WAUNARLYWDD PRIMARY SCHOOL

Child Protection
The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children’s rights but also model rights and respect in all relationships. Linked to Articles 3, 16, 19, 20, 21, 25, 27, 34, 36, 39 (CRC)

**Child Protection**

The school has adopted the all Wales Child Protection Policy which is stored in the main office and in the staffroom. In addition all staff have their own personal copies of the booklet summarizing child protection procedures. Please ensure you familiarize yourself with this and the following:

Designated child protection officer: Mrs. Ruth Davies, Headteacher  
Governor Representative: Mr. Allan Rees

**Emergency Contact Numbers:**  
Ruth Davies (Headteacher)  
Designated School Child Protection Officer – 07816517747

Allan Rees (Chair of Governors)  
Designated Governor Child Protection Officer – 07801040776

Social Services, Access and Initial Assessment Team – 01792 635700

Emergency out of hours duty Social Worker: 01792 775501

Dave Howes (Director Child & Family Services) - 01792 636248

Julie Thomas (Principal Officer – Child and Family) – 01792 635700

Paul Henwood (Child Protection and Safeguarding Officer)  
School & Governor Unit – 01792 637148 / 07827822700  
e-mail: paul.henwood@swansea.gov.uk

**Child Protection Policy for Schools**

This document should be read in conjunction with:

- The All Wales Child Protection Procedures 2008
- Code of Practice for Staff.
- Staff Facing an Allegation of Abuse.

The staff and governors of this school fully recognise the contribution it makes to safeguarding children; the welfare of all pupils in this school is a priority. We believe that our school should provide a caring, supportive and safe environment which promotes the social, physical and moral development of each child by the provision of a curriculum and ethos which promotes self worth, confidence and independence. No
child can learn effectively and reach their potential unless they feel secure.

The aims of this policy are:

- to ensure that all pupils know that they will be listened to and have the means to communicate any concerns which they may have;
- to raise the awareness of all staff and volunteers in the school to the need to safeguard pupils by identifying children in need* and possible cases of child abuse;
- to emphasise the need for staff in this school to work in partnership with other relevant agencies (particularly Social Services Department and the police) and to support them in carrying out their statutory duties;
- to ensure that staff are clear about their individual responsibilities for reporting concerns and understand reporting procedures;
- to ensure that the school and governing body practice safe recruitment in checking the suitability of staff and volunteers working with pupils;
- to provide a systematic means of monitoring children known or thought to be at risk or harm.

*Child in Need - a Child in Need is a child who may be in need of support from Social Services or another agency but not necessarily at risk of significant harm and in need of immediate protection. Referrals should be made, as for Child Protection, on The Common Assessment and Referral Form.

The Designated Teacher for Child Protection

In this school the headteacher, Mrs Ruth Davies, is the Designated teacher. In their absence the deputy will assume responsibility for making urgent referrals. We will ensure that all staff/volunteers are aware of who the Designated teacher is.

The role of the Designated teacher is:

- the coordination of all child protection, acting as a source of advice and support for any staff who have concerns or information that a pupil may be suffering abuse or be a child in need.
- to be responsible for making referrals to Social Services;
- to ensure that the school is represented at case conferences and core meetings and contributes fully by providing reports as required;
- to attend training on a regular basis and cascade training to staff;
- to ensure that all staff (including new staff/supply teachers) have access to all the relevant child protection documents and are clear about their own responsibilities;
- to report any allegation about a member of staff/volunteer to the Local Education Authority’s Child Protection Coordinator;
- to ensure that a chronological record of concerns is made if there are concerns about a child even if there is no need to make an immediate referral;
- to attend any Senior Strategy Meetings;
- to ensure that all records including case conference minutes are kept confidentially and securely (separate from pupil records);
- to send the child’s records, including all child protection information, immediately to any school to which the child transfers.
Governor for Child Protection

The chair of governors, Mr. Allan Rees is the nominated governor for child protection.

Their role is to ensure;

- that our school has a child protection policy in place which is reviewed to ensure its effectiveness;
- that the Designated teacher and other staff attend appropriate and regular training;
- that there is an item on the agenda of the governing body at least once a year to report on
  - changes to child protection procedures or policy
  - training undertaken by the Child Protection Coordinator
  - training undertaken by the Designated Governor and other staff
  - the number of incidents/cases (without details or names)
  - the place of child protection in the curriculum

- Any allegation about the headteacher should immediately be reported to them. The Chair of Governors, Mr. Allan Rees, will then contact the Local Education Authority’s Child Protection Coordinator immediately and attend any Senior Strategy Meeting which is called.

