Safeguarding and Child Protection Policy for Crymlyn Primary School

Autumn 2020

Introduction

Crymlyn Primary School fully recognises the contribution it makes to safeguarding and child protection. There are three main elements to our policy:

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

SAFEGUARDING STATEMENT

The Governors and staff of Crymlyn Primary School 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 Crymlyn Primary 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 wellbeing 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 Crymlyn Primary School will work together with other agencies in order to achieve the above objective.

At Crymlyn Primary School the health, safety and wellbeing 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, and acknowledging the scope of safeguarding, a wide range of measures and policies have been put in place including adopting the Wales Safeguarding Procedures and Keeping Learners Safe.

Crymlyn Primary School recognises the value of early intervention and prevention services in order to safeguard and promote the wellbeing of children. We are committed to working collaboratively with families and early intervention services. It is essential that regular communication with families is maintained to identify, as early as possible, when other services may be able to offer support. The Governing Body and school staff will work with families to make appropriate and timely referrals for early intervention services.

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils. At Crymlyn Primary School we acknowledge our safeguarding responsibilities to prevent impairment of health and development of pupils and ensure they receive safe and effective care. This is why we ensure that safeguarding features throughout all our school policies and procedures.

In addition, 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.

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 statutory agencies when a child is experiencing harm.

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 Safeguarding Person (DSP) and the head teacher, have access to the safeguarding and child protection records. At all other times they should be kept securely locked and separate from the child's main file or where electronic systems such as my concern are used, appropriate restrictions in place to ensure confidentiality.

The Designated Safeguarding Person (DSP) is Mrs Sian Jefford

Procedures

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

We will follow the Wales Safeguarding Procedures that have been endorsed by West Glamorgan Safeguarding Board. The school will:

- Ensure it has a Designated Safeguarding Person (DSP) who has undertaken the appropriate training. This person/people is/are **Mrs Sian Jefford** and **Mrs Karen Hughes**
- Recognise the role of the DSP and arrange support and training at higher levels in accordance with their level of responsibility.
- Ensure every member of staff and every governor knows:
    - The name of the DSP and their role and the designated governor for safeguarding and child protection.
    - That they have an individual responsibility for reporting safeguarding and child protection concerns using the proper channels and within the timescales agreed within Wales Safeguarding Procedures.
    - How to take forward those concerns where the DSP 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 safeguarding and child protection by setting out its obligations in the school prospectus.
- Ensure all staff undertake any agreed local authority safeguarding and child protection training relevant to their role.

- Provide a safeguarding and 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 safeguarding and 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 safeguarding and child protection matters.
- Attend strategy meetings, initial/review child protection conferences and core groups (including the submission of written reports to the conferences.)
- Contribute and be responsible for school actions within children's safety & care and support protection plans.
- 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' 2015 and any revisions of the guidance.
- Ensure that safe recruitment and selection procedures are followed and appropriate training is accessed.
- Designate a governor for safeguarding and child protection who will oversee the school safeguarding and child protection policy and practice.

Making a report/referral to Childrens Services

All safeguarding and child protection reports must be made via telephone in the 1st instance on 01639686803 (NPT), your telephone report will be followed up within 24 hours on an Integrated Report/Referral form, this to be submitted via email to the Single Point of Contact (SPOC) team spoc@npt.gov.uk.

For concerns regarding a child who may be 'at risk' or in need of care and support a SPOC can be submitted without a prior telephone call. All SPOC reports/referrals will be screened and may be allocated for assessment or transferred to the Early Intervention Panel (EIP) for discussion and consideration of the most appropriate services.

For concerns outside of office hours e.g. parents evenings, trips away etc. you will telephone your report to the Emergency Duty Team (EDT) on 01639 895455 your written referral form will still be submitted to the SPOC within 24 hours. 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 report 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 Wales Safeguarding Procedures but can also be found for easy reference in appendices, Definitions and Indicators of Child Abuse.

Our school acknowledges that some children can be more vulnerable to abuse and we have specific safeguarding and 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.

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 adult terminology 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.

- Ensure your name, the time and date is on your notes and do not destroy them in case they are required by a court.

- Crymlyn Primary School uses My Concern to record safeguarding and child protection issues and concerns

- 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 DSP. 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 safeguarding/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 Education Safeguarding Officer on 01639 763363/07855079790 to discuss the next steps in accordance with local arrangements.

If a potential safeguarding/child protection allegation is made against the Headteacher the member of staff in receipt of that allegation must contact the Chair of Governors or the LA Education Safeguarding Officer on 01639 763363/07855079790. If the Chair of Governors receives the report they will then contact the LA Education Safeguarding Officer on 01639 763363/07855079790.

In addition local the Social Services SPOC 01639 686803 will be able to advise when these situations arise.

Abuse of position of trust
Welsh 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.

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.
- Providing nurture and wellbeing support in accordance with our individual wellbeing strategy.

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 does not feel 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 as well as early intervention and prevention 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 DSP will make immediate contact with the DSP in the new school in order to inform them that the child is on the Child Protection register. The Care and Support Protection Plan Coordinator (Social Worker) will inform the relevant local authority and request a transfer in conference within 3 days. The DSP must share all safeguarding and child protection records held by the school with the receiving DSP in accordance with Welsh Government Circular 10/2006.

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.

Review

This policy 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 DSP may wish to provide the Governing Body with information on the following:-

- Changes to Safeguarding and Child Protection procedures.
- Training undertaken by all staff and governors in the preceding 12 months.
- The number of incidents of a Safeguarding or Child Protection nature which arose in the school within the preceding 12 months (without details or names).
- Where and how Safeguarding and Child Protection appear in the curriculum.
- Lessons learned from cases.

