



## Safeguarding Policy

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 Framework for the Assessment of Children in Need and their Families 2002.

The staff and governors of this school fully recognise the contribution they make 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 to facilitate their communication in every way possible;
- to raise the awareness of **all** teaching staff, associate staff, Governors and volunteers to the need to safeguard pupils by identifying those “children in need”\* and possible cases of child abuse;
- to emphasize 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 that they understand the 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 of 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.*



## Safeguarding Policy

### The Designated Teacher for Child Protection

In this school the Acting Head teacher (Clare Hobson) is the designated teacher in respect of Child Protection matters. In her absence, the Acting Deputy Head (Suzi Smith) will assume responsibility for those matters. The School Nurses will also play a key role.

We will ensure that **all** staff, and Governors are aware of who the Designated teacher is.

The role of the designated teacher is:

- the coordination of all child protection issues, 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 work very closely with the School Nurses to ensure a coordinated approach;
- 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 agency workers and those directly employed by the school) are in possession of a valid and current DBS certificate.
- 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 to the Local Education Authority's Child Protection Coordinator;
- to ensure that a chronological record of concerns is maintained 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.



## **Safeguarding Policy**

### **Governor for Child Protection**

The Chair of Governors (Maggi Bullen) is the nominated Governor for child protection.

Her role is to ensure:

- that the school has a child protection policy in place which is reviewed annually to ensure its effectiveness;
- that the Designated teacher and other staff attend appropriate and regular training;
- that any allegation made against the Head teacher is immediately reported to them. The Chair of Governors will then contact the Local Education Authority's Child Protection Coordinator immediately and attend any Senior Strategy Meeting which is called;
- that the school has an up to date and agreed staff disciplinary procedure for dealing with allegations of misconduct against members of staff including Child Protection allegations;
- that the school operates safe recruitment procedures and ensures that all appropriate checks are carried out on all relevant staff in accordance with current regulations.
- that there is an item on the agenda of a Governing Body meeting at least once a year where the Designated teacher will report on:
  - changes to child protection procedures or policy
  - training undertaken by all staff and Governors in the preceding twelve Months.
  - the number of incidents of a child protection nature which arose in the school within the preceding twelve months (without details or names)
  - where and how child protection appears in the curriculum.

### **Action To Be Taken By Our School**

- We will attend relevant training on child protection on a regular basis.
- We will follow the All 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.



## Safeguarding Policy

- 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 or 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 PSE 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.

### Child Abuse – Identification and action to take

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 fabricated illness by proxy or Munchausen syndrome by proxy.



## Safeguarding Policy

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.

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

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

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.



## **Safeguarding Policy**

### **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)



## **Safeguarding Policy**

- 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.



## **Safeguarding Policy**

- 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 alleged 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).





## Safeguarding Policy

- 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.

### 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 175 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....”

### Procedures at Ysgol Crug Glas

Copies of the *All Wales Child Protection Procedures 2008* file are held in the Headteacher's office and the School Nurses' Room. In addition to the *Procedures* file, the City and County of Swansea has produced an information leaflet specifically for school staff. This document: *Child Protection Information*



## Safeguarding Policy

*and Guidance for Schools Notes for staff* (March 2011) is made available to all staff who work in the school. Copies of the leaflet are available in all classrooms and offices and in the staff room. The guidelines are regularly brought to the attention of staff through training and are part of the school induction process for new permanent staff. Relief and temporary staff as well as volunteers are given a copy of the above leaflet during their own induction process.

In addition to the procedures set out in the documents above, the school can call upon support from the LEA through the School & Governor Unit. (telephone: 01792 636537).

### Safeguarding

The school takes all appropriate precautions to help deter, reject, or identify people who might abuse children, or are otherwise unsuitable to work with them. In doing so, it follows the guidance recommended by the Local Authority and set out in the document: *Safeguarding Children: Safer Recruitment and Selection in Education Settings* (DFES 2005).

Specific measures include:

- Reference made in recruitment documentation to suitability for working with children;
- Scrutiny of comprehensive information from applicants and follow up of any discrepancies;
- A face to face interview that explores candidate's suitability to work with children;
- Requirement for two satisfactory references for all those employed or acting as volunteers;
- Criminal Records Bureau (CRB) Enhanced Disclosure check for all new staff and volunteers, and for existing staff or volunteers every three years;
- All supply staff used are on the Local Authority's supply staff list (and have therefore been fully vetted already). The school does not currently utilise agency staff.

### Policy Review

The Governing Body will review this policy annually (in the Autumn Term).

[NB. When our pupils reach the age of 18, the *Protection of Vulnerable Adults* legislation supercedes *child protection*. In practical terms, this means working



## Safeguarding Policy

with Social Work professionals from the (Adult) Community Support Teams, but all the principles in this policy will still apply.]

SIGNED	REVIEWD BY: