# Safeguarding Children Policy for Schools/All Educational Settings

## YSGOL Y LAWNT

A greener place
Man gwyrddach

CAERPHILLY COUNTY BOROUGH COUNCIL
CYNGOR BWRDEISTREF SIROL CAERFFILI

**This publication is available in Welsh, and in other languages and formats on request.**
**Mae'r cyhoeddiad hwn ar gael yn Gymraeg, ac mewn ieithoedd a fformatau eraill ar gais.**

*Changing Lives, Building Futures •Newid Bywydau, Creu Dyfodol*

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# Safeguarding Children Policy for (Name of School/Setting)

## 1. School Policy Statement

1.1 Under the Safeguarding Children agenda, our school/setting recognises that a Safeguarding Policy requires a broader view than that of the traditional Child Protection Policy. The Welsh Government guidance *Keeping Learners Safe*, Model Child Protection Policy (January 2015), has been incorporated into this document. Robust consultation has been undertaken with Children's Services, Human Resources, the Legal Department, Health and Safety and the Parent Network in the construction of this policy. This policy applies to all educational settings including schools and Education Other Than at School Provisions (EOTAS). The aim of this document is to promote the protection and welfare of all children. Throughout the entirety of this document children are recognised as anyone under the age of 18.

This document should be read in conjunction with other school policies. Additionally, staff should be familiar with the Councils key policies, in particular:

- The Corporate Safeguarding Policy
- The Code of Conduct
- The Whistle Blowing Policy
- The Social Media Policy.

The council hosts safeguarding information pages on the Council website in order to provide information to the general public. The Council intranet site has direct links to the South East Wales Regional Safeguarding Board Website at www.sewsc.org.uk. Additional sources of information can be accessed via links provided in **Appendix 1.**

The Named Education Safeguarding Lead in the Directorate for Education and Life Long Learning is Sarah Ellis, Lead for Inclusion and ALN (01443 866618) , with operational responsibility delegated to Helen West, Education Safeguarding Manager (01443 866643).

It is important for all staff, volunteers, contractors and governors/management committee members to remember:

**IT IS NOT the responsibility of any employee, volunteer, contractor or Governor/Management Committee Member to determine whether abuse or neglect is actually taking place.**

**However, IT IS the responsibility of any employee, volunteer, contractor or Governor/Management Committee Member to take the actions set out in this policy if they are concerned that abuse or neglect may be taking place.**

1.2 Ysgol y Lawnt fully recognises the contribution it makes to Safeguarding Children.

There are three main elements to our policy:

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

1.3 This policy applies to all staff and volunteers working within the school. Additionally this policy applies to all occasional workers, agency staff, volunteers, contractors and governors/management committee members involved with our school. All adults on school site must be aware of the school's Safeguarding Children Policy as any adult can be the first point of disclosure for a child. The Headteacher/Setting Leader requires a signature (with date) from all staff to indicate that they have read this document.

## 2. Prevention

**Ethos, Culture and Curriculum**

2.1 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 and Social Education (PSE) which equip children with the skills they need to stay safe from abuse or exploitation, both in their own communities and the cyber community, 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, safe relationships and parenting skills.
- Exercise our duty as a school/setting to identify vulnerable pupils and keep pupils safe from the dangers of radicalisation and all forms of extremism.

### Ethical Standards

2.2 All staff are clear regarding the importance of their role and responsibilities in regard to modelling appropriate behaviour and ensuring children feel supported. All adults in school hold a position of trust and must be clear that their professional and personal behaviour should not impact negatively upon the pupils, the school or the school community in any way. Guidance with regard to ethical standards is given in **Appendix 2.**

### Effective Partnership Working with Parents

2.3 As a school we recognise the importance of working in partnership with parents/carers to avoid foreseeable risks to children. In order to ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection, the school sets out its obligations in the school brochure/ leaflet **(Appendix 3)**. We recognise that children reside in a diversity of arrangements the terms parents and carers will be used to describe those with whom the child resides. The school will always keep clear note and pay due regard to the arrangements for parental responsibility for each child.

2.4 Whilst the school has a robust system of risk assessment in place for issues within school, risks outside the school gates must be managed in partnership with good communication. Parents/carers are required to make their wishes for the release or collection of their children explicit to the school in writing.

2.5 The Royal Society for the Prevention of Accidents and the NSPCC both recommend that no one under 16 years of age should be left to care for a younger child. Whilst there is no minimum age set in law, our school will implement suggested guidance and not routinely release younger children who require collection to anyone under the age of 16. Individual requests to consider a variation to this policy will be considered on its merits and clearly recorded; a parental signature will be required. Without an appropriate authorising signed request, the school will adhere to the guidance as listed above.

## 3. Procedures

3.1 As required in the Keeping Learners Safe guidance the school will designate a specific governor for Child Protection who will oversee the school's Safeguarding policy and practice and provide a supporting link for the Designated Senior Person for Child Protection. The Designated Governors responsibilities will also include ensuring that the Governing Body/Management Committee undertake an annual review of safeguarding policy and procedures and how the schools safeguarding duties have been discharged. The Designated Governor will ensure that they attend specific safeguarding training for governors a minimum of every 3 years. They will also publicise this training amongst their governing body and encourage their colleague's attendance as safeguarding is everyone's business.

**The Designated Senior Person for Child Protection**

3.2 We will follow the All Wales Child Protection Procedures (AWCPP) and all local protocols in relation to safeguarding that have been endorsed by the South East Wales Safeguarding Children Board.

3.3 The school will ensure it has a Designated Senior Person (DSP) for Child Protection, who has undertaken the appropriate training, plus identify clear arrangements for a substitute in the DSP's absence. This substitute will also be a senior member of staff and can be introduced as the Shadow DSP. These arrangements will be replicated for Looked After Children, the roles are definably different but may be undertaken by the same person.