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: 2nd December 2020

Headteacher: Date: 2nd December 2020

Date for Review: November 2021

Responsibilities of the Designated Safeguarding Person (DSP)

Each school should identify a Designated Safeguarding Person (DSP) with lead responsibility for managing safeguarding and 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 report to the relevant investigating agencies. The role involves providing advice and support to other staff, making reports 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 safeguarding and child protection issues in the establishment.

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 safeguarding and child protection matters, and where appropriate directing other staff. Dealing with individual cases may involve the education welfare officer or other student support arrangements however this area of work remains the responsibility of the DSP.

All schools should ensure there is a deputy available to act in the absence of the DSP. In schools which are organised on different sites or with separate management structures, there should be a Designated Safeguarding Person for each part or site. In large organisations, or those with a large number of safeguarding and child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

The School must also make arrangements to cover the role of the DSP when that person is unavailable. In all cases, there will be a deputy DSP in place and larger schools may have a team of staff working together who will be expected to deputise for the DSP when necessary.

The DSP will take responsibility for the school's safeguarding and child protection practice, policy, procedures and their own 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 attended enhanced levels of training including DSP/Named Safeguarding Person training.
- Has access to appropriate support to undertake the role.
- Has time to attend and provide reports and advice to child protection conferences, core groups and other interagency meetings as required.
- Contributes and takes responsibility for school actions within a safety or care support and protection plan.

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

The DSP is responsible for making reports 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 responsibility lies with the headteacher (Chair of governors) and the process is set out in Disciplinary and Dismissal Procedures for School Staff (002/2020) and Safeguarding Children in Education: handling allegations of abuse against teachers and other staff (009/2014)

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

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

Raising awareness
The Headteacher/DSP is responsible for ensuring that parents and carers see copies of the safeguarding and child protection policy. This avoids potential for later conflict by alerting them to the role of the legal requirements of the school and the fact that reports may be made. Many schools include information about this at induction meetings for new parents, in their prospectus and on their website.

It is good practice for the DSP to provide an annual briefing and regular updates at staff meetings on any new safeguarding and child protection issues or changes in local/regional/national 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 and child protection regularly at staff meetings so that awareness remains high.

The Headteacher/DSP should liaise with the Designated Governor for safeguarding and 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 safeguarding and child protection cases, but should review the safeguarding policies and procedures. It is good practice for the designated governor and the DSP to present the report together.

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

Policy review
As well as the school policy for safeguarding and 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
- Safe recruitment and selection
- E-safety
- Physical intervention
- Confidentiality
- Appropriate use of ICT and social media policy for parents, pupils and staff

Further support and guidance on the role of the DSP may be obtained from the Child Protection & Safeguarding Officer Education in the Local Authority. Helpful resources and guidance are also available on HWB.

Safeguarding and child protection and multi-agency training
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 safeguarding and child protection policy especially new or part-time staff & volunteers as well as catering and cleaning staff.
- Have induction and refresher training covering safeguarding and child protection, an understanding of safeguarding issues including the causes of harm, abuse and neglect.
- Are able to recognise the signs and indicators of harm.
- 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.

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 and this information should be made available to the local authority Safeguarding Officer Education.

Teachers should receive training in safeguarding and 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. All Staff should be regularly reminded of the EWC's code of conduct and its relation to safeguarding practice.

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.

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

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. West Glamorgan Safeguarding Board 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.

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.

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.

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

Responsibilities of governing bodies

Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children and monitoring its compliance with these policies. This responsibility is in accordance Keeping Learners Safe guidance and Local Authority policy.

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

- have effective safeguarding and child protection policies and procedures in place that are:
    - In accordance with Local Authority guidance and locally/regionally 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 volunteers who will work with children, including relevant references and DBS checks where appropriate.
- 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 safeguarding and 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 School's arrangements for safeguarding and child protection and their responsibilities.
- Ensure that the governing body remedies without delay any deficiencies or weaknesses in regard to safeguarding and child protection arrangements that are brought to its attention with support and advice from the Local Authority's education safeguarding officer.
- Ensure that the Designated Safeguarding Person (DSP), the designated governor and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the West Glamorgan Safeguarding Board and refresher training to keep their knowledge and skills up to date, in addition to basic safeguarding/child protection training.

Designated governor
Identify a Designated Governor for safeguarding and child protection to:

- take responsibility for safeguarding and child protection matters
- ensure the governing body reviews the school's policies and procedures annually
- Ensure that the governing body/proprietor undertakes an annual review of safeguarding policies and procedures and how the above duties have been discharged.

While governing bodies have a role in exercising their disciplinary functions in respect of safeguarding and 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).

For the governing body to have an effective policy in place and for the Designated Governor to have confidence in their role, it is important for all members of governing bodies undertake relevant safeguarding and child protection training. This ensures they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities.

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 harm, abuse and 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 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
- not meeting their needs for care and support which are provided through direct payments
- complaints that personal property is missing

Abuse of Trust

Welsh 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.

Your Local Authority contacts are:

Sam Jones (Education Safeguarding Officer)
Education, Leisure and Lifelong Learning
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
Civic Centre
Port Talbot
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Single Point of Contact (SPOC) (for all new reports)
Children & Young Peoples Services
Neath
01639 686803 email spoc@npt.gov.uk

Chris Millis (Head of Participation)
Education, Leisure and Lifelong Learning
Civic Centre
Port Talbot
01639 763226 email: c.d.millis@npt.gov.uk

Amy Hutchings (HR Manager)
Finance & Corporate Services
The Quays
Port Talbot
01639 763304 email: a.hutchings@npt.gov.uk

Chris Frey-Davies (Principal Officer: Safeguarding (children and adults))
Neath Civic Centre
01639 68576 3email: c.frey-davies@npt.gov.uk

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