



*'Learn, have fun and reach for the stars'*

# Hendrefoilan Primary School

## Safeguard & Child Protection Policy

This update Policy was adopted on 1<sup>st</sup> September 2024

Signed
A signed copy is available in the Headteacher's Office

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## The General Principles of the Local Authority

All organisations and schools in the City and County of Swansea adhere to these principles:

- Every child and adult (whatever their background, culture, age, disability, gender, ethnicity, religious belief) has a right to participate in a safe society without any violence, fear, abuse, bullying and discrimination.
- Every child and adult have the right to be protected from harm, exploitation, and abuse.
- We will put the wellbeing of children and adults centrally within all our policies and procedures.
- We will work closely in partnership with children, their parents, carers, adults, and other agencies to safeguard and promote the wellbeing of children and adults.

- We will strive to respect the rights, wishes, feelings and privacy of children and adults by listening to them and minimising any risks that may affect them.
- We will invest in preventative and early intervention services and endeavour to avoid situations where abuse or allegations of abuse or harm may occur.

## Human Rights

In 1945, the United Nations adopted the [Universal Declaration of Human Rights](#). All people have these rights. Further to this, in 1989, the United Nations developed an additional framework that sets out the rights children (0-18 years) should have, which would enable them to participate in society in an equitable way, protect, and provide for their vulnerabilities if required. For more information about the [United Nations Convention on the Rights of the Child](#) please click on the link.

Everyone is responsible for protecting children from neglect and working in a way that promotes and supports their best interests. Professionals have added responsibilities as our law, policies and procedures tell us that we need to be able to recognise abuse and know how to report, record, refer and respond professionally. Additionally, there is an expectation that all staff of the City and County of Swansea have a suitable level of knowledge of the UNCRC and the implications of the scheme on their area of work

Article 3 of the UNCRC (1989) states that “The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.”

## The Main Local Authority Contacts

If a family needs help, support, or guidance the Early Help Hubs can assist. Families are welcome to contact the hubs directly and indeed, self-referrals are often the most effective. Alternatively, schools can also contact on behalf of a family if that is preferred. The contact details are: 635400 or [earlyhelphubs@swansea.gov.uk](mailto:earlyhelphubs@swansea.gov.uk)

The LA Child Protection and Safeguarding Officer is Lisa Collins on 637148/07827 822 700 email: [lisa.collins@swansea.gov.uk](mailto:lisa.collins@swansea.gov.uk) or Simon Burnham-rees [simon.burnham-rees@swansea.gov.uk](mailto:simon.burnham-rees@swansea.gov.uk) and/or for more serious concerns on the threshold of a referral the Child and Family Information, Advice and Assistance Service (IAA) on 635700.

## Introduction

At Hendrefoilan Primary School Teachers and all non-teaching staff have a crucial role to play in recognising, recording, and referring indicators of abuse or neglect to the Designated Child Protection Teacher in school.

## Underpinning Values

Where there is a child protection issue, educational staff will work following the principles outlined in the [Safeguarding Wales Procedures](#):

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.

- Each child is unique. Action taken by child welfare organisations should be child-centered, taking account of a child's cultural, ethnic, and religious background, their gender, their sexual orientation, their ability, and any additional learning needs they may have.
- Children, Parents, and other Carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to, and consideration given to their understanding, wishes and feelings.
- Individual family members must be involved, where possible, in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other Carers should be plainly said and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in supplying support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

### **Safeguarding and Promoting Welfare:**

Safeguarding children is:

- Keeping children safe from harm such as illness, abuse, injury.
- Protecting children from maltreatment.
- Preventing impairment of children's health and development.

Promoting Welfare is:

- Ensuring children grow up with safe and effective care.
- Creating opportunities for best life chances to enter adulthood successfully.

### **Attendance at Child Protection Conferences:**

The Designated Child Protection Teacher will be expected to attend the first Child Protection Conference and any later Child Protection Review Conferences.

If a child is made subject to a Child Protection Plan, it may be more relevant for the class teacher or head of year to attend the later core group meetings.

### **Safer Working for Staff:**

Staff should keep their personal contact with children under review and look to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions should be taken when working alone with children is unavoidable:

- Work in rooms where there is a glass panel in the door or leave the door open.
- Make sure that other adults visit the room occasionally.
- Avoid working in isolation with children unless thought has been given to safeguards.
- Do not give out personal mobile phone numbers or private e-mail addresses
- Do not give pupils lifts home.
- Do not arrange to meet them outside school hours.
- Do not chat to or make friends with pupils on social networking websites.

Under the *Sexual Offences Act 2003*, it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

S21, Sexual Offences Act 2003 defines a person in a position of trust:

A person in a 'position of trust' is one who 'looks' after persons under the age of 18 who are receiving education at an educational institution, and the 'victim is receiving education and the offender is not receiving education at that institution. The Act also distinguishes between sexual offences committed by children against each other where sexual activity is exploitative and sexual activity, which is undertaken with mutual and informed consent.

Any use of physical force or restraint against pupils will be carried out and documented following the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from causing injury to themselves or others, parents will be informed. Children will never be punished by any form of hitting, slapping, shaking or other degrading treatment.

### **Recruitment, Supervision and Training for Staff:**

When recruiting new members of staff, the school follows the guidance given in *Safeguarding Children: Safer Recruitment in Education*.

Visitors and Supply Staff are given an induction sheets to read and sign before they start work.

Head teachers must ensure they keep two written references and the Disclosure and Barring Service (DBS) Disclosure prior to agreeing a start date. In addition to this, they must ensure that qualifications are verified.

Newly appointed staff will have initial training in Child Protection as part of their induction programme. They should be aware of the Wales Child Protection/Safeguarding Procedures as part of that induction programme.

They should also attend relevant Group A training provided through the Local Authority. Child Protection training given to each member of the service should be updated annually and attendance recorded.

Group B, C and D courses are also available for the Designated Child Protection Officers through the Child Protection and Safeguarding Officer and should be updated every three years and attendance recorded.

In addition to this, where appropriate interagency training opportunities will arise, details of which the Child Protection and Safeguarding Officer will routinely provide.

- *Further advice on CP and safeguarding matters can also be obtained from the Education Welfare Officer for all schools in the Swansea Bay Partnership. You can contact them on 635400. Or the Early Help Hub.*
- *Alternatively, you can contact the Child Protection and Safeguarding Officer, Lisa Collins on 637148/07827 822 700*
- *And/or for more serious concerns on the threshold of a referral the Child and Family Information, Advice and Assistance Service (IAA) on 635700.*

## **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 designated statutory agencies when a child is experiencing child welfare concerns.

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 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 Senior Lead (DSL) and the Headteacher (HT), have access to the child protection records. At all other times they should be kept securely in the My Concern database.

- *The DSL for Child Protection/Safeguarding for the School is Mrs Aimee Field – Head Teacher ([Fielda8@hwbcymru.net](mailto:Fielda8@hwbcymru.net)).*
- *The Deputy DSL for Child Protection/Safeguarding for the School is Mrs Rebecca Wisby – Acting Deputy Headteacher (DHT) ([WisbyR@hwbcymru.net](mailto:WisbyR@hwbcymru.net))*
- *The Inclusion Leader is also a DSL, Mrs Claire Davies ([Daviesc1035@hwbcymru.net](mailto:Daviesc1035@hwbcymru.net)).*
- *The Nominated Governor for Child Protection/Safeguarding the Chair of Governors (CoG), Mrs Dorothy Bennett ([Bennettd35@hwbcymru.net](mailto:Bennettd35@hwbcymru.net)).*

## **Prevention**

We recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult helps to safeguard pupils.

The school will therefore:

- Establish and support 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 Health and Wellbeing activities, 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 about childcare and parenting skills.