Within this school the Headteacher/Setting Leader retains overall responsibility for Safeguarding. Our named DSP for Child Protection is Mrs S Davies. The DSP is responsible for ensuring:

- The smooth running of safeguarding processes within their school/settings
- That all staff are compliant with safeguarding training requirements
- That all staff are made aware of their safeguarding responsibilities as part of their induction to their employment
- That all staff have an annual reminder of the importance of safeguarding awareness, the procedures to follow and the expected ethical standards of behaviour of staff in relation to pupil safety and welfare
- Appropriate interactions with Children's Services and other partners with effective sharing of information
- That all multi agency meetings for children are attended and that appropriate written information is shared with the meeting in accordance with timescales
- That support and advice is provided to all staff with regard to concerns for the welfare and safety of children
- The accuracy and efficiency of children's safeguarding records (see **Section 6**).

3.4 The school is responsible for ensuring that every member of staff and every governor/management committee member knows:

- The name of the DSP and their role and responsibilities as indicated above; and the shadow arrangements in place

- That they have an individual responsibility for referring child protection concerns in accordance with the All Wales Child Protection Procedures

- How to take forward those concerns with the Shadow DSP when the DSP is unavailable

- That all Looked After Children continue to be vulnerable and will require a consistent level of support, care and monitoring even though they may no longer reside in inappropriate circumstances.

## 4. Recognition: Definitions of Child Abuse and Neglect

4.1 All 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, the definitions of abuse in accordance with the AWCPP can be found in **Appendix 4.**

4.2 The school also recognises that the Corporate Safeguarding Policy gives further guidance as to the signs and symptoms of abuse and neglect.

## 5. Reporting and Recording Disclosure or Concerns for a Child

5.1 As stated in the Corporate Safeguarding Policy, all employees working for or on behalf of the Council have a duty to report any concerns they may have for the welfare and/or protection of children. The duty to report is a legal requirement and may have serious consequences for the employee who fails to report appropriately. Concerns of a safeguarding nature may relate to a member of the community or a member of staff, volunteer or any person in the position of trust within our school/setting.

5.2 If a child has an injury incompatible with an explanation or has made a disclosure indicating an immediate risk of harm, a referral to the Information, Advice and Assistance Team, Children's Services (IAA), should be made verbally, immediately via telephone. The Multi-agency Referral Form (MARF) must be sent to the IAA within the locally agreed guidance timescale of 24 hours following the telephone discussion. The AWCPP lists that a MARF must be submitted within two working days but local arrangements take precedence. Consent to share information with Children Services is not needed from the parents/carers if there are concerns indicating an immediate risk of harm. The named staff member who initially provided the information should be clearly recorded on the referral form. In exceptional circumstances referrers may wish to discuss the option of remaining anonymous. **Appendix 5** provides guidance regarding the process to follow when a child makes a disclosure and a referral needs to be made by this school/setting to Social Services.

## 6. Effective Record Keeping and Transfer of Information

6.1 Written records of concerns about children will be maintained in line with the Significant Event Record **(Appendix 6)**, as provided and recommended by the Caerphilly Education Safeguarding Team even where there is no need to refer the matter to social services immediately. All records will be kept secure and in locked locations.

6.2 Clear records of concerns for children will be maintained in a chronological format. This will assist in identifying patterns of concern and document parental responses to concerns as and when they arise. In cases of ongoing concern, where parents fail to acknowledge the effects upon the child or take meaningful action to protect the child, a referral can still be made to Children's Services without parental consent. However, the parents/carers should be informed of the schools intention to make a referral and told

the reasons why. It is important to document these discussions with parent(s)/carer(s) to evidence the efforts made to engage parents/carers in the process.

6.3 Each professional involved in making a record of concern will write and sign their own account, and will understand that they cannot sign and agree a colleagues recording.

6.4 All records are kept secure and in locked locations, and children's files are kept individually in line with the Safeguarding Pupil Information Record **(Appendix 7)** system as supplied and recommended by the Education Safeguarding Team. Concerns will be shared with relevant professionals involved with the child, but records will not be available without the authority of the DSP or the Headteacher/Setting Leader.

6.5 The school will transfer any existing Safeguarding information for a pupil leaving to the new school immediately and if appropriate, inform Children's Services of the pupil's transfer. Children's Services should be informed for any pupil who is on the Child Protection Register, a Looked After Child or a pupil currently known to Children's Services. The DSP will ensure that the receiving school is fully aware of any safeguarding concerns and that the file is transferred in a secure appropriate manner. The transfer of records will comply with requirements of the Local Authority Retention and Transfer of Safeguarding Records Guidance.

## 7. Supporting Pupils at Risk

### The School's Behaviour Policy and PREVENT Duty (Radicalisation)

7.1 We recognise that children who are at risk, suffer abuse, neglect 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 recognises that any pupil who is currently or previously Looked After by the Local Authority, is still extremely vulnerable and may require additional support and monitoring.

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.

7.2 Since the introduction of the Counter – Terrorism and Security Act 2015, specific duties have been placed on Local Authorities and education providers to have due regard to the need to prevent people being drawn into terrorism. Staff within this school have undertaken relevant PREVENT training including Welsh Government guidance relating to Respect and Resilience. The school's DSP for Child Protection is clear regarding the referral process to Channel Panel. 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 **(Appendix 1).**

7.3 The school acknowledges that as children grow and develop they will increase in independence and autonomy. However, the school also recognises that pupils remain children until they are 18 years of age and will continue to require support in developing in all aspects of their lives. This would include forming positive relationships, and being aware of their own safety.

7.4 The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach that focuses on the behaviour of the child but does not damage the pupil's sense of self worth. 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.

7.5 Where necessary/appropriate, the school will provide support and advice to pupils and parents/carers in line with multi-agency guidance in relation to Self Harm and Child Sexual Exploitation. Referrals to Children's Services will be made where a child requires protection as appropriate.

7.6 We will liaise with other agencies that support our pupils, such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.

**De-escalation and Positive Handling**

7.7 Physical contact can range from leading a child to safety by the hand, to a pupil being restrained to prevent violence of injury to themselves or others. There is no legal definition of reasonable force but it should be the minimum needed to achieve the desired result.

7.8 This school adopts the Local Authority's policy in relation to de-escalation, positive handling and restrictive physical intervention. In this respect, the Policy is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 097/2013. Our school will ensure that all school staff who physically intervene with any pupil have had appropriate levels of Local Authority training and advice.

7.9 The school will ensure that every physical restraint is recorded appropriately and sent to the Local Authority mailbox restraint@caerphilly.gov.uk within 24 hours of the incident taking place. This will ensure an audit overview can be maintained centrally. The school will inform parents/carers if and when physical interventions have taken place as part of the pupil's individual behavior plan.

7.10 The techniques adopted by the Local Authority are those endorsed by the Team Teach system of de-escalation and restricted physical intervention. Any allegation of

inappropriate physical intervention with a child must be reported to Children's Services in line with local guidance relating to allegations against professionals **(Section 10 and Appendix 5).** This process complies with the requirements listed in the All Wales Child Protection Procedures – 4.3 Allegations of the abuse of children by professionals/staff members.

### Bullying

7.11 Everyone has the right to learn, free from the fear of bullying, whatever form that bullying may take. Bullying can be: physical like hitting or kicking; taking belongings; sexual harassment; name-calling; insulting and/or spreading rumours.

7.12 This school/setting is aware that, at a national level, cyber-bullying is on the increase and includes texting, social media comments or sending malicious e-mails.

7.13 Our policy on bullying is set out in **a separate document/the school's behaviour policy** and is reviewed annually by the governing body/management committee.

7.14 Discriminatory bullying links safeguarding issues with the wider Equalities agenda, see **Section 15** for further details.

### A Multi-Agency Approach

7.15 In accordance with Welsh Government guidance in *Keeping Learners Safe,* the school will notify Children's Services if:

- A pupil with current involvement with Social Services is excluded either for a fixed term or permanently; and
- A pupil with current involvement with Social Services has an unexplained absence.

7.16 This school will work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial and review child protection conferences and core groups, and the submission of written reports to such meetings.

### Vulnerable Groups of Children

7.17 All staff at this school/setting recognises the potential dangers associated with specific:

- Vulnerable groups of children
- Behaviours
- Circumstances

Key issues relating to the above with references to sources of information are given in **Appendix 1.**

## 8. Safe use of the Internet and Digital Technology

8.1 The school recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, pupil safety will remain the priority of the school. All staff are required to sign the Local Authority Safe use of the Internet Policy and be aware of the safety mechanisms and requirements built into all IT within school.

8.2 All staff are aware that any items that have capability for use of the Internet or the creation of digital images must only be used by pupils when appropriate supervision and audit mechanisms are in place.

8.3 All digital devices utilised to capture, store or process images of children must belong to the school and comply with IT security requirements. All educational activities involving use of IT will be undertaken only on school issued equipment. Pupils will not be permitted to directly access items that are not subject to school IT security. All items of school IT must be properly disposed of in line with Local Authority policy when they are no longer in use.

8.4 Staff will not use personal items for work purposes nor will they be permitted to utilise school equipment for personal use. This provides an additional safeguard for the security of pupils' images and reaffirms for staff the stringent responsibilities that come with the creation of digital images of children.

8.5 If any IT item (including mobile phones) that belongs to a member of staff is brought onto school site, it is the responsibility of the staff member to ensure that these items contain nothing of an inappropriate nature. Should personal items be lost or stolen, the contents of the item remain the responsibility of the member of staff that brought it onto school site.

8.6 All staff are required to familiarise themselves with the Councils Social Media Policy. Social networking sites are part of everyday culture within the cyber environment 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 member's conduct should be brought to the immediate attention of the Headteacher/Setting Leader.

8.7 Any attempt by a pupil to contact staff via such internet sites will immediately be reported to the Headteacher/Setting Leader or DSP. Appropriate advice will then be given to pupils and parents/carers regarding professional boundaries and pupil safety.

8.8 If there is any suspicion that any multimedia device or computer contains images or content of an inappropriate nature, the Headteacher/setting leader or DSP should be informed immediately. Immediate advice should be sought from the Education Safeguarding Manager or Corporate IT, who can then implement the relevant Safeguarding Incident Reporting Procedures. **Appendix 8**

**Permission for the creation of digital or media images**

8.9 All parents/carers will be requested to give specific consent for any image of their child to be recorded in school on an annual basis. Permission slips will clearly identify the range of images i.e. Photographs or digital filming/video images. In addition the permission will also be specific in listing the use of any digital or multimedia images i.e. Photographs in a local news paper, school leaflets or posters or DVD's for sale to parents/carers and others.

8.10 School will issue a further request for permission (either negative or positive consent) if there is an opportunity for images to be produced of children that was NOT specifically listed in the initial permission request.

8.11 School will inform parents/carers that they can only record photographic or digital images of children in school based activities i.e. school concerts, with the permission of the parents/carers of every child involved in that activity. School will never condone the posting of pupil's images on the internet or social networking sites, and will actively challenge parents/carers who do so. The school cannot control the use of such images taken by parents/carers after school events, and therefore could not assure other parents/carers of the appropriateness of that use.

8.12 The school reserves the right to refuse any digital recording of school based events if they fear the security of the images can later be compromised by being posted on social media or internet sites. Parents/carers who do not respect the policy of the school in regards to safeguarding may be prevented from attending future events.

## 9. Contact with Pupils

9.1 All staff, volunteers and governors/management committee members will maintain an awareness of the position they hold with the School and the power of their position as perceived by pupils and their families. All contact with pupils outside the school environment must be managed appropriately and be clearly communicated within school and to the parents/carers of the pupil. If there is a requirement to contact a pupil via telephone, parents/carers will be informed prior to contact being made with the pupil.

9.2 All school staff will ensure that their personal telephone numbers and contact details are not known to or used by pupils. Should a pupil gain access to any such details the member of staff will inform the DSP or the Headteacher/Setting Leader as a matter of urgency. Should any staff member, volunteer or governor become aware that outside of school time there is direct contact between adults within school and pupils that is not for school purposes, the DSP or Headteacher/Setting Leader is to be informed immediately, this may result in the instigation of procedures in relation to allegations against a professional/person in a position of trust.

9.3 Should members of staff have contact with pupils outside of school due to an employment or volunteering position they will report this contact to the Headteacher/ Setting Leader as listed in **Section 12**.

## 10. Allegations against staff

10.1 The DSP and the Headteacher/Setting Leader will ensure that they are fully aware of the relevant legislation and guidance in relation to procedures required when an allegation is made against a professional. The following documents offer legislation and guidance for this matter:

- Education Act 2002
- WAG circular 009/2014 – Safeguarding Children in Education: Handling Allegations of Abuse against teachers and other members of staff
- Safeguarding Children: Working Together Under the Children Act 2004
- All Wales Child Protection Procedures 2008 – Section 4.3
- Keeping Learners Safe 158/2015
- Disciplinary and Dismissal Procedures for School Staff 002/2013, specifically the schools adopted / noted procedures dated 1st September 2014

10.2 Any allegation of a safeguarding nature against a professional/person in a position of trust, will be discussed outside of the school with relevant professionals for objective advice and compliance with procedure. When allegations are made against a professional/person in a position of trust that are not obviously safeguarding issues, advice should be sought from the Education Safeguarding Manager to agree a way forward. If the Education Safeguarding Manager is unavailable, advice can be sought from the Information, Advice and Assistance Team Manager, Children's Services.

10.3 Where there is evidence of a clear concern regarding the behaviour of a member of staff in relation to children's welfare or safety the matter must be referred to Children's Services without delay. In this respect a MARF will be completed and submitted to Children's Services, and copied to the Education Safeguarding mailbox without delay. Any professional/person in a position of trust, subject to an allegation of a child protection nature will require an immediate risk assessment. This school/setting will seek advice from colleagues in Education Safeguarding and HR and complete the risk assessment form given in **Appendix 9**

10.4 All staff must ensure that any allegation regarding an adult who is working with children, this will include staff, volunteers, governors/management committee members, occasional workers or contractors, and those staff that are not on school site but come into contact with children i.e. those who transport children to and from school, school crossing patrol etc is reported immediately to the Headteacher/Setting Leader. If an allegation is made about the Headteacher/Setting Leader, the Chair of Governors/Management Committee should be informed. A flowchart of reporting responsibility is given in **Appendix 5.**

10.5 Our Governing body/management committee is responsible for dealing with staff disciplinary matters, matters of lesser misconduct can be dealt with by the Headteacher/Setting Leader.

## 11. Safer recruitment

11.1 In accordance with Welsh Government Guidance (Keeping Learners Safe 3.2.14, Chapter 5: Safer Recruitment Practice), this school/setting will follow the HR management processes, which include a criminal record check and barred list check from Disclosure and Barring Services (DBS). Timely DBS renewal checks will also be completed for existing staff members.

11.2 All members of staff, volunteers and governors/management committee members will be required to hold an up to date DBS disclosure certificate, where applicable, in line with DBS regulations. Further guidance on this can be obtained from Human Resources. The school will maintain a record of all staff DBS disclosure dates and ensure that renewals are timely in accordance with HR policies.

11.3 The engagement of daily staff within schools should be subject to the same rigorous requirements as employed for permanent members of staff. The Headteacher/ Setting Leader will ensure that any person engaged to work in the school has satisfactory qualifications, references and checks. A written log of all daily staff will be kept, clearly listing where a DBS disclosure is available or a risk assessment is formulated in lieu of an available DBS disclosure. **Appendix 10**

11.4 The Headteacher/Setting Leader retains responsibility for ensuring that all persons attending school site are appropriately risk assessed in circumstances where current DBS disclosures are unavailable.

11.5 In the event that any member of staff holds an additional role of employment or volunteering that is not specifically linked to school but whereby there is a possibility of contact with pupils i.e. private tutoring arrangements, sport clubs etc. the member of staff will ensure they clearly inform the Headteacher/ Setting Leader of their role and remit in this regard. The Headteacher/ Setting Leader will keep clear written records of the agreed arrangements.

## 12. School Site Security

12.1 Our school is a safe and secure place for pupils to learn and develop learning and social skills. The physical safety of pupils when on school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and safety of school premises. The School's Health and Safety Policy is available to review on request from the Headteacher/Setting Leader.

12.2 All daily contractors to our site are requested to sign in and out of school premises. They will clearly list the company for whom they work and the reason for their visit. As a daily contractor is unlikely to have a DBS disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment is formulated by the School, using the Daily Staff / Contractors Log sheets **(Appendix 10)**, which clearly list the control measures employed by the school to safeguard pupils.

12.3 All visitors to school site will be issued with, and required to clearly display, an identification badge listing their status within the school i.e. visitor, contractor, governors/member of management committee etc. Clear instruction on how to report a safeguarding concern will be available to all persons visiting school site on the reverse of their school issued identity badge. All pupils will be continually reminded that any person seen on school site without an appropriate identity badge must be reported to staff, and staff will challenge the individual concerned.

## 13. The South East Wales Safeguarding Children Board (SEWSCB)

13.1 The South East Wales Safeguarding Children Board provides ongoing training, advice and guidance on all matters of Safeguarding children. Our school welcomes partnership working that promotes the health and welfare of our pupils and considers the SEWSCB information to be of enormous value to our school and staff development.

13.2 Research and case reviews have consistently emphasised the need for good inter-agency communication, constructive professional challenge and the swift resolution of professional differences of opinion. Our school remain committed to playing a full and active part in contributing to children's multi-agency plans. We will openly and constructively challenge colleagues under the Resolving Professional Differences guidance to achieve best outcomes for children

13.3 Our school are fully committed to the protection and development of all our pupils and view the SEWSCB information as a vital tool with which to forward this agenda. All staff are aware that full information on various themes are available on the SEWSCB Website – www.sewsc.org.uk

## 14. Equalities and Welsh Language

14.1 This school is committed to ensuring that all children gain maximum benefit from their education regardless of ethnic origin, sex, age, sexual orientation, disability, gender reassignment (transgender issues), religious belief or non belief, use of Welsh language, British Sigh Language or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

14.2 We will also ensure, in line with current Welsh Language and Equalities legislation that all parties involved in any Safeguarding issues have their language choice and individual characteristics respected and taken into account at every stage.

14.3 Discriminatory bullying incidents, which cross-cut Safeguarding and Equalities issues, are monitored and reported termly to the Directorate of Education who, together with the Council's Equalities and Welsh Language team, can assist with support in terms of training needs and complaints resolution.

## 15. Monitoring the Policy

15.1 All staff are required to provide a signature to indicate that they have read and understood this policy. Daily staff / contactors will complete the daily staff / contractors log as indicated in sections 12 and 13, as a written confirmation of their knowledge of child protection requirements.

15.2 The Headteacher ensures that written records are maintained of any incidents. Regular reports will be shared with the Child Protection link Governor/Management Committee Member.

15.3 Effective monitoring of the Policy will ensure that observations of the Substance Misuse Education lessons have taken place and that any input via external providers is appropriately evaluated. The Headteacher is responsible for the oversight of the completion of this process.

15.4 An annual report is submitted to the Governing Body/Management Committee at the end of the academic year.

Policy adopted by…Mrs Christine Chater, Chair of Governors/Management Committee

Policy Implemented by …Mrs S Davies Headteacher

Date of Implementation…Autumn 2024……..

Date of Review……Autumn 2026

This Policy will be reviewed bi-annually and updated in the light of any changes in legislation.

## Appendices

| | |
|---|---|
| **Appendix 1** | **Sources of Information** |
| **Appendix 2** | **Ethical Standards Document** |
| **Appendix 3** | **Safeguarding Leaflet for parents/carers** |
| **Appendix 4** | **Extract from All Wales Child Protection Procedures**<br><br>**Definitions of Child Abuse and Neglect, Child Sexual Exploitation and Domestic Abuse** |
| **Appendix 5** | **Reporting and Recording Disclosure or Concerns for a Child** |
| **Appendix 6** | **Significant Event Record** |
| **Appendix 7** | **Safeguarding Pupil Information Record** |
| **Appendix 8** | **Safeguarding Incident Reporting Procedures** |
| **Appendix 9** | **Risk Assessment Form** |
| **Appendix 10** | **Daily Staff / Contractor Log** |

## Sources of Information

| **Pupils at Risk; Harmful Behaviours and Potentially at Risk Circumstances** | **Key Issues** | **Links/Documents** |
|---|---|---|
| Abuse by children and young people, including sexual abuse (sexually harmful behaviour) | Children can be a threat either physically or sexually to other children.<br><br>Sometimes relationships between children can be coercive inappropriate or exploitative | Safeguarding Children Working Together<br><br>Under the Children Act 2004 – guidance on abuse by children and young people. |
| Asylum-seeking and refugee children | These children and young people should be seen as children first and migrants second.<br><br>Children can come into the country as part of a family, with an adult carer, or even alone, which makes them more vulnerable.<br><br>They may have witnessed, been abused, experienced traumatic events or suffered loss. Additionally, they may have communication or language barriers. | Teachers Resource pack for Working with Asylum Seeker and Refugee Children<br><br>All Wales Child Protection Procedures<br><br>Safeguarding and Promoting the Welfare of Unaccompanied Asylum Seeking Children and Young People.<br><br>Safeguarding Children Working Together Under the Children Act 2004 |

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| Black and Minority Ethnic (BME) children | There is cultural difference in raising children but 'culture' is no excuse for harming a child.<br><br>All children have a right to be protected from harm and we need to be clear about the difference between culturally specific practice that is not harmful, and incidents of abuse that may be linked to cultural or religious beliefs. | Bullying around race, religion and culture<br><br>Protecting Black and Minority Ethnic Children: An Investigation of Child protection Interventions |
| Bullying | Everyone has the right to learn, free from the fear of bullying, whatever form that bullying may take. Bullying can be:<br>• physical like hitting or kicking<br>• taking belongings<br>• sexual harassment<br>• name-calling<br>• insulting<br>• Spreading rumours. | Respecting Others Anti-Bullying Guidance (24/2003)<br><br>Tackling Hate Crimes and Incidents: A Framework for Action<br><br>MEIC – Counselling helpline for children and young people<br><br>National Hate Crimes and Incidents Centre |
| Child abuse images and the internet | Knowing who children are in contact with on the internet is important. | All Wales Child Protection Procedures<br><br>Safeguarding Children: Working Together Under the Children |

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| | In some cases abusers use the Internet to 'groom' children for inappropriate relationships, which may include persuading them to send inappropriate images or videos of themselves.<br><br>As part of their role in stopping abuse and neglect, schools should consider activities to raise awareness about safe internet use in school and at home. | Act 2004<br><br>Child Exploitation and Online Protection Centre – (CEOP) |
| Child abuse linked to witchcraft or other spiritual beliefs | Belief in possession and witchcraft happens in many different countries, cultures and religions but there is no justification for harming a child. | Safeguarding Children: Working Together Under the Children Act 2004 |
| Children living away from home | Children are seen as living away from home if they're in:<br>• foster care<br>• residential care<br>• secure units<br>• residential schools<br>• independent accommodation. | Safeguarding Children: Working Together Under the Children Act 2004<br><br>All Wales Child Protection Procedures |

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| | Sometimes this accommodation is temporary which can be unsettling and makes them vulnerable. | |
| Children who go missing from education | Each authority and school has a responsibility to attempt to trace all children and young people who go missing from education. This includes those, who simply move and don't tell anyone. | Statutory Guidance to Help Prevent Children and Young People From Missing Education (circular 006/2010) |
| Children with behaviour difficulties and disabilities | **Children with Statements of Special Educational Needs**<br><br>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.<br><br>Where a child has communication, learning difficulties or emotional health problems special attention needs to be given to respect and understand their wishes and feelings. | Safeguarding Children: Working Together Under the Children Act 2004<br><br>All Wales Child Protection Procedures<br><br>Part 6 of the Equality Act 2010 – sets out the duties of schools and local authorities. |
| Children and young people in the youth justice system | | Commitment to Safeguard – Safeguarding children and young people in the youth justice system. |
| E - Safety | It's important that schools make | Statement on the safe and responsible use of social networking |

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| | full use of the internet and those children and adults know how to use it safely. A new online e-safety zone has been set up on the Hwb website that has resources and toolkits on staying safe. | sites in education<br><br>Hwb<br><br>360 degree safe Cymru, an e-safety self review tool<br><br>Digital Literacy and Citizenship Resource |
| Fabricated or induced illness (FII) | The term FII should only be used when there's a risk of harm, as a result of making up facts about an illness or making a child ill. | All Wales Child Protection Procedures<br><br>Safeguarding Children in Whom illness is Fabricated or Induced. |
| Female Genital Mutilation (FGM) | Several communities consider FGM to be an act of tradition however FGM is illegal and is child abuse. Usually it's the girl's family who arrange it. | The All Wales Child Protocol on Female Genital Mutilation Multi-agency guidelines<br><br>Female Genital Mutilation Act 2003<br><br>Forwarduk<br><br>NSPCC Helpline – 0800 028 3550<br>fgmhelp@nspcc.org.uk |
| Forced marriage and honour-based violence | Unlike an arranged marriage, forced marriage is where one or both people don't want the marriage and pressure or abuse is used.<br><br>Honour based violence is a crime or incident to protect or defend the honour of the family or community. This can include rape, physical | Multi-agency practice guidelines: Handling cases of Forced Marriage<br><br>The Right to Choose<br><br>The Anti-social Behaviour, Crime and Policing Act 2014<br><br>Forced Marriage and Learning Disabilities: Multi-Agency Practice Guidelines |

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| | assaults, kidnap, threats of violence or witnessing violence directed towards a sibling or another family member. | Forced Marriage Unit – 020 7008 0151<br>fmu@fco.gov.uk |
| Foreign exchange visits | When a school organises a foreign exchange visit, it should carry out the necessary disclosure and barring checks on the adults who will be providing care and accommodation.<br><br>Exchange visits differ from other school trips as young people spend much of their time with host families, and aren't always under direct supervision from teachers.<br><br>Whether an exchange is organised by a school, local authority or parents, there should be close communication over arrangements for visits so everyone's clear how pupils will be looked after, how they'll be spending their time, and with whom. | Section 175 of the Education Act 2002<br><br>Section 28 of the Children Act 2004 |
| Foster care, including private fostering | Most foster carers provide children with good quality and safe care.<br><br>The fact that fosters care is in the privacy of a caregivers home may | Children Act 2004<br><br>Protecting Children, supporting Foster Carers: A Toolkit for Dealing with an Allegation of Abuse |

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| | make it difficult to identify abuse taking place and for children to voice their concerns. | |
| Gender-based violence, domestic abuse and sexual violence | Domestic Abuse – is physical, sexual, psychological, emotional or financial abuse where the victim lives with or is related to the abuser. Men, women and children can be victims.<br><br>Children in families where there is domestic abuse are at risk of being harmed.<br><br>Gender based violence – is violence or threats of violence that comes from beliefs or customs relating to gender.<br><br>Sexual violence – included exploitation, harassment or threats of a sexual nature.<br><br>There are links between domestic abuse and child abuse. It's important that schools raise awareness and tackle the issue of domestic abuse. | Service Framework to meet the needs of people with Domestic Abuse and Substance Misuse Problems<br><br>All Wales Practice Guidance on Safeguarding Children and Young People Affected by Domestic Abuse<br><br>The All Wales Helpline – 0808 8010 800 |
| Physical Contact with Pupils | Physical contact can range from leading a child to safety by the hand, through to a pupil being | Framework for Restrictive Physical Intervention Policy and Practice |

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| | restrained to prevent violence or injury to themselves or others.<br><br>There is no legal definition of reasonable force but it should be the minimum needed to achieve the desired result.<br><br>Often these decisions have to be made quickly but staff need to think about:<br>• the seriousness of the incident<br>• can this be done in another way<br>• the risks associated with physical intervention compared with using other plans | Safe and effective intervention: The use of reasonable force<br><br>Inclusion and Pupil Support Circular 47/2006 |
| Radicalisation | Radicalisation is the way some people come to support terrorism and violent extremism and even join terrorist groups.<br><br>Signs that a child or young person is at risk of radicalisation include:<br>• changes in friendships, behaviour and language | Respect and resilience: Developing community cohesion – a common understanding for schools and their communities.<br><br>Prevent strategy – The UK Government's multi-agency approach to radicalisation.<br><br>To report suspected online terrorist content: https://www.gov.uk/report-terrorism<br><br>Respect and resilience - developing community cohesion 2015. |

