chair of Governors and the Chair fulfils the role of the ‘case manager’ as described above.

If the above individuals are not available, the member of staff should, without delay, in either case, report the matter to the Schools Service Lead Officer for Child Protection / Safeguarding, and, if this officer is unavailable, liaise with Children’s Services regarding appropriate action.

What to do if a child discloses to you

- If a child discloses to you, do not further question the child but ensure that the child is safe. Don’t interrogate or ask ‘leading’ questions, for example, ‘What did he/she do next?’ Such questions may invalidate your evidence (and the child’s) in any later prosecution. You may ask an open question, for example, ‘Is there anything else you want to say?’ but nothing more. Ensure the physical environment is welcoming, giving the opportunity for the child to talk in private but making sure that others are aware that the conversation is taking place.
- Remain open to the disclosure: do not appear shocked or disbelieving (even if you feel like it). Be attentive and look at them whilst they are speaking. Above everything else, listen without interrupting. Allow the child to feel secure and give them time. Try to remain calm, even if on the inside you are feeling somewhat different. Do not criticise the alleged perpetrator and do not ask the pupil to repeat what they have said for another member of staff. Remember it is not your job to prove or disprove what the child tells you, merely to listen and make a record of the conversation as soon as possible afterwards.
- Never promise that you will keep what they say secret but do reassure them that you will act on their behalf to ensure only those who need to know are told.

REMEMBER the procedures after disclosure can seem more frightening to a child than the alleged abuse. They may have been threatened that something bad will happen to them if they tell.

- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen.
- Only speak of the allegation to those to whom you must refer. **Only discuss this with those who need to know to safeguard the child** – confidentiality is still essential except for the line of referral.
- **RECORD** accurately everything you have been told, observed and/or have actioned, by whom, where, when, time – using the child’s own words (do not interpret what they have said). Brief notes should be written immediately with the record written up as soon as possible afterwards. Do not destroy your original notes in case they are required by a court. All notes should be dated and signed.
- **Remember** overall that **the CHILD’S WELFARE IS PARAMOUNT.**
- **N.B.** – If you have been upset by the child’s disclosure, then it is essential that you let the Designated Teacher for Child Protection know.

Helpful responses:

- You have done the right thing in telling
- I am glad you have told me
- I will try to help you

Don’t say:

- Why didn’t you tell anyone before?
- I can’t believe it!
- Are you sure that this is true?
- Why? How? When? Who? Where?
- I am shocked, don’t tell anyone else.