## Procedures

We will follow the Wales Child Protection Procedures that have been endorsed by the Local Safeguarding Children Board. Hendrefoilan will:

- Ensure it has a DSL for child protection who has undertaken the appropriate training.
- Recognise the role of the DSL and arrange support and training.
- Ensure every member of staff and every governor knows:  
The name of the DSL and their role and the designated governor for child protection.
- That they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board.
- How to take forward those concerns where the DSL 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 understand the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Ensure all staff undertake any agreed local authority child protection training relevant to their role.
- Supply a 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 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).

The DSL will:



- Refer and liaise with the Child Protection and Safeguarding Officer, Lisa Collins on 637148/07827 822 700 and/or the Child and Family Information, Advice and Assistance Service on 635700 and/or the Early Help Hub.
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries about child protection matters, including attendance at strategy meetings, initial/review child protection conferences and core group together with the submission of written reports to the conferences.
- Use the My Concern database to 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 at once.
- Ensure all records are kept secure.
- Report Child Protection matters and the progress of Looked After Children to the Governing Body termly.
- Adhere to the procedures set out in the Welsh Government circular
- <http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>.
- Ensure that recruitment and selection procedures are made following Welsh Government guidance 'Keeping Learners Safe' <http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf>.
- Appoint a governor for child protection who will oversee the school child protection policy and practice. Currently, this is the Chair of Governors, Mrs Dorothy Bennett.

### **Making a child protection referral**

All child protection referrals must be made via telephone in the first instance on, **Child and Family Information, Advice and Assistance Service on 635700**.

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 referral 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 All Wales Child Protection Procedures but can also be found for easy reference in Appendix A, Definitions, and Indicators of Child Abuse.

Our school acknowledges that some children can be more vulnerable to abuse, and we have specific child protection duties and responsibilities in relation to these.

### **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 try 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 on 'My Concern'

- Log in to My Concern as soon as it is practical to do so. Raise a new concern and 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 on My Concern in case they are required by a court.
- If you need to, use the body map on My Concern to show the position of injury or 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.
- If it is an urgent concern, go straight to a DSL and log on My Concern.
- If you need to add Team members, ask a DSL to do so.

## Final Steps

Once you have followed the above guidelines, pass the information on at once to the Designated Senior Lead and check they have received it. They will then have several options open to them, including contacting the local Social Services Team to seek their advice as to what should happen next. My Concern will automatically inform all the school's DSLs. However, if your concern is urgent, please report it to a DSL in person.

## Managing allegations against adults who work with children

### Allegations of Abuse against a Professional:

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member, governor or volunteer should therefore be taken seriously. Allegations of abuse made against staff, whether historical or contemporary, will be dealt with in the first instance by the Headteacher (HT) not a DSL (if the allegation is against the HT, then it will be dealt with by the CoG).

The HT (or CoG if the allegation is in respect of the HT), should make initial enquiries (but not investigate) to decide the nature and circumstances of the allegation. These first enquiries should show:

- That an allegation has been made
- What is alleged to have occurred
- When and where the episode(s) is/are alleged to have occurred
- Any other persons present

If after making these initial enquiries the HT considers unequivocally that the allegation is false because the circumstances of the allegation show that it is not possible for it to be true, they must discuss the matter with the CoG and the Child Protection and Safeguarding Officer, Lisa Collins on 637148/07827 822 700 to determine whether a referral to Children's services and/or the police is required.

If the HT or CoG receives an allegation, they will contact the Child Protection and Safeguarding Officer at once and together they will consider if the person/s concerned:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that shows s/he is unsuitable to work with children

This first conversation, between the HT and Child Protection and Safeguarding Officer will show the validity of any allegation and if a referral is needed to the Child Protection and Safeguarding Officer. Next steps may include:

- Investigation by children's social services department
- Police investigation if there is a criminal element to the allegation
- Matter passed back to the school and referral for an independent investigation as outlined within. This process will involve seeking guidance from the Human Resources Team.

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

In case of a child protection allegation being made against a member of staff, the person in receipt of that allegation must at once pass details of the concern to the HT or in their absence a member of staff with HT responsibilities. The HT will then contact the Child Protection and Safeguarding Officer, Lisa Collins on 637148/07827 822 700 to discuss the next steps in accordance with local arrangements.

*If a potential child protection allegation is made against the HT the member of staff in receipt of that allegation must contact the Child Protection and Safeguarding Officer, Lisa Collins on 637148/07827 822 700 or the Chair of Governors, Mrs Dorothy Bennett on 07824340510). The Chair of Governors will then contact LA Lead for Safeguarding on Child Protection and Safeguarding Officer, Lisa Collins on 637148/07827 822 700 to discuss the next steps in accordance with local arrangements.*

### **Abuse of position of trust**

Welsh Assembly Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. 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 crucial 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 on My Concern 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

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 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 not to be 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.

When a pupil on the Child Protection Register leaves the school, in addition to the standard transfer of information to the new school, the Designated Senior Person for Child Protection will make immediate contact with the Designated Senior Person for Child Protection in the new school in order to inform them that the child is on the Child Protection register and will seek urgent agreement from the Child Protection Conference Chair for the transfer of minutes of Child Protection Conference

meetings and Core Groups, together with other relevant Child Protection information, to the new school.

### **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 097/2013

<http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf>

### **Ending Physical Punishment in Wales**

There are lots of types of physical punishment. It can mean smacking, hitting, slapping and shaking. But there are other types too. It isn't possible to give a set list of what makes up physical punishment because it can be anything where a child is punished using physical force. Research suggests that any type of physical punishment could be harmful to children.

### **What's the law on physical punishment in Wales?**

- All physical punishment is illegal in Wales.
- Children have the same protection from assault as adults.
- This means the law is clear - easy for children, parents, professionals and the public to understand.

For more information, please click [here](#)

### **Protection is Prevention:**

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Pupils will be encouraged to discuss openly their use of technology and anything, which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection teacher should be informed at once).
- Pupils should not give out their personal details, phone numbers, schools, home address or computer passwords.
- Pupils should adhere to the school policy on mobile phones.

The school will involve the police if there is any criminal element to misuse of the internet, phones, or any other form of electronic media.

### **Resources:**

Safeguarding is important to all members of staff. The governing body must ensure that enough resources are made available to enable the necessary tasks to be carried out properly including attending meetings, collating, and writing assessment reports, and staff training. The Governing Body will also ensure that all Governors understand safeguarding issues and that policy and procedures are in place in school to safeguard and promote the welfare of all pupils in the school.

Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

## 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 does not act to prevent harm. Those known to them, or more rarely, by a stranger may abuse in a family, or in an institutional or community setting, children. A child is anyone who has not yet reached his or her 18<sup>th</sup> 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 expected of a similar child.

Everybody should:

- Be alert to potential indicators of abuse or neglect.
- Be alert to the risks that abusers may pose to children.
- Share their concerns so that information can be gathered to help 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.

### 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**

Enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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). Adult males do not solely perpetrate sexual abuse. 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 as far 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 often 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 about 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 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 because 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 aid and/or not attending appointments.
- Having few friends.
- Mentioning being left alone or unsupervised.

## **Abuse of Trust**

Welsh Assembly Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. Under the Sexual Offences Act, 2003, it is an offence for a person over 18.



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 several 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 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.

### **Asylum seeking children**

The Welsh Refugee Council, Displaced People in Action and Children in Wales have jointly developed a Teachers Resource Pack for Working with Asylum Seeker and Refugee Children.

Chapter 4.10 of the All Wales Child Protection Procedures covers unaccompanied asylum-seeking children along with the All Wales Practice Guidance on Safeguarding and Promoting the Welfare of Unaccompanied Asylum-Seeking Children and Young People.

Chapter 9 of Safeguarding Children: Working Together Under the Children Act 2004 provides multi-agency guidance on unaccompanied asylum-seeking children and young people.

### **Black minority ethnic pupils**

In 2011, the Welsh Government published guidance on bullying around race, religion, and culture.

The Equality Act 2010 combines existing law into a single legal framework. While many of the concepts of discrimination remain the same as in earlier equality legislation, some areas were not previously covered. Various types of discrimination apply to the school's provisions in the Act. In

2012, BAWSO3 published *Protecting Black and Minority Ethnic Children: An Investigation of Child Protection Interventions*. This study looked at the number of children BAWSO had worked with who had been on the child protection register between 2006 and 2011, to explore the issue of safeguarding children from black and ethnic minority backgrounds.

## **Bullying**

### **What is bullying?**

There is no legal definition of bullying in Wales or indeed in Great Britain. Therefore, the definition used in this guidance builds upon widely used principles established in the UK since 1998. For the purposes of this guidance, bullying is defined as: Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

### **What is not bullying?**

Some behaviour, though unacceptable, is not considered bullying. These instances will be dealt with in accordance with the school's behaviour policy to prevent an incident potentially escalating to become bullying.

The following examples are cases which would not normally be considered bullying:

- Friendship fallouts – a friendship feud may however deteriorate into bullying behaviour that is enabled by the fact that former friends have an intimate knowledge of the fears and insecurities of one another. Children and young people who are targeted by former friends feel the betrayal deeply and are often isolated from their former friendship group
- A one-off fight – the Welsh Government expects it to be addressed according to the school's behaviour policy unless it is part of a pattern of behaviour that indicates intentional targeting of another individual
- An argument or disagreement – between two children or young people is not regarded as bullying. Nevertheless, they may require aid to learn to respect others' views
- A one-off physical assault – the Welsh Government expects it to be stopped and addressed at once. Police involvement in cases where physical assault has happened may also be appropriate
- Insults and banter – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not considered to be bullying. If one learner uses banter to humiliate or threaten another who is powerless to stop it and made fearful by the act, the border between banter and bullying is likely to be crossed

Should an incident occur, we will act at once to prevent any repetition of the incident as follows:

- The HT or Deputy HT will deal with the matter:
- If the incident happens at lunchtime, the children involved will be kept apart from each other, the allegation logged, and a report made at once to the head or deputy for full investigation.
- All persons concerned with the incident will be interviewed.
- If the case is found proven against the pupil, the pupil will be warned as to future conduct, will be punished in a suitable manner and the incident logged.
- Parents will be informed by phone. A further incident will result in the parents being informed in writing.
- Repeated incidents may result in suspension and/or exclusion, dependent upon the time lapse between the first and third incident.

If you require more information the school's bullying policy is available in the documents section of the website along with the "Statutory guidance for governing bodies of maintained schools." "Challenging bullying Rights, respect, equality: (WG November 2019). Welsh Government guidance Respecting Others: Anti-Bullying Guidance (24/2003) provides information on tackling bullying in schools and the steps to be taken to support children and young people who report bullying outside school. It offers guidance on:

- Bullying around race, religion, and culture.
- Bullying involving children with special educational needs and disabilities.
- Homophobic bullying.
- Sexist, sexual, and transphobic bullying.
- Cyberbullying – advances in communication technologies, and access to them by children and young people, has required schools to be vigilant and innovative in finding solutions to their misuse.

Tackling Hate Crimes and Incidents: The Welsh Government also launched A Framework for Action in May 2014. The Welsh Government has funded a children and young person's helpline through MEIC Cymru and a National Hate Crimes and Incidents Centre through Victim Support Cymru.

### **Child abuse images and the internet**

Accessing abusive images of children is not a victimless action. Those who access inappropriate images of children are contributing to, and encouraging, continuing abuse of those children. Those children are victims of serious abuse and the abusers, whether the perpetrators of the first abuse or those who access the images, should be subject to appropriate and proportionate criminal action.

There is also growing concern about the exposure of children to inappropriate material via interactive communication technology, e.g., adult pornography and/or extreme forms of obscene material. Allowing or encouraging a child to view such material over an appreciable period may call for further enquiry. Children themselves can engage in text bullying and use mobile camera phones to capture violent assaults of other children for circulation.

Chapter 5.5 of the All Wales Child Protection Procedures covers indecent images of children and the internet.

Chapter 9 of Safeguarding Children: Working Together under the Children Act 2004 includes a section on child abuse images, the internet and information technology.

Further guidance, training and support is available from the Child Exploitation and Online Protection Centre (CEOP). CEOP works to protect children, families, and society from paedophiles and sex offenders; in particular, those who look to exploit children sexually online.

### **Child abuse linked to belief in witchcraft or other spiritual beliefs**

Chapter 9 of Safeguarding Children: Working Together Under the Children Act 2004 contains guidance on child abuse linked to belief in possession or witchcraft, or in other ways related to spiritual or religious belief. The Welsh Government also published separate guidance in May 2008 on Safeguarding children from abuse linked to a belief in spirit possession.

### **Educational and medical neglect**

Child neglect falls into four main categories: physical, educational, emotional, and medical neglect. A prevalence study carried out by the NSPCC<sup>4</sup> in the UK shows that neglect was the most prevalent type of maltreatment in the family for all age groups and child neglect is the main reason children in Wales were subject to a child protection plan.

Consequences include an array of health and mental health problems including developmental delay, emotional and behavioural difficulties, lower IQ and poor school performance and difficulty with friendships and keeping relationships.

Educational neglect involves the failure to ensure a child receives an adequate and suitable education and not supporting a child in their learning.

Medical neglect is the failure to provide appropriate health care for a child. A parent may not recognise when a child needs medical attention, may refuse medical care for a child, or may not start or administer the recommended treatment as directed by a healthcare professional. This also includes dental neglect, where a child may have severe untreated dental decay.

Staff members concerned about child neglect should report their concerns to the Designated Senior Professional. They should always apply basic safeguarding children principles including sharing information across agencies and being child focused. Safeguarding Children: Working Together under the Children Act 2004 and the All Wales Child Protection Procedures both define child neglect and outline professionals' duties and responsibilities to act on concerns.

Leaflets have been produced by NSPCC that summarise what is known about the key features to help show neglect and emotional abuse in pre-school children, children aged 5-14 and teenagers. These can be downloaded from: <https://learning.nspcc.org.uk/research-resources/2014/neglect-emotional-abuse-children-aged-5-14-core-info-leaflet>.

## **Children and young people in the youth justice system**

In October 2014, the Youth Justice Board for England and Wales published Commitment to Safeguard in which it outlined its role and commitment to safeguarding children and young people in the youth justice system.

## **Children living away from home or in temporary accommodation**

Chapter 9 of Safeguarding Children: Working Together Under the Children Act 2004 includes guidance on children living away from home and children of families living in temporary accommodation. Chapter 4.2 of the All Wales Child Protection Procedures covers children living away from home.

## **Child sexual exploitation (CSE)**

The Welsh Government's statutory guidance on Safeguarding Children and Young People from Sexual Exploitation is designed to assist teachers and other professionals in preventing CSE by:

- Developing local prevention strategies.
- Identifying those at risk of being sexually exploited.
- Enabling action to safeguard and promote the welfare of children and young people who are being, or may be, sexually exploited.

- Supporting action against those intent on abusing and exploiting children and young people in this way.

The All Wales Protocol includes the Sexual Exploitation Risk Assessment Framework, which enables safeguarding actions to be linked to evidence of risk, facilitating both preventive action and appropriate interventions. It is designed to inform suitable responses in relation to children and young people's safeguarding needs. School staff should be alert and competent to identify and act upon concerns that a child is vulnerable to, at risk of, or experiencing abuse through CSE.

### **Children who may have been trafficked**

The Wales Practice Guidance for Safeguarding Children Who May Have Been Trafficked sets out the required response to effectively safeguard children who are abused and neglected by adults who traffic them into and within the UK for purposes of exploitation.

