



SAFEGUARDING POLICY

Chair of Governors: Alison Edwards
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SAFEGUARDING POLICY

1. INTRODUCTION

This policy applies to all adults, including volunteers, working in or on behalf of the school.

Everyone working in or for our school service shares the objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe at home and in our school.

1.1 Safeguarding Children is a more all-encompassing approach than Child Protection in isolation. A number of elements that would previously not have been within a child protection policy have been incorporated.

Safeguarding and promoting the welfare of pupils is concerned with;

- Protecting pupils from abuse and neglect
- Preventing impairment of their health or development
- Ensuring that pupils receive safe and effective care
- Safe recruitment, supervision, training and management of staff
- Supporting pupils behaviour and discipline, including physical intervention and restraint □
- Pupils health and safety, including first aid
- Bullying and internet safety
- Meeting needs of pupils with medical conditions
- Sex education and drug and substance misuse education
- School security

1.2 At Crownbridge we aim to prevent the impairment of children's health and development, ensuring children are growing up in circumstances consistent with the provision of safe and effective care, as well as protecting children from maltreatment.

1.3 All staff at Crownbridge School aim to improve the outcomes for children in 5 key areas;

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Planning and delivering a positive transition to adulthood

This is achieved by means of;

- Creating and maintaining a safe learning environment for all pupils
- Identifying where there are pupil welfare concerns and taking action to address these with parents and carers and where appropriate other services
- Develop pupils understanding, awareness and resilience through the curriculum we offer

The Governing Body has adopted the Torfaen Local Education Authority policy document on Safeguarding principles and procedures.

2. PREVENTION

2.1 We believe safeguarding Children and Young People is everyone's responsibility.

2.2 To meet these responsibilities, Crownbridge School;

- ensures our duty to safeguard the welfare of our children and young people will come first in all our considerations.
- ensures that planning and delivery of provision and services to children and families take account of culture and diversity.
- recognises that parents and carers have the primary responsibility to protect and promote the welfare of the child within their family. Wherever possible, all our work with children will be in partnership with the parent to assist them in these responsibilities.

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. Crownbridge School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have with their child's class teacher in the first instance. We make parents aware of our safeguarding policy via newsletters and the school website and parents are made aware that they can view this policy on request.

- ensures that pupils are actively involved throughout all the activities that relate to their individual welfare in the most appropriate way possible. All pupils in our school are made aware of a number of staff who they can communicate with. Our school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils are made aware that we have a senior member of staff with responsibility for child protection. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. School's arrangements for consulting with and listening to pupils include the school council and peer support schemes.
- recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the SEWSCB. (Including regular contact with Social Care, Health Service partners and NYAS) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

3. CHILD PROTECTION

(Refer also to a separate policy document – Child Protection Policy)

Child Protection is a part of safeguarding and promoting welfare. It refers to the school's provision to protect pupils who may suffer or are at risk of suffering significant harm as a result of abuse or neglect.

3.1 Crownbridge School has a Designated Senior Person who is the point of contact if staff have concerns regarding a pupil's safety or welfare. They will assist social services by providing information for their child protection enquiries as well as contributing to assessments and attending child protection conferences and reviews and providing reports for conferences.

3.2 If staff have concerns that a child or children may be suffering harm as a result of abuse or neglect, they should discuss this with the Designated Senior Person and agree what action should be taken.

3.3 The school will follow the All Wales Child Protection Procedures and all local protocols in relation to Safeguarding and Child Protection that have been endorsed by the Local Safeguarding Children Board.

4. BULLYING

(Refer to separate policy document – Anti Bullying Policy)

Our policy on bullying is set out in our Anti Bullying Policy and is reviewed annually by the governing body.

5. PUPIL DISCIPLINE AND BEHAVIOUR MANAGEMENT

(Refer to separate policy document – Behaviour Management)

The school has a policy on Pupil Behaviour management and Discipline. Pupils who display behaviour that challenges may have an Individual Behaviour Plan drawn up and agreed by the parents, school and any other relevant agencies, to provide consistency of approach to best support all pupils whilst at school.

6. SAFE USE OF THE INTERNET AND DIGITAL TECHNOLOGY

(Refer to separate policy document – e-Safety Policy)

Social Networking sites are part of everyday culture and all staff will promote safe use of the internet to all pupils. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff, parent or pupils conduct should be brought to the immediate attention of the Headteacher or the Designated Senior Person.

7. SAFE RECRUITMENT

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

7.1 Crownbridge School ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers, governors and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking an enhanced (DBS) check to check against the barred list.

7.2 In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure is obtained for all new appointments to our school's workforce (unless portability applies, eg, supply teachers);
- our school is committed to keep an up to date single central record detailing a range of checks carried out on our staff;
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority.

7.3 Work experience students from other educational establishments who do not have a CRB/DBS certificate will work supervised at all times and undergoes a temporary risk assessment.

8 SAFE PRACTICE

8.1 Crownbridge School will follow the Safeguarding Children and Young People in Educational Settings policy and procedures along with guidance provided by SEWSCB.

<http://www.sewsc.org.uk/professionals/protocols-guidance-and-useful-documents/>

8.2 Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question; discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them.

8.3 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. Our school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Our school will ensure that pupils are made aware that information can be found at the following NSPCC and Childline.

School's arrangements for consulting with and listening to pupils include school council, circle time and regular surveys

We make pupils aware of these arrangements by discussing them in classes and assemblies.

9 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Crownbridge School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have with class staff and/or the DSP.

We make parents aware of our safeguarding policy through the prospectus and newsletters, the policy is available on the school website, and parents are made aware that they can view this policy on request.

10 PARTNERSHIPS WITH OTHERS

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the SEWSCB. (e.g. LA, Social Care, Police, Health, etc.) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

11. SCHOOL TRAINING AND STAFF INDUCTION

The school's senior member of staff with designated responsibility for child protection (DSP) and their deputy undertakes basic safeguarding training to support them in carrying out their role and this is refreshed every 2 years. In addition training in inter-agency working is undertaken to ensure continual professional development and that skills and knowledge in child protection are always up to date.

The Head teacher and all other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively. This training is repeated formally every 3 years and refreshed at least annually.

The SCG and COG receive training to support them in undertaking their roles which is refreshed every two years. All other governors also receive appropriate safeguarding training.

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

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12. SUPPORT, ADVICE AND GUIDANCE FOR STAFF

Staff will be supported by school, LA and professional associations.

The designated senior person for Safeguarding/Child Protection (DSP) will be supported by the nominated governor – Mrs Clare Coff.

13. CHILDREN MISSING FROM EDUCATION

When a child on roll at a school appears to have gone missing or is withdrawn from a maintained school in Wales without the parent/carer giving notice or without the school being advised of the new school, the school should try to make contact with the parent/carers. Care should be taken to record all the steps taken to locate the child such as information known, received, dates, times and people spoken to along with decisions and actions taken. If these efforts fail, the school should notify the Education Welfare Service promptly who will then work with the school and make every effort to try and identify the child or young person's current whereabouts/destination. If a child or young person has left school without a known destination and both school and the Education Welfare Service have followed procedures and all 'reasonable efforts' to locate them have been unsuccessful, then, after a minimum period of 20 days, the school, in consultation with the Local Authority should remove the child or young person's name from its roll and create a 'lost pupil' common transfer file (CTF) with XXXXXXXX as the destination. The CTF should be uploaded onto the s2s secure site where it will be held in the 'lost pupil' area.

14. CONFIDENTIALITY

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. "

Confidentiality is important in maintaining confidence and participation in services and thereby helping to protect children's health and well being. However the duty of confidentiality is not absolute and may be breached where this is in the best interest of the child and in the wider public interest.

Information must be shared with police and Social Care where the child/young person is/may be at risk of significant harm.

When the pupil's and/or parent's confidentiality must not be breached, information is shared on a need to know basis

15. PUPIL INFORMATION

Crownbridge School will endeavour to keep up to date and accurate information. In order to keep children safe and provide appropriate care for them school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);
- details of any persons authorised to collect the child from school (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- if the child is or has been on the Child Protection Register or subject to a care plan; □ name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child
- the school will collate, store and agree access to this information
- at Crownbridge this information is stored electronically on the secure SIMS system and in paper form in locked filing cabinets

16. HEALTH AND SAFETY

Refer to the school's Health and Safety policy, Administration of Medication and local authority guidance

The school undertakes risk assessments for school trips, and adventurous activities such as Rebound therapy, Hydrotherapy and Horse-riding

Individual pupils who require medications and medical procedures whilst in school have a Health Care Plan drawn up by the NHS School Nursing team and which is agreed by parents and the Headteacher.

