



SAFEGUARDING POLICY

Section 175 of the Education Act 2002 requires that *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*

We recognise 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 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 school 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

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 Child Protection Teacher in school.

The **Designated Senior Person** for Safeguarding & child protection in this school is:

Helen Glover – Head Teacher.

The Designated Governors for child protection are **Kalene Golding & Rhodri Jones**
In the absence of the DSP; the Deputy DSP will cover the role.

We recognize 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 help equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.

UNDERPINNING VALUES

- 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 should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their ability and the 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 and appropriate to the ability of each individual child.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.

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

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 examine an injury
- 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 our children who have learning and/or communication difficulties and who use alternative/augmented communication systems, staff take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns are 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.

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”

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

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 (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 Child & Vulnerable Adult Safeguarding Officer (C&VASOO 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 C&VASO 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 C&VASO 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](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 and must be given a copy of the schools Child Protection Policy and “*Quick guide to Safeguarding*”.

Child Protection training given to each member of staff will be updated annually and attendance recorded.

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.

April 2017

To be reviewed Spring term 2018

LOCAL AUTHORITY CONTACTS ARE:

Child and Vulnerable Adults Safeguarding Officer (C&VASO)
Education, Leisure and Lifelong Learning
2nd Floor
Civic Centre
Port Talbot

01639 763363/07855 079790 email: a.baker1@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

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

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