The Sexual Offences Act 2003 introduced new wide-ranging offences covering trafficking into, out of or within the UK, for any form of sexual offence. These offences carry a 14-year maximum penalty.

The Asylum and Immigration (Treatment of Claimants, etc.) Act 2004 introduced a new offence of 'trafficking for exploitation', which covers trafficking for forced labour and the removal of organs.

The UK has international obligations in relation to trafficking under the UN Palermo Protocol, the EU Framework Decision on Trafficking for the Purposes of Sexual and Labour Exploitation, and the Council of Europe Convention on Action against Trafficking in Human Beings.

In 2008, the Welsh Government published Safeguarding Children who may have been trafficked. This provides good practice guidance to professionals and volunteers from all agencies to help them effectively safeguard children who are abused and neglected by adults who traffic them into and within the UK to exploit them.

In 2011, the Home Office published its Strategy on Human Trafficking. This places emphasis on raising awareness of child trafficking and ensuring child victims are safeguarded and protected from re-trafficking.

The NSPCC's Child Trafficking Advice Centre (CTAC) is a specialist national service that provides free advice and support to professionals concerned that a child or young person may be a victim of trafficking. Call CTAC for advice, information, and support on 0808 800 5000 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Children missing education**

The Welsh Government has published statutory guidance to help prevent children and young people from missing education. It provides a practical toolkit to identify children and young people missing education.

### **Children who run away/missing children**

The All Wales Child Protection Procedures includes a protocol on children who go missing <http://www.awcpp.org.uk/home/wales-protocols/>. The protocol applies to all children and young people up to the age of 18 and covers:

- Children who go missing who are living within their families.
- Children who are looked after by the local authority who go missing from their placement (including children on remand).

## **Disabled children**

Chapter 9 of Safeguarding Children: Working Together under the Children Act 2004 includes guidance on abuse of disabled children.

Chapter 4.7 of the All Wales Child Protection Procedures covers abuse of disabled children. Where there are concerns about the welfare of a disabled child, they should be acted upon in accordance with the All Wales Child Protection Procedures, in the same way as with any other child. The same thresholds for action apply. It would be unacceptable if poor standards of care were tolerated for disabled children, which would not be tolerated for non-disabled children. Where a disabled child has communication or learning difficulties, special attention should be paid to communication needs, ascertaining the child's perception of events, and his or her wishes and feelings.

The Equality Act 2010 covers discrimination law, further strengthening the law to support progress on equality. The Act protects pupils from discrimination, harassment and victimisation based on protected characteristics. Disability is a protected characteristic.

Part 6 of the Equality Act sets out the duties of schools and local authorities under the Equality Act 2010.

## **E-Safety**

The growth of different electronic media in everyday life and an ever-developing variety of devices including PCs, laptops, mobile phones and webcams pose an additional risk for our children. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at school.

Pupils can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping).

The best protection is to make pupils aware of the dangers through curriculum teaching particularly Health and Wellbeing and Relationships and Sexuality Education (RSE).

The Welsh Government encourages schools to make full use of social technologies to engage learners and improve learning outcomes, while also developing learners to be confident and competent digital citizens. In March 2013, the Minister for Education and Skills published a written statement on the safe and responsible use of social networking sites in education and asked local authorities to work with the Welsh Government on a new and more positive approach. This recognised that for children to develop the skills and knowledge to become confident digital citizens, they need to understand how to use the internet safely, both under supervision and independently.

To help children and young people stay safe online, a new e-safety zone has been created on Hwb – the national digital content repository. This provides resources, news, and research on staying safe in the digital space by adopting appropriate behaviours and a positive digital presence. It hosts e-safety resources for all schools to help teachers raise awareness of e-safety issues with parents and pupils.

In October 2014, 360-degree safe Cymru, an e-safety self-review tool was launched. This allows schools to review their e-safety policies and practices. It provides template policies, in addition to links to good practice guidance, and allows schools to identify areas of strength and weakness and benchmark their progress and improvement against other schools.

In October 2014, the Digital Literacy and Citizenship Resource were launched. This resource is designed to be used in classrooms to empower pupils to think critically, behave safely, and take part responsibly in our digital world. These free materials, covering foundation phase up to key stage 4/5, are flexible and adaptable. This allows teachers to choose from units from other year groups, for example, in response to events in school, or to recognised national changes in online trends.

### **Fabricated or induced illness (FII)**

Chapter 5.3 of the All Wales Child Protection Procedures contains a fabricated illness protocol.

In 2008 the Welsh Government published Safeguarding Children in Whom Illness is Fabricated or Induced.

Any information or concern that a child is at immediate risk of, FII should result in an immediate child protection referral.

### **Female genital mutilation (FGM)**

The All Wales Child Protocol on Female Genital Mutilation provides advice on safeguarding girls from FGM.

The Home Office has also produced multi-agency guidelines, which outline the actions that should be taken by front-line professionals, such as teachers, health professionals, police officers and social workers, to protect girls and women and offer them the support they need.

In the UK, all forms of FGM<sup>5</sup> are illegal under the Female Genital Mutilation Act 2003. It is an offence (regardless of their nationality and residence status) to:

- Perform FGM in the UK.
- Assist the carrying out of FGM in the UK.
- Assist a girl to carry out FGM on herself in the UK.
- Assist from the UK, a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

The Act also makes it an offence, for the first time, for UK nationals or permanent UK residents to:

- Perform FGM abroad.
- Assist FGM carried out abroad by a UK national or permanent UK resident – this includes taking a girl abroad to be subjected to FGM.

- Assist from outside the UK for FGM to be carried out abroad by a non-UK person on a girl or woman who is a UK national or permanent UK resident – this includes taking a girl abroad to be subjected to FGM.
- Assist a girl to perform FGM on herself outside the UK, even in countries where the practice is legal.

Any information or concern that a child is at immediate risk of, or has undergone, FGM should result in an immediate child protection referral.

If you have concerns that a girl or young woman may be taken overseas for FGM then you should also contact the Foreign and Commonwealth Office. FORWARD is a UK organisation, which provides support, counselling and safe space for girls and women to talk about their experiences. They can also educate and work with families to prevent FGM happening to any other girls in the family.

The NSPCC has a 24-hour helpline for anyone who is worried a child is at risk of or has had FGM. You can call 0800 028 3550 or you can email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk).

### **Forced marriage and honour-based violence**

HM Government's Multi-agency practice guidelines: Handling cases of Forced Marriage, updated in August 2014, provides systematic advice to professionals, including teachers.

It complements the statutory guidance The Right to choose which came into force with the launch of the Forced Marriage (Civil Protection) Act in November 2008 and sets the broader strategic responsibilities of chief executives and senior managers in tackling forced marriage locally.

The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether the forced marriage takes place).
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they are pressured to or not).
- Breaching a Forced Marriage Protection Order.

The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted. Details of the new law can be found on the Legislation website.

Forced Marriage and Learning Disabilities: Multi-Agency Practice Guidelines helps professionals dealing with the forced marriage of people with learning disabilities. It is designed to help raise awareness and support practitioners in identifying the warning signs of this complex and often hidden practice.

Chapter 9 of Safeguarding Children: Working Together under the Children Act 2004 includes guidance on forced marriage.

If there are concerns that a child (male or female) is in danger of a forced marriage, schools and FE institutions can contact the UK Government's Forced Marriage Unit, where experienced caseworkers are able to offer support and guidance. Call 020 7008 0151 between 9am-5pm Monday to Friday or email [fmunit@fco.gov.uk](mailto:fmunit@fco.gov.uk)



## Foster care, including private fostering

The Children Act 2004 sets up the duty of all local authorities to promote awareness of the need to let them know about any privately fostered children living in their area.

In 2011, the Welsh Government published Protecting Children, Supporting Foster Carers: A Toolkit for Dealing with an Allegation of Abuse to assist fostering services in the public and independent sectors, and child protection managers in dealing with allegations against foster carers.