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| | • expressing extreme views<br>• having extremist type literature<br>• advocating violence<br>• associating with known extremists<br>• trying to recruit others | Guidance and associated tool to support the development of community cohesion and prevent extremism in schools and other educational settings in Wales.<br><br>http://gov.wales/topics/educationandskills/publications/guidance/respect-and-resilience-2015 |
| Runaways | Running away is often a sign that something's wrong and puts the child at greater risk of abuse or neglect.<br><br>The main triggers for running away are:<br>• family breakdown<br>• poor quality friendships<br>• unhappy school or home-life<br>• substance misuse<br>• physical or sexual abuse<br>• mental health problems | All Wales Child Protection Procedures<br>http://www.awcpp.org.uk/home/wales-protocols |

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| | • bullying | |
| Sexually active young people | The legal age for sexual activity is 16. Some children are sexually active before that so it is important to consider:<br>• if they're able to understand, and consent to the sexual activity they're involved in<br>• who they're living with<br>• if they're being exploited<br>• if they have a drug or alcohol problem<br>• if they're being asked to keep it secret<br>• whether they have any learning needs<br>• or any other cause for concern | Sexual Offences Act 2003<br><br>All Wales Child protection Procedures<br><br>Safeguarding Children: Working Together Under the Children Act 2004<br>Children Act 1989 |
| Substance misuse | A drug is a chemical substance which brings about a change in a person's emotional state, body, | Hidden Harm – Responding to the needs of children of problem drug users |

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| | functioning or behaviour. This definition includes many substances which might not immediately be considered as drugs, such as solvents, alcohol, tobacco and caffeine.<br><br>Relatively new psychoactive substances are commonly known as "legal highs". This phrase potentially minimises the risks associated with such substances.<br><br>Substance misuse is a major threat to individuals, families and the wider community. | Substance Misuse Delivery Plan 2013-2015<br><br>Guidance for Substance Misuse Education<br><br>Working Together to Reduce Harm: The Substance Misuse Strategy for Wales 2008-2018<br><br>DAN 24/7<br><br>Welsh Substance Misuse Helpline |
| Suicide | Children and young people who think about suicide can be difficult to identify but they may harm themselves, suffer alone or are too frightened to speak openly about how they feel. | Talk to Me – the national action plan to reduce suicide and self harm in Wales which sets out how to:<br>• Promote mental health and well-being<br>• Step in early to help<br>• Respond to personal crisis<br>• Manage the consequences of self-harm and suicide<br>• Promote learning and information<br>• Work with media<br>• Restrict the access to the means of suicide. |
| Teenage Intimate partner abuse | Abuse can happen within young people's relationships and it affects both genders (although more girls reported abuse than boys). | www.nspcc.org.uk/relationshipabuse. |

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| | The abuse can be physical, sexual, emotional or controlling – in ways like stopping the young person seeing friends or telling them what they can and cannot say. | |
| Trafficking | Child trafficking is child abuse.<br><br>Children who are trafficked may be used for:<br>• sexual exploitation<br>• domestic service<br>• exploitative labour<br>• criminal activity<br>• forced marriage | All Wales Practice Guidance for Safeguarding Children Who May Have Been Trafficked<br><br>Sexual Offences Act 2004<br><br>Asylum and Immigration (Treatment of Claimants, etc) Act 2004 – EU Framework Decision on Trafficking for the Purposes of Sexual and Labour Exploitation<br><br>Convention on Action against Trafficking in Human Beings<br><br>Safeguarding Children who may have been trafficked.<br><br>Strategy on Human Trafficking.<br>Also The NSPCC's Child Trafficking Advice Centre (CTAC) 0808 800 5000 – help@nspcc.org.uk |

## ETHICAL STANDARDS &
## SAFETY CONSIDERATIONS FOR EDUCATION BASED PROFESSIONALS

The Caerphilly County Code of Conduct states that;

*The public is entitled to expect the highest standards of conduct from all qualifying employees of relevant authorities. The role of such employees is to serve their employing authority in providing advice, implementing its policies, and delivering services to the local community. In performing their duties, they must act with integrity, honesty, impartiality and objectivity.*

*Qualifying employees of relevant authorities work for their employing authority and serve the whole of that authority. They are accountable to, and owe a duty to that authority. They must act in accordance with the principles set out in this Code, recognising the duty of all public sector employees to discharge public functions reasonably and according to the law.*

*In addition to the County Code of Conduct, the Education Workforce Council has its own guidance in professional standards, this guidance can be found on the EWC website;*
*http://www.ewc.wales/site/images/documents/regulatory/EWC_Code_of_Professional_Conduct__Practice_E.pdf*

Education sector staff should be particularly mindful of the perceptions of their actions particularly when dealing with children (a person under 18 years of age). There has been considerable publicity around the use of multi media equipment within educational settings. Significant concerns have arisen in the Child Protection arena from what would previously have been deemed 'usual' school practice, the photographing of school concerts or sporting activity etc. In addition, the personal lives of professionals/ working with children are now under increasing scrutiny.

Local guidance has been agreed in Caerphilly with Children's Services to ensure robust objective oversight is secured in the event of allegations against a professional/person in a position of trust. Allegations of a safeguarding nature against members of staff, volunteers or persons in a position of trust must be reported for consideration outside of the school. Reports can either be forwarded direct to Children's Services where there is clear concern for children's welfare or safety, or discussions held with the Education Safeguarding Manager. Even when allegations are made against a member of staff, volunteer or a person in a position of trust that are not obviously safeguarding issues, advice can still be sought from the Education Safeguarding Manager to agree a way forward. If the Education Safeguarding Manager is unavailable, advice can be sought from the Information, Advice and Assistance Team Manager, Children's Services.

In Caerphilly County Borough the Education Safeguarding Team is clear in the following advice to Teachers and all education based staff.