17. SEX EDUCATION, DRUG MISUSE AND PERSONAL AND SOCIAL EDUCATION PROGRAMME

(Refer to separate policy document – Sex Education)

The school provides a curriculum which includes policy and planning related to Sex Education, drug misuse and a wide range of personal and social issues. This curriculum is focused on preparing pupils for their adult life and providing them with the knowledge and skills they need to keep themselves safe

18. SCHOOL SECURITY

Crownbridge School has supervised access for pupils and visitors at all times.

All external doors and gates have restricted access. Staff carry 'fobs' to open doors to ensure all pupils are safe within the building. Visitors must report to reception and can only gain access after signing in. Regular visitors, such as health professionals and local authority officers may be provided with a fob for independent access as school will have satisfied themselves that they have achieved safe CRB/DBS status. Visitors who have not been safely vetted by the school will not be given free unsupervised access to building without supervision.

19. ROLES AND RESPONSIBILITIES

Our Governing Body will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- A lead governor is nominated to ensure safeguarding is receiving proper attention – the Safeguarding Children Governor (SCG)
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated (typically the Chair of Governors) to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

- they review their policies and procedures annually and provide information to the Local Authority about them and about how the above duties have been discharged Our Head teacher will ensure that:
- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Member of Staff with Designated Responsibility for Child Protection (Designated Senior Person - DSP) will:

Referrals

- take responsibility for CP practice, policy and procedures and professional development working with other agencies as necessary
- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support, advice and expertise within the educational establishment;
- liaise with the Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of the SEWSCB, the conduct of a child protection case conference and be able to attend and contribute to these;
- ensure that all staff have access to and understand the school's child protection policy;
- Support the Head teacher and governing body in ensuring the school has robust safe recruitment and retention procedures
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;

- ensure parents are made aware of the child protection/ safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the school/setting, ensure the child protection file is copied for the new school/setting asap and transferred to the new school separately from the main pupil file in accordance with WG Guidance 18/2006 – The Keeping, Disposal, Disclosure and Transfer of Pupil Information. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education inclusion Service.

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

Staff And Volunteers Should Never:

- Engage in sexually provocative or rough physical games, including horse play.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments in front of, about, or to a child, even in "fun".
- Let allegations made by a child go without being addressed and recorded.
- Deter children from making allegations through fear of not being believed.
- Do things of a personal nature for children that they can do themselves.
- Share a bedroom with a child or young person.
- Invite or allow a child or young person to stay with them at their home unsupervised.
- Jump to conclusions about others without checking facts. □ Rely on their own good name to protect them.

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an

institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the SEWSCB Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and the All Wales Child Protection Procedures.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Our school fully recognises the contribution it makes to child protection and the following procedures will be followed in relation to concerns of a child protection nature in this school:

There are three main elements to our child protection policy and procedures:

- Prevention through the teaching and pastoral support offered to pupils
- Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse
- Support to pupils who may have been abused.

Our policy and procedures apply to all staff and volunteers working in the school and governors. Learning support assistants, midday supervisors, caretakers and secretaries as well as teachers can be the first point of disclosure for a child.

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 maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Exercise our duty as a school to identify vulnerable pupils and keep pupils safe from the dangers of radicalisation and all forms of extremism

Procedures

We will follow the All Wales Child Protection Procedures that have been endorsed by the SEWSCB and the school will ensure:

- it has a designated senior person (DSP) for child protection who has undertaken appropriate training
- it recognises the role of the DSP and arrange support for training □ Every member of staff and every governor knows:
- The name of the DSP and their role along with the designated governor for safeguarding (SCG)
- That they have an individual responsibility for referring child protection concerns using the proper channels
- How to take forward concerns where the DSP is not available
- 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

- Provide training for all staff
- Notify the local social services team if
- A pupil on the child protection register is excluded either for a fixed term or permanently
- If there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters
- Keep written records of concerns about children and ensure all records are kept secure and in locked locations
- Adhere to the procedures set out in the WG circular 002/2013 – Disciplinary and Dismissal Procedures for School Staff
- Ensure that recruitment and selection procedures are made in accordance with WG guidance – Keeping Learners Safe
- Designate a governor for child protection who will oversee the school’s child protection policy and practice