Teachers and other professionals should notify the local authority of any private fostering arrangement that comes to their attention where they are not satisfied that the local authority has been, or would be, notified of the arrangement. It is good practice to inform the foster parents of the referral but if it is considered that this could place the child at risk of harm then it is not necessary to obtain consent.

The Children Act 1989 creates several offences in connection with private fostering, including failure to notify an arrangement or to follow any requirement or prohibition imposed by the authority. The Children Act 2004 strengthens local arrangements for notification. Paragraph 7A of Schedule 8 to the Children Act 1989, requires local authorities to promote awareness in their area of notification requirements, and to ensure that such advice as appears to be needed is given to those concerned with children who are, or are proposed to be, privately fostered. This will include parents and private foster carers.

## Gender-based violence, domestic abuse, and sexual violence

The Welsh Government has adopted the following definitions in the Gender based Violence, Domestic Abuse and Sexual Violence (Wales) Bill.

- **Domestic abuse** is physical, sexual, psychological, emotional, or financial abuse where the victim is associated with the abuser.
- **Gender-based violence** is violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation, female genital mutilation and forced marriage.
- **Sexual violence** includes sexual exploitation, sexual harassment, or threats of violence of a sexual nature.

People can be victims of domestic abuse within heterosexual, lesbian, gay, bisexual, and transgender relationships. They can also suffer abuse from other family members. However, men against women and their children perpetrate most domestic abuse. Young women aged 16 to 24 years are most at risk of being victims of domestic abuse.

The Service Framework to meet the needs of people with Domestic Abuse and Substance Misuse Problems is designed to assist domestic abuse and substance misuse care planners, commissioners, and providers, to show robust links between domestic abuse and substance misuse services, which will provide a seamless care pathway for all clients.

The All Wales Child Protection Procedures includes the All Wales Practice Guidance on Safeguarding Children and Young People Affected by Domestic Abuse to support practitioners in responding to concerns.

The Gender-based Violence, Domestic Abuse and Sexual Violence (Wales) Bill is a key priority for the Welsh Government. Alongside a package of additional policy measures, it will build on the progress made under the 'Right to be Safe' Strategy (2010), for tackling all forms of violence against women and domestic abuse, which includes advice on 'enhancing our response in schools.' The draft legislation focuses on three specific areas: improving leadership and accountability, improving education and awareness, and strengthening services in Wales. Statutory guidance to support the legislation will be published when the legislation becomes law, and the Welsh Government will consider how this guidance might impact on safeguarding arrangements in education.

## **Operation Encompass**

We are an Operation Encompass School. Operation Encompass is a police and education early information sharing partnership enabling schools to offer immediate support for children and young people experiencing domestic abuse. Information is shared by the police with a school's trained Key Adult (DSL) prior to the start of the next school day after officers have attended a domestic abuse incident thus enabling appropriate support to be given, dependent upon the needs and wishes of the child.

Children experiencing domestic abuse are negatively affected by this exposure; domestic abuse has been named as an Adverse Childhood Experience and can lead to emotional, physical, and psychological harm. Operation Encompass aims to mitigate this harm by enabling immediate support, making a child's day better and giving them a better tomorrow. Operation Encompass and the school believes that children are victims of domestic abuse and should be acknowledged as such.

## **Link between domestic abuse and child abuse**

There is a strong link between domestic abuse and the abuse and neglect of children. One in three child protection cases shows a history of domestic violence to the mother. Young people in violent households either are more likely to be injured and abused, directly or while trying to protect their parent. One in five child abuse cases dealt with by the NSPCC involves domestic abuse. In ninety percent of those cases, young people are present in the home and are affected while abuse is going on; and in about half the cases, there is abuse to the young person too.

The Lead DSL, Mrs Field, has attended Operation Encompass Training (October 2019) and the school is fully supports this initiative.

## **Physical contact with pupils, including restraint**

Under section 93 of the Education and Inspections Act 2006 all school staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- Causing personal injury to or damage to the property of, any person (including the pupil himself).
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by Section 548 of the Education Act 1996.

In 2005, the Welsh Government issued the Framework for Restrictive Physical Intervention Policy and Practice to provide advice to all statutory agencies to enable a common framework of principles and expectations. In 2014 specific guidance to education services on Safe and effective intervention: The use of reasonable force and searching for weapons was issued.

A school's policy on use of force should be consistent with, but not necessarily part of, its behaviour policy. The Welsh Government guidance on the promotion of positive behaviour and school behaviour policies can be found on the [school website](#). It should also be consistent with the school's policies on child protection, health, and safety.

## **Radicalisation**

In 2011, Welsh Government published guidance Respect and resilience: Developing community cohesion – a mutual understanding for schools and their communities, which sets out the role that schools have in developing and supporting strategic approaches to promoting and keeping community cohesion and eradicating violent extremism.

In 2012, the UK Government launched a refocused Prevent strategy. This strategy held aims to:

- Respond to the ideological challenge of terrorism and the threat from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

Channel, a key element of the Prevent strategy, is a multi-agency approach to protect people at risk from radicalisation. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. Channel uses existing collaboration between statutory safeguarding partners (such as local authorities, the police, and the NHS, youth, and offender management services) to:

- Identify individuals at risk of being drawn into terrorism.
- Assess the nature and extent of that risk.
- Develop the most appropriate support plan for the individuals concerned.

For more information about the Home Office's radicalisation awareness training product Workshop to Raise Awareness of Prevent (WRAP) email [WRAP@homeoffice.x.gsi.gov.uk](mailto:WRAP@homeoffice.x.gsi.gov.uk).

## **Sexually active young people**

The Sexual Offences Act 2003 sets the legal age for sexual activity at 16. Its further states that children under the age of 13 are of insufficient age to give consent to sexual activity. In law, sexual

activity with a child under the age of 13 years is a serious offence and reflects society's view that children of less than 13 years of age should not be sexually active and that their level of vulnerability to exploitation and sexual grooming is potentially significant.

All young people, regardless of gender, or sexual orientation who are believed to be engaged in, or planning to be engaged in, sexual activity must have their needs in respect of their health, education, support and/or protection assessed by the agency involved. This assessment must be carried out in accordance with the All Wales Child Protection Procedures. Professionals working with young people should be fully aware of the 5 points of the Fraser guidance in respect of the young person's capacity:

- The young person will understand the professional's advice.
- The young person cannot be persuaded to inform their parents.
- The young person is likely to begin, or to continue having, sexual intercourse without contraceptive treatment.
- Unless the young person receives contraceptive treatment, their physical or mental health, or both, are likely to suffer.
- The young person's best interests require them to receive contraceptive advice or treatment with or without parental consent.

The All Wales Child Protection Procedures includes a protocol on safeguarding and promoting the welfare of sexually active young people (chapter 5.4) and is designed to identify where these relationships may be abusive and where children and young people may need to be safeguarded.

### *Children under the age of 13*

Under the Sexual Offences Act 2003, children under the age of 13 are of insufficient age to give consent to sexual activity. In all cases where the sexually active young person is under the age of 13, a full assessment must be undertaken by the agency involved. Each case must be assessed individually, and consideration must be given to making a child protection referral to social services.

A decision not to refer to social services can only be made following discussion of the case with the child protection lead within the professional's employing agency. When a referral is not made, the professional and agency concerned is fully accountable for the decision and the reasons for the decision must be clearly recorded.

When a girl under the age of 13 is found to be pregnant, a referral must be made to social services where an initial assessment will be completed and a strategy meeting or /discussion will take place, which will include representatives from health and education.

Safeguarding Children: Working Together under the Children Act 2004 (chapter 8, paragraph 8.29) states that where agencies have concerns that a criminal offence might have taken place then the case should be referred to the police at once.