Action to Be Taken By Our School

- We will attend relevant training on child protection on a regular basis.
- We will follow the Al Wales Child Protection Procedures.
- All Staff will inform the Designated teacher of any concerns that a pupil is suffering or is likely to suffer abuse or of any disclosure of abuse.
- Referrals will be made immediately to Social Services by telephone and followed up within two working days in writing using the Common Assessment and Referral Form.
- Any child on the child protection register absent without explanation will be referred to Social Services and the Education Welfare Officer.
- All staff will inform the Designated teacher of any allegations made against staff/volunteers in the school.
- We will endeavour to build relations of understanding, trust and confidence with other agencies in order to ensure the best possible outcomes for children.

Prevention

- The school has an important role in preventing abuse by providing our pupils with good lines of communications with trusted adults within a safe environment.
- Our school encourages children to talk and to be listened to.
- Our school ensures all children know there is someone in school who they can approach if they are worried or in difficulty.
- Our school will include opportunities within the PSHE curriculum for pupils to explore issues to help them develop the skills to stay safe from harm and to know to whom they can turn for help.
The Statutory Basis of Child Protection

Children Act 1989

The Children Act 2004

Safeguarding Children in Education – the role of Local Authorities and Governing Bodies under the Education Act 2002 Circular 005/2008.

The governing body has a duty under section 174 of the Education Act 2002 to ensure “that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children…..”

WAUNARLWYDD PRIMARY SCHOOL

CODE FOR TEACHER AND CHILD PROTECTION

Introduction

Child abuse is a widespread problem, which should properly be the concern of all teachers.

This document provides a code of conduct for employees working with young people and a code of practice for dealing with allegations of abuse of pupils by staff. It is divided into two elements.

The first section provides advice to teachers on personal management skills, which all managers in the caring professions need to have. The second section provides advice and guidance for senior management in schools on the detail of procedures to be followed when an allegation of abuse of pupils by staff is made.

It is the Authority’s view that clear guidelines and policies act as a protection to teaching staff in our schools. Training by appropriate staff on these issues will be offered and this documentation will best be seen as part of the training process. The outcome of this process should be for schools to formally adopt their own procedures and policies in this important area.

A CODE OF CONDUCT FOR EMPLOYEES WHOSE WORK BRINGS THEM INTO CONTACT WITH YOUNG PEOPLE

FOREWORD

This code of conduct is intended to help staff minimise the risk of being accused of improper conduct towards the young people with whom they come into contact during their work.

It is important to recognise that child abuse is a widespread problem which can affect the pupils all staff deal with. It may be physical, sexual or psychological. It has been increasingly detected and brought to the attention of the general public in recent years.

Whilst many child abusers are known to the victim either as relatives or friends of the family, some meet children in other contexts and a small minority of these may gain access to children
in schools as teachers or support staff or through their voluntary involvement in school activities.

Pupils should not feel inhibited from reporting any abuse against them by staff. Children will be best protected when they are empowered to speak and adults are prepared to believe. This will include not only reporting of serious abuse but also any incident where a pupil has grounds to believe that a member of staff has crossed the boundary of acceptable behaviour. Heads working with employees generally should continue to do all they can to ensure that the environment within schools encourages truthful reports of any inappropriate behaviour.

The following practical advice to staff should be recognised as only part of an overall school policy and strategy. A determined abuser could get round and even use any procedures to their own advantage.

1. Meeting with Pupils
   a) Employees should be aware of the dangers, which may arise from private interviews, individual tuition or even casual meetings before or after lessons with individual pupils. It is recognised that there will be occasions when confidential interviews must take place, but where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people. Meetings with pupils away from the school premises should not be permitted unless the specific approval of the Head has been obtained. Doors should always be unlocked during interviews. Headteachers should ensure that non-visible areas are not created in the school by the creation of partitions or blocked areas.

   b) Where such conditions cannot apply employees are advised to ensure that another adult knows that the interview is taking place. This is particularly important if the interview is before or after the school day. The use of “engaged” signs or lights is not advisable.

   c) Where possible other pupils or another adult should be present or nearby during the interview.

   d) Wherever possible leave space between the pupil and yourself rather than sit next to the pupil.

   e) Avoid unnecessary physical contact with the pupils.