Supporting the pupil at risk

Our school/setting values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. We always seek to protect our pupils and staff from all messages and forms of extremism and ideologies. Our school/setting is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this and 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:

- the content of the curriculum to encourage self esteem and self motivation □ the school ethos which :
- promotes a positive, supportive and secure environment
- gives pupils a sense of being valued
- the school’s behaviour policy is aimed at supporting vulnerable pupils in the school. 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. The school will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies who support the student
- Keeping records and notifying social services as soon as there is a recurrence of a concern
- When a pupil on the child protection register leaves, we will notify social services and transfer information to the new school immediately in accordance with WG Guidance 18/2006 – The Keeping, Disposal, Disclosure and Transfer of Pupil Information

Children with Additional Learning Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Children who have communication difficulties will be enabled to express themselves through full use of the Crownbridge Total Communication approach and children will be able to access appropriate equipment and staff who are able to understand their use of communication methods such as signing.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make an immediate record. Children who have made a disclosure should not be re-interviewed by school staff – a child protection referral should be made.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child

- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible □ explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

Actions by the DSP

Following any information raising concern, the DSP will consider:

- any urgent medical needs of the child
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form (MARF).

Action following a child protection referral

The DSP or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Manager of Torfaen Safeguarding Unit.
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information

given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Head teacher and DSP. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Child Protection Coordinator (See Appendix 7). If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Educational Welfare Service. Original copies will be retained until the child's 25th birthday – these should be retained by the school.

Supporting the Child and Partnership with Parents

School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

We will provide a secure, caring, supportive and protective relationship for the child

Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSP will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the SEWSCB procedures. Our school disciplinary procedures also reflect these requirements.

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely in the DSP's Safeguarding records in the DSP's locked filing cabinet.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- The person who has received an allegation or witnessed an event will immediately inform the Head teacher/DSP and make a record (see appendix 3)
- In the event that an allegation is made against the Head teacher the matter will be reported to the Chair of Governors who will proceed as the 'Head teacher'
- The Head teacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- The Head teacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- The Head teacher will consult with the Local Authority Lead Safeguarding Officer (Dermot McChrystal, Head of Education Services) or a Senior Human Resources Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- Consideration will be given throughout to the support and information needs of pupils, parents and staff
- The Head teacher will inform the Chair of Governors of any allegation.

Safeguarding Responsibilities in Specific Circumstances

There are many additional considerations in relation to specific safeguarding issues and a wealth of guidance exists which schools must follow to meet their safeguarding duties and responsibilities. Examples of specific issues are:

Abuse by children and young people
Asylum seeking children
Black Minority Ethnic Pupils
Bullying
Child Abuse images and the internet
Child Abuse linked to witchcraft and spiritual beliefs
Child Neglect
Children and young people in the youth justice system
Children living away from home or in temporary accommodation
Child Sexual Exploitation (CSE)
Children who may have been trafficked
Children missing education
Children who run away/missing
Disabled children
E-safety
Fabricated or induced illness
Female Genital Mutilation

Forced marriage and honour based violence
Foster care including private fostering
Foreign exchange visits
Gender based violence, domestic abuse and sexual violence
Physical contact with pupils, including restraint
Radicalisation
Sexually active young people
Substance misuse
Suicide
Teenage intimate partner abuse

Schools should therefore refer to WG Guidance 185/2015 Keeping Learners Safe for links to statutory and good practice guidance on specific safeguarding issues.

Other Useful Contacts

South East Wales Safeguarding Children Board – sewsc.org.uk
(SEWSCB)

Keeping Children Safe

KS2/3

Bullying & child abuse

www.ceop.gov.uk
www.missdorothy.com
www.anti-bullyingalliance.org.uk
www.kidscape.org.uk
www.childline.org.uk
www.nspcc.org.uk

Domestic Violence

Internet Safety

www.thehideout.org.uk
www.ceop.org.uk/thinkuknow

KS2/3

Jenny's story

www.childnet-int.org
www.kidsmart.org.uk
www.childnet-int.org/jenny