Disclosures made by older visitors/volunteers/work experience pupils - young people aged between 13 and 16

The Sexual Offences Act 2003 reinforces that, while mutually agreed, non-exploitative sexual activity between teenagers does take place and that often no harm comes from it, the age of consent should remain at 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such.

Sexually active young people in this age group will still need to have their needs assessed using the All Wales protocol. Discussion with social services will depend on the level of risk or need assessed by those working with the young person. Consideration should be given to making a referral if the young person becomes pregnant or has a miscarriage or planned termination.

This difference in procedure reflects the position that, while sexual activity under 16 remains illegal, young people under the age of 13 are not capable of giving consent to sexual activity.

### *Young people aged between 17 and 18*

Although sexual activity is no longer an offence over the age of 16, young people under the age of 18 are still offered the protection of child protection procedures under the Children Act 1989. Consideration needs to be given to issues of sexual exploitation through prostitution and abuse of power in circumstances. Young people can still be subject to offences of rape and assault and the circumstances of an incident may need to be explored with a young person.

For young people over the age of 16 and under the age of 18, there will be an imbalance of power and the child or young person will not be deemed able to give consent if the sexual partner is in a position of professional trust or is a family member as defined by the Sexual Offences Act 2003.

## **Substance misuse**

The Advisory Council on the Misuse of Drugs' (ACMD) report Hidden Harm – Responding to the needs of children of problem drug users estimated that there could be as many as 17,500 children and young people in Wales living in families affected by parental drug misuse, and that 64,000 Welsh children may be adversely affected by parental alcohol problems.

Chapter 9 of Safeguarding Children: Working Together under the Children Act 2004 includes a section on safeguarding the children of substance misusing parents.

The Welsh Government's Substance Misuse Delivery Plan 2013 – 2014 supports its 10-year strategy Working Together to Reduce Harm: The Substance Misuse Strategy for Wales 2008-2018 and sets out the actions to be taken to reduce the harm caused by substance misuse.

Guidance for Substance Misuse Education was published in July 2013. The guidance provides detailed information relating to the delivery of appropriate substance misuse education according to curriculum requirements and specific need, and substance misuse incident management including support, legislation, and good practice.

Working Together to Reduce Harm: The Substance Misuse Strategy for Wales 2008-2018 places emphasis on prevention work with children and young people in relation to both alcohol and other substances. The Welsh Government aims to reach a position where no one in Wales is ignorant either of the consequences of misusing drugs or alcohol, or where they can seek help and support.

School-based counselling services also provide personal support for children and young people who wish to discuss their problems, including substance misuse, with an independent adviser. The Welsh Government's National Strategy on School based Counselling Services in Wales highlights the need for counselling services to develop protocols for working with other agencies, including referrals to substance misuse agencies.

The Welsh Substance Misuse Helpline, DAN 24/7, provides easy access 24 hours a day to information and advice, including where to access further support or treatment.

## **Suicide**

Talk to Me: the national action plan to reduce suicide and self-harm in Wales was published in 2009. The action plan is aimed at people who are at highest risk. The plan has seven key commitments, and these are to:

- Promote mental health and wellbeing.
- Deliver early intervention.
- Respond to personal crisis.
- Manage the consequences of suicide and self-harm.
- Promote learning, research, and improve information on suicide and suicide prevention.
- Work with the media to ensure appropriate reporting on mental health and suicide.
- Restrict access to the means of suicide.

The Help is at Hand self-help guide is for the benefit of those bereaved by suicide and was published in 2013. It is aimed at a wide range of people who are affected by suicide or unexplained death, not just relatives or friends, but also healthcare and other professionals who meet bereaved people, to assist them in providing help and to suggest how they themselves may find support if they need it.

## **Teenage intimate partner abuse**

There is emerging evidence that abuse within young people's relationships at least mirrors the levels of prevalence seen in adult relationships and the data, which outlines significant levels of high-risk abuse.

Recent work by Co-ordinated Action against Domestic Abuse (CAADA) found most teenage victims in the study were experiencing abuse perpetrated by a current or ex-intimate partner and were not living with the perpetrator. Teenage victims were more likely than adult victims to be abused by more than one perpetrator.

Young person relationship abuse affects both genders, although more girls reported that the abuse was repeated, and that severity worsened after the relationship had ended. Girls also reported a greater negative impact on their welfare than boys. Although research findings show that girls experience this type of abuse more often than boys do, they experience the impact differently. Girls report a much more significant negative impact while boys tend to minimise the impact of violence. Boys also tend to minimise their own use of violence and may refer to it as 'messaging around' (NSPCC 2009).

Boys are also affected by gender stereotypes and may feel under pressure to behave in an overtly masculine or 'macho' way towards girls and women. Gender equality education can help to address the media portrayal of both genders and help to engage both boys and girls to identify healthy and unhealthy relationships.

Abuse may take the form of physical, sexual, emotional, and overtly controlling behaviour, which might involve stopping the young person from seeing their friends or going out, telling them what they can and cannot say, threatening them or isolating them from friends and family.

### *Risk indicators*

Education professionals may not directly see any of these behaviours but may see signs that a young person is in an abusive relationship.

Experiencing relationship abuse can have a detrimental effect on the young person's educational participation and achievement. They may start missing lessons or not completing homework, and the quality of their work may suffer. If a young person does not feel safe, they may avoid coming to school altogether or stay late rather than having to meet their girlfriend/boyfriend outside school.

### *Responding to concerns*

Concerns should be reported in the same way as all other safeguarding issues using My Concern. The NSPCC and the Association of Teachers and Lecturers have written a checklist for developing relationship abuse policies within schools. It is available at [www.nspcc.org.uk/relationshipabuse](http://www.nspcc.org.uk/relationshipabuse).

Abuse in young people's relationships tends to escalate more quickly than adult relationships and is likely to be as or more severe in its nature. Whilst schools and colleges can provide safe havens for young people at risk, it is also possible that a victim and the person who is abusing them will attend the same school or college and/or be part of the same social circle.

### *Proactive approaches*

Teaching what constitutes a healthy relationship, through [Relationship and Sexuality Education](#), is central to safeguarding. Implicit within this is challenging stereotypes, such as female passivity and male aggression, and recognising that relationship abuse can happen to anyone, no matter what their gender, social background, or sexual orientation.

As part of the safeguarding response to relationship abuse, schools should identify strategies to support pupils who show abusive behaviour to change their behaviour. These strategies could include involvement of parents, if appropriate, referral to counselling and other forms of support, or finding a specific programme for young people who are abusive in their relationships.

## **Health and Safety**

The school has a Health and Safety Policy, which is checked regularly by the school Governing Body. The HT and Governors oversee the Policy and staff must report any concerns to the HT who will either carry out or arrange an initial examination, assessing what remedial action needs to take place. The Policy addresses fire drills, and efficient emergency evacuation from the building, health and safety risk assessments, fire risk assessments and procedures for addressing critical incidents.

## **Equal Opportunities**

The school's statement on Equal Opportunities states:

Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this. Further details are provided within the school's Equal Opportunities Policy, which is published as a separate document.

This statement is published in the School Prospectus and the school's Equal Opportunities Policy.

## **Harassment and Discrimination**

The school's response to issues of harassment and discrimination is included within the Equal Opportunities Policy/are addressed in a separate document. The school will not tolerate any issues of harassment and discrimination, whether carried out by adults or children, and its response to such issues is included within the above Policy.

### **Racist Abuse**

Along with its Equal Opportunities Policy, the school also has a Race Equality Policy. It is important to the Governing Body for pupils at the school to be prepared to live in an ethnically diverse society. The school will make every effort to promote racial equality and harmony by preventing and challenging racism. Racism is tackled in both the [Religion, Values and Ethics](#) curriculum and the [Locally Agreed Syllabus for RVE](#). Information about the strategies used by the school to address allegations of racism are set out in its separate Race Equality Policy. The children take part in discussions and lessons from Show Racism the Red Card designed to raise awareness and address prejudices. From time to time, visitors work with the children for example the Minister of the Economy, Vaughan Gething, visited the school to talk about the outstanding partnership work with Show Racism the Red Card based on the World Football Cup. Finally, all racist incidents are reported to the Local Authority and Governing Body when they occur.