2. Caring For Pupils With Particular Problems
   a) Where possible first aid should be administered by a member of staff who has received training in first aid. However, any employee who has to administer first aid should ensure wherever possible that if in any doubt as to whether necessary physical contact could be misconstrued, someone else is present, preferably an adult.

   b) Wherever possible employees who have to help children with toileting difficulties should be accompanied by another adult, and pupils should wherever possible be encouraged to change themselves. It is accepted that there will be some situations where pupils will present particular problems for employees and the emphasis will be on what is reasonable in all the circumstances.
3. Reporting Incidents That Cause Concern To Staff

a) All incidents must be recorded in an Incident File and where considered appropriate by the Headteacher reported in writing to the Manager of the Pupil and Parent Support Unit. Employees should provide a written report to the Headteacher of any unnecessary physical contact or restraint, action or words which could have a sexual connotation. Following any incident where an employee feels that his/her actions have been, or may be, misconstrued he/she should discuss the matter with the Head. It is especially important to speak to the Head in cases where an employee had been obliged to restrain a pupil physically and where a complaint has been made by a pupil, parent or other adult. Complaints received by the Local Authority will require the LEA to obtain details from school records to enable it to reply.

b) A Headteacher should, if involved in such incidents, contact the Manager of the Local Education Authority, Pupil and Parent Support Unit and provide an account in writing of the incident to the Manager.

4. Where Physical Contact May Be Acceptable

a) There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Employees should use their discretion in such cases to ensure that what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where an employee has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the appropriate agency through the Headteacher.

b) Some employees are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE and contact activities at a youth club. Employees should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

c) There may be occasions where it is necessary for employees to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury.

In such cases only the minimum reasonable force necessary may be used and any action taken must be to restrain the pupil. Restraint should not be used on Secondary age pupils leaving the classroom or school premises without permission unless there is a clear issue of action to restrain a pupil he/she should discuss the matter as advised in paragraph 3 above.

5. Gratuitous Physical Contact With Pupils

a) Physical contact may be misconstrued by a pupil, parent or observer. Such contact can include well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, which if repeated with an individual pupil could lead to serious questions being raised. Therefore as a general principle employees must not make gratuitous physical contact with their pupils and it is unwise to use touching as a way of relating to pupils.

b) Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint to avoid injury to another person or to self (as in 4 c). It is particularly important that employees understand this both to protect their own position and the overall reputation of the school.
6. **Where Conversations Of A Sensitive Nature May Be Appropriate**

   a) This is a particularly difficult area as the proper pastoral relationships which allow children outlets for their anxieties and worries must not be adversely effected. Many employees have a pastoral responsibility for pupils and, in order to fulfil that role effectively, there will be occasions where conversations will cover particularly sensitive matters. Employees must in these circumstances use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.

   b) Other employees in schools may from time to time be approached by pupils for advice. Pupils may also appear distressed and employees may feel the need to ask if all is well. In such cases employees must judge whether it is appropriate for them to offer counselling and advice or whether to refer the pupil to another employee with acknowledged pastoral responsibility for the particular pupil.

   c) Staff need to be aware of the importance of passing on information to parents or Social Services where there is cause for concern for a child’s health or well being.

7. **Inappropriate Comments And Discussions With Pupils**

   a) As with physical contact, comments by employees to pupils either individually or in groups can be misconstrued. As a general principle therefore employees must not make unnecessary comments to and/or about pupils, which could be construed to have a sexual connotation.

   It is also unacceptable for employees to introduce or to encourage debate amongst pupils in class, or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson, or the circumstances. At the same time it is recognised that a topic raised by a pupil is best addressed rather than ignored.

   b) Use of insensitive, disparaging or sarcastic comments of a personal nature are also unacceptable.

8. **Choice And Use Of Teaching Materials**

   When using teaching materials of a particularly sensitive nature an employee should be aware of the danger that their selection could be misinterpreted and may be criticised after the event. It is essential that the use of such materials conforms with the policy agreed by the Governing Body. It is recommended that teaching materials should be familiar to the teacher and not selected without previous assessment; this particularly applies to videos and computer software. See Annex A “The Use Of Information Technology and Audio-Visual Equipment in Schools”.