### **Drug and Substance Abuse**

The school keeps a separate Drug and Substance Misuse Policy, which is linked to the school's Behaviour Policy, and provides appropriate support for any children who may be involved in drug and substance abuse. In addition, these issues are addressed, on a regular basis, as part of the curriculum and further details are provided in the school's separate policy on Drug and Substance Abuse.

### **First Aid**

The school has trained members of staff who take responsibility for First Aid.

The staff First Aiders are:

- Aimee Field L2
- Ingke Schocker L2
- Craig McNaughton Level 2
- Katie Griffiths L3
- Caroline Lingard L3

First Aid equipment is stored in the Foundation Phase and Key Stage 2 First Aid cupboards and a travel First Aid kit is available for off-site activities. Detailed procedures as to action to be taken in case of an accident or a child falling ill are included within the First Aid Policy, which is a separate document. When administering first aid, staff are required to wear personal protective equipment, as necessary.

### **Pupils with Medical Conditions**

The school's stance in relation to the administration of medication is that members of staff will only give medicines when the parent has completed and signed the appropriate form requesting that staff administer medication. The decision to meet the request is at the discretion of the Headteacher/or members of staff will only give medication when the requirement is set out in a Healthcare Plan



provided through the school Nursing Service. Teachers are entitled to refuse to administer medication and, in case of a pupil attending the school who requires medication, either on a regular or emergency basis, arrangements will be made for non-teaching staff to administer the medication if teachers are not prepared to undertake this task. Appropriate training is supplied for staff required to administer such medication as EpiPens.

For matters of an intimate nature, arrangements for support of such pupils within the school will be agreed prior to admission of the pupils and every effort will be made to support the dignity of the young person involved.

Further details in relation to administration of medication are provided in the school's Administration of Medication Policy and the school's Prospectus.

### **Relationships and Sexuality Education (RSE)**

The provision of RSE is addressed through a [locally agreed syllabus](#) covering this aspect. Lessons are covered by the Classteacher or the school's nurse. RSE is also addressed in the school's Health and Wellbeing Policy, the Curriculum Policy and the Prospectus.

### **Safeguarding in the Curriculum**

The school's curriculum addresses Safeguarding issues in two ways. In the first instance, the curriculum, in subjects such as personal and social education, discusses relevant issues with the children and topics such as drugs, sex and relationships are included within this subject. Children are encouraged to explore and discuss these issues. Secondly, the curriculum is designed so that safety issues within each subject are discussed, and safe practices taught for example using equipment properly in Health and Wellbeing and Science and Technology. The school audits all its schema to ensure that Safeguarding is addressed. At all times, appropriate staffing levels are provided within the teaching environment and, when children are taught offsite, the required adult: pupil ratios are kept. The school will use visiting speakers, where appropriate, to enhance the learning experiences of the children and young people.

### **Safety on Educational Visits**

*The member of staff responsible for educational visits is Aimee Field, HT*

The school uses the Evolve system of reporting educational visits and all educational visits are carried out in accordance with the Local Authority's guidance on undertaking educational visits and this guidance includes adult: pupil ratios, the organisation of transport, ensuring a DBS check of the transport driver, appropriate comfort breaks, appropriate curricular opportunities, and means of emergency communication. Further details are provided in the school's Educational Visits Policy, which is a separate document.

### **Attendance**

It is recognised that children who truant by either not attending school when their parents believe that they are there or who abscond from school without permission, place themselves at risk and, therefore, the school keeps a separate Attendance Policy. This addresses such issues as procedures for parents to report the illness of a child, contact with the home in case of an absence, the involvement of the Education Welfare Officer. Publication of attendance rates and reporting of information, in respect of attendance to the Governing Body and the Local Authority. In addition, it

includes positive measures to encourage children to attend regularly and punctually at the school. It also refers to the Authority's entitlement to take legal action against parents who do not ensure good attendance and punctuality and follows the LAs Attendance Pathway.

## **Safe Recruitment**

The school adheres to the Authority's guidance in relation to safe recruitment and this includes the involvement of a Governor or member of staff who has undertaken Safer Recruitment training, provided by Powys Human Resources, on all appointment committees, the inclusion of safeguarding questions in the interview and the taking up and retention of written references for successful candidates. The Headteacher ensures that all staff, and volunteers working with children are in possession of a valid DBS certificate. Arrangements for recruitment are set out in a separate recruitment policy.

### *Induction*

All new members of staff and new volunteers are provided with induction in relation to their role and this induction, either before the role is taken up at the school or immediately after the role is taken up at the school includes being given a copy of the Swansea Safeguarding publication entitled 'A Quick Guide to Child Protection.' It is expected that the member of staff/volunteer will read this. Understanding of the document will be clarified through a conversation between the member of staff/volunteer and the Designated Teacher for Child Protection, or their Deputy.

### *Welcoming Visitors*

Arrangements for the welcoming of visitors are included within the site security policy and normal operating procedures. Staff, visitors and approved contractors sign in using the Inventory system in the school foyer.

## **Behaviour and Discipline**

Issues of behaviour and discipline are addressed in separate policies, and these include such issues as rewards for appropriate behaviour and sanctions where behaviour is inappropriate.

## **Photographing and Videoing**

The issue of photographing and videoing school events is addressed in a separate policy.

## **Whistleblowing**

Whistleblowing is covered in a separate policy. If members of staff have any concerns about the behaviour or intentions of any person within the building, school grounds or in the proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

## **Communication with Parents and Learners**

The school makes parents aware of its Safeguarding Policy and Procedures, and the need to share information with other agencies, if necessary, when admitting pupils. On admitting pupils, the school will also seek clarification as to who has parental responsibility, in respect of the pupil, and, in relation

to non-custodial parents, will ensure that they receive their entitlement in respect of information regarding school events, as provided to any other parent, and reports on progress in respect of the pupil(s) concerned. Pupils are made aware of what to do if they have a concern through discussions in Health and Wellbeing, RSE and RVE lessons and information posters placed around the school.

### **Activities beyond the School Day**

All school activities, which extend beyond the school day, including breakfast clubs, out of school clubs, lunch time activities and educational visits, are fully covered by the school's Safeguarding and Child Protection policies. Any issues of a Child Protection concern and consideration of Safeguarding matters that relate to these activities are responded to in accordance with the school's Child Protection Policies and Procedures. When outside bodies make use of the school premises, outside of the school day, for example community activities on school premises, the organisers of these activities must assure the headteacher and the designated teacher for Child Protection that they have in place appropriate Child Protection and Safeguarding policies which reflect the All Wales Child Protection Procedures if their activities involve children. The governing body reserves the right to end agreements for the use of the school premises, outside of the school day, where it is their responsibility, if they become aware of failings in terms of Child Protection or Safeguarding. In instances where the governing body does not have the authority to end the arrangement, it will ensure that such matters are referred, as a matter of urgency, to the controlling body.

### **Links with Other Policies:**

This document should also be considered within the context of other policies and documents relating to our work with children and young people. These might include, for example, documents concerning drug and alcohol abuse, domestic violence, neglect, and families where there are mental health concerns.

### **Key Documents Are:**

- [Wales Safeguarding Procedures](#)
- [The Law on Physical Punishment in Wales](#)
- Children Act 1989
- Human Rights Act 1989
- United Nations Rights of the Child
- Social Services & Wellbeing (Wales) Act 2014
- Local Safeguarding Children's Boards Regulations 2006
- The Children & Young Peoples Plan (Wales) Regulations 2007
- Keeping Learners Safe; Guidance document no: 158/2015
- Children, Schools & Families Act 2010
- Safeguarding Children: Safer Recruitment in Education: January 2007
- Disciplinary & Dismissal Procedures for School Staff WG Circular 002/2013
- Education Act 2002
- Children and Young People: Rights to Action (2004)
- Towards a Stable Life and Brighter Future
- Welsh Office Circular 52/95: Protecting children from abuse – the role of the education service and the update of the annex to 52/95 – the NEOST guidance
- School Behaviour and Attendance policies
- Anti-Bullying policies
- Cyberbullying in an Education Setting; Guidance for Staff. HR document

- Whistle Blowing policy
- Child Protection and Safeguarding Policy for the Physical Activity & Sport Service
- Guidance on Retention & Transfer of Sensitive Pupil Information within & between Educational Establishments
- Safeguarding Children & Young People from Sexual Exploitation, WAG 2011
- The Staffing of Maintained Schools (Wales) Regulations 2006
- Your school-based child protection & safeguarding policies
- 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.
- Rights, respect, equality: Statutory guidance for governing bodies of maintained schools
- Human Rights Act 1998 5.3 The Human Rights Act 1998
- Welsh Government: Inclusion and pupil support guidance
- Welsh Government: All-Wales Child Protection Procedures
- Welsh Government: Respect and resilience guidance 2016
- Welsh Government: Safeguarding children and young people from sexual exploitation
- Equality and Human Rights Commission: Towards a Fairer Wales 2018
- Welsh Government: Special Educational Needs Code of Practice for Wales
- United Nations Convention on the Rights of the Child (UNCRC).

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 received from ERW.

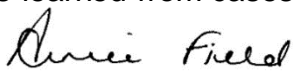
## Complaints

The school has in place a Complaints Procedure, available in the Documents section of the school's website, 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 can submit their complaints, in respect of the school, including Safeguarding complaints and concerns that Safeguarding action has not been taken.

## 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 Designated Senior Person for Child Protection may wish to provide the Governing Body with information on the following:

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

Headteacher: 

Date: 1.9.24

Chair of Governors: *Dorothy Bennett*

Date: 24.10.2023

Date for Review: October 202

## Appendix A

### Responsibilities of the Designated Senior Lead (DSL) for Child Protection and Safeguarding

Each school should identify a DSL with lead responsibility for managing child protection issues and cases. The DSL should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant investigating agencies. The role involves providing advice and support to other staff, making referrals to, and working with other agencies, as necessary. The DSL role is not to investigate allegations, but they must keep the head teacher informed of all child protection issues in the establishment.

The DSL 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 child protection matters, and where appropriate directing other staff. Dealing with individual cases may be a responsibility of the education welfare officer or other supports, but it is important that a senior member of staff takes responsibility for this area of work.

In many schools, a single DSL will be enough, but a deputy should be available to act in their absence. In establishments which are organised on different sites or with separate management structures, there should be a DSL for each part or site. In large organisations, or those with many child protection concerns, it may be necessary to have a few deputies to deal with the responsibilities. At Hendrefoilan, there are three DSLs: Mrs Aimee Field; Mrs R Wisby and Mrs C Davies.

The establishment must also arrange to cover the role of the DSL when that person is unavailable. In many cases, there will be a deputy DSL in place and larger schools may have a team of staff working together. The DSL does not have to be an expert in child protection but will take responsibility for the establishment's child protection practice, policy, procedures, and professional development working with other agencies, as necessary. The head teacher should ensure that the DSL:

- Is given enough time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description.
- Has access to required levels of training and support to undertake the role.
- Has time to attend and provide reports and advice to case conferences and other interagency meetings as required.

### Referrals

The DSL should act as a point of contact and a source of support, advice and ability within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.

The DSL handles making referrals 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 process is set out in Disciplinary and Dismissal Procedures for School Staff and Safeguarding children in education: handling allegations of abuse against teachers and other staff (009/2014).

### Record keeping

It is the responsibility of the DSL to keep detailed, correct and secure written records of children where there are safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails. All records are stored on the school's 'My Concern' database. Where children leave the establishment, the DSL ensures their child protection file is copied to the new establishment as soon as possible via the 'My Concern' database.

### **Raising awareness**

The DSL ensures that Parents or Carers see copies of the child protection policy. This avoids potential for later conflict by alerting them to the role of the establishment and the fact that referrals 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 DSL to provide an annual briefing and regular updates at staff meetings on any new child protection issues or changes in local 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 regularly at staff meetings so that awareness remains high.

The DSL should liaise with the Designated Governor for 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 child protection cases but should review the safeguarding policies and procedures. It is good practice for the nominated governor and the DSL to present the report together.

The DSL should ensure the establishment's 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 child protection, there are other policies, which have relevance to safeguarding, and the DSL may be involved in monitoring the effectiveness of these other policies to ensure the school safeguards its pupils. Other relevant policies include:

- Attendance
- Behaviour
- Anti-bullying
- Intimate care
- Staff code of conduct
- Recruitment and selection
- E-safety
- Physical intervention

Further support and guidance on the role of the DSL may be obtained from the local authority. The NSPCC also provides helpful resources and guidance.

### **Child protection and multi-agency training**

It is the role of the DSL to ensure all staff and volunteers:

- Have access to and understand the school's child protection policy, especially new or part-time staff who may work with different educational establishments
- Have induction and refresher training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect
- Can recognise the signs and indicators of abuse
- 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 at once as they arise

Records should be kept by the DSL of the dates of the training, details of the provider and a record of staff attendance at the training.

In addition to the requirement for the Chair of Governors and the Designated Governor to undertake child protection training, all governors should be given access to safeguarding and child protection training (not just the Designated Governor for child protection) to ensure a basic and consistent level of awareness. Governing bodies are responsible for ensuring the school's policies, procedures for child protection meet statutory requirements, and all governors should know what to do if they have concerns about a child.

Teachers should receive training in 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 must meet which are linked to other publications and statutory requirements as appropriate. Trainees must be able to show that they set up a purposeful learning environment for all children where learners feel secure and confident.

Trainees also must 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 show 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 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. The LSCB will be able to provide advice on the minimum levels of training required by staff to ensure they are able to follow 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 collective 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 DSL 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 fulfil 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.

The revised *Becoming a Qualified Teacher: Handbook of Guidance* was published by the Welsh Government in January 2014. This reflected recent changes to the initial teacher training (ITT) entry requirements in Section 2 of the document – *Requirements for the Provision of ITT Courses*. This section provides information for ITT providers on the latest guidance on safeguarding children in education.



## **Appendix B: Responsibilities of the Governing Body**

Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children in accordance with this guidance and monitoring its compliance with them.

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

- have effective child protection policies and procedures in place that are:
  - Following local authority guidance and locally 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 unsupervised volunteers who will work with children, including relevant DBS checks.
- 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 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 child protection and their responsibilities.
- Ensure that the governing body remedies at once any deficiencies or weaknesses regarding child protection arrangements that are brought to its attention.
- Ensure that the designated senior person (DSP) for child protection, the designated governor and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB and refresher training to keep their knowledge and skills up to date, in addition to basic child protection training.

### **Designated governor**

Identify a Designated Governor for child protection to:

- Take responsibility for child protection matters.
- Ensure the governing body reviews the school's policies and procedures annually.
- Be the designated governor to maintain contact with the statutory authorities in relation to child protection staff disciplinary cases as set out in Welsh Government guidance Disciplinary and Dismissal Procedures for School Staff (002/2013), and
- 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 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 published in April 2014).

Whether the governing body acts collectively, or an individual member takes the lead, for the governing body to have an effective policy in place and for the Designated Governor to have confidence in their role, it is helpful if all members of governing bodies undertake relevant child protection training. This ensures they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities. Other useful information on the role of governors in child protection can also be found on the Governors Wales website.