9. **General Relationships And Attitudes**

   Employees should ensure that their relationships with pupils are appropriate to the age and gender of the pupils, taking care that their conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when employees of either sex are dealing with adolescent boys and girls.
10. **Educational Visits And Extra Curricular Activities**

   Employees should be particularly careful when supervising pupils in any residential settings. The less formal approach adopted in extra curricular activities generally can be open to misinterpretation. Although more informal relationships in such circumstances tend to usual, the standard of behaviour expected of employees will be no different from the behaviour expected within school.

11. **Conclusion**

   It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which employees relate to pupils and where opportunities for their conduct to be misconstrued might occur.

   In all circumstances professional judgement must be exercised. For the vast majority of employees this code of conduct will serve only to confirm what has always been their practice. If employees have any doubts about the advice contained in this document they should consult their Head.

   From time to time, however, it is advisable for all employees to reappraise their teaching styles, relationships with pupils and their manner and approach to individual pupils, to ensure that they give no grounds for any doubts in the minds of colleagues, pupils or parents.

**THE USE OF INFORMATION TECHNOLOGY AND AUDIO-VISUAL EQUIPMENT IN SCHOOLS**

**Advice to Headteacher on Minimising the Risks of Misuse**

There is growing concern that the technology now common in schools is capable of misuse, particularly with regard to the transmission, both manually and electronically, of dubious materials.

Headteachers should follow the same procedures to minimise the risks of the spread of such materials electronically as they employ with dubious information, textual or graphical, held as paper based media. A few simple guidelines will help to minimise the risks.

1. Designate a resource manager who is responsible for all the technology in the school. The manager should keep an inventory which records the normal location of each piece of equipment. The occasional random spot check might be useful.

2. Any technology that is taken off school premises should be signed for and its intended use recorded. Such use of equipment, be it for preparation or fieldwork, should be for short periods only.

3. Video and other cameras should not be used in confined or secluded areas with individual pupils.

4. Scanners, digitisers and modems should be sited in open access areas which are generally supervised.

5. No one teacher should have exclusive access to video cameras, recorders, other cameras or modems. Knowledge and equipment should be shared.

6. Children should not have open and individual access to FAX machines, satellite/cable decoders and modems.
7. No unauthorised discs (i.e. discs which are not generated by either the county or the school) should be allowed on school premises. This is, in any case, a good idea to stop the potential spread of computer viruses.

8. All recorded materials (video tapes, slide storage boxes, computer discs, etc.) should be clearly labelled as to content.

9. Rules should be laid down for the use of darkrooms.

10. Periodic and random checks should be made of computer storage devices in the school such as local and network hard disks and both staff and children should be made aware that this procedure is in force.

11. Should improper data be found on the premises, Headteachers should try to determine its source and means of entry. They should then contact the Baglan IT Centre where means of avoiding any repetition can be explored.

Where improper data has been found on the premises and any preliminary investigation suggests that a member of staff may have been responsible, consideration will need to be given to disciplinary action. Appropriate advice must be sought from Human resources before taking any action.

**CHILD ABUSE**

There are 4 categories:

- Physical
- Sexual
- Neglect
- Emotional

**Defined as –**

**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 factitious illness by proxy or Munchausen syndrome by proxy.

**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-penetratative 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.

**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 caregivers); 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.
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 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.

**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
  - bedwetting
  - 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 
substance or drug abuse 
suddenly having unexplained sources of money 
not allowed to have friends (particularly in adolescence) 
acting in a sexually explicit way towards adults

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.

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

Dealing with Disclosures 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.

- Do not ask ‘leading’ questions, for example, “What did he / she do next?” (this assumes that he / she did), or “Did he touch you?” Such questions may invalidate your evidence (and the child’s) in any later prosecution in court.

- Always ask open questions using the words “Who”, “What”, “When”, “Where”, “Why” and “How”. When you ask questions using these words it is impossible to get a “Yes” or “No” answer.

- Do not criticize 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 Person or the person with responsibility for Child Protection. They will then have a number of options open to them, including contacting the Children’s Central Advice Referral and Assessment Team to seek their advice as to what should happen next.

- If that person is not available and you are unsure about what to do then contact the Children’s Central Advice Referral and Assessment Team on 635700 for advice and guidance.
CHILD PROTECTION POLICY

This policy has been adopted by the
Governing Body of Waunarlwydd Primary School

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<th>Ruth Davies</th>
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