1. **Do not share your personal contact details with pupils**. This may give the pupil the impression you are friends and will blur the professional boundaries required between pupils and staff. Do not become friends with pupils or former pupils on social media sites as this would give them access to personal information. If a mobile telephone is required for school trips etc then the school should provide one. If you are required to link with children outside of school hours via e-mail for coursework etc, then a school based IT system that is checked and monitored by school should be used. Providing your personal details to pupils puts staff at risk of allegation and being placed in compromising positions. Clear professional boundaries will protect both pupils and staff.

2. **Do not bring electronic items onto school premises if they have any information or images that are not appropriate.** There have been a number of incidents where staff has failed to turn off their Bluetooth when in school. Pupils have then linked to staff phones and sent inappropriate material or even accessed the personal information of the staff member. Remember that many laptops have a Bluetooth facility and therefore the potential for pupils to 'search' and infiltrate such equipment – The authority has clear guidelines regarding the use of Bluetooth on its equipment / or modifying to facilitate such technology. Staff have in the past lost mobile phones/cameras/tablets or they have been stolen. Pupils have then accessed the contents of the device, the staff member remains responsible for the content of the device. Should it contain any explicit photographs and inappropriate language or jokes, this could become a disciplinary matter.

3. **Do not contact pupils on their personal mobile phones.** If you need to contact a pupil outside of school you should contact a parent/carer first to obtain permission on each occasion. In an emergency situation where there is concern for the pupils immediate welfare phone calls to pupils on their personal mobiles should be made with a witness present and the rationale clearly noted.

4. **Do not take photographs of children without explicit consent from their parent/carer.** Multimedia is fast advancing; video and photography are part and parcel of modern education. Any images made of pupils should be clearly identified, with its purpose, proposed use/distribution and storage outlined to participants and parents/carers before it is created. Storing multi media images of pupils without documented plans and permissions could cause you and the school significant difficulty if there was a complaint. This will include material generated for teaching and/or examination purposes.

5. **Do not be tempted to view/reproduce electronic images, however, generated beyond the need to 'have reasonable cause to believe' that a child is at risk of/suffering significant harm.** If you should discover images of an inappropriate/sexual nature or you are alerted to the existence of images, do not under any circumstances view, copy or print these images. You may be committing an offence by doing so. The media item should be secured and advice sought from either the Safeguarding in Education Team or Social Services Contact & Referral Team. Additionally, the Caerphilly IT policy outlines the expected behaviours of all staff in relation to use of, and security of IT. The full policy is available to all staff via the Caerphilly Intranet.

6. **Be aware of your conduct on the internet including social media sites.** Every professional/person in a position of trust is entitled to a private family life. However, by putting details of your life on the internet, you make them public. Security settings on social media sites are notoriously unreliable, and should they fail, you cannot get back any information which spills into the public domain. If you accept pupils or former pupils, who still have links to the school, onto your social page, they will have access to your personal contact details and your social environment. This may blur the boundary in their mind of the pupil/staff relationship. In addition, your behaviour in a social setting may not portray you in the way the school would wish its staff to be viewed by pupils. You must be aware that if you state on any social media site that you are employed by Caerphilly CBC or any of its facilities, you are then representing the Council's public image on-line and the public may assume your view's are representative of the school/setting or Council. Members of the public should be able to expect a level of accountability in your on-line conduct. If you disregard the cautionary points in this guidance, you must be aware that your conduct on-line is also open to scrutiny under the disciplinary procedures.

7. **Do not restrain pupils unless trained to do so.** Caerphilly use the Team TEACH model of physical intervention, training is available via Learning, Education and Inclusion service. In order to fulfil your 'Duty of Care' you can of course perform a reasonable intervention, in a life or

limb situation. However, restraint as a response to behaviour management issues should be undertaken only by those trained to do so. Physical interventions by staff without the appropriate training elevate the risk of physical injury and relationship breakdown for both pupils and staff. Pupils have the right to complain if they feel a restraint was inappropriate, without recognised training and authority, you leave yourself and the school extremely vulnerable to criticism and reproach.

8. **Do not cuddle or kiss pupils.** Pupils can sometimes present as extremely upset or distressed and a compassionate response is often to offer physical reassurance to minimise distress. Staff should be aware of appropriate zones for physical contact with children, an arm around or on a pupils shoulder is really as close as any member of staff should be. Whilst a peck on the cheek or on top of the head is often viewed as a 'parental' response, it is certainly NOT appropriate from a member of staff towards a pupil. You will not be aware of that particular child's view of physical contact (or as yet any undisclosed abuse) and you may cause additional distress by touching them. Additionally, a child may view your intent in a completely different manner and may feel extremely uncomfortable/threatened by your attempt at reassurance. Staff should never initiate physical contact, and should make clear notes if a distressed pupil unavoidably initiates a physical contact.

9. **Do not give pupils money or gifts unless these items are agreed, recorded and supplied by the school.** On occasion pupils will forget lunch monies, this should be managed by the main office and cash logged appropriately. If by way of recognising an achievement, staff plan to give a pupil a reward/gift, this should be agreed by the SMT of the school/setting and clearly logged in school records as an appropriate response to the pupil's achievement. Any support, gift or rewards should be equally accessible to all pupils on merit and need.

10. **When pupils leave your school you remain in a position of authority and trust to them. You must continue in the standards of behaviour towards them that would have been expected by the school/setting throughout their attendance at the school/setting.** Some staff will encounter children at social, sporting or community events. Your conduct should remain at the expected school standard, as these children will continue to view you as a representative of the school and its values. You must also consider the high possibility of the children having siblings, family members or community associates still within the school. Your behaviour is likely to be shared and discussed with these current pupils. You must also be aware that under the Sexual Offences Act 2003, it is unlawful for a person in a position of trust to engage in sexual behaviour with pupils until they are 18 years of age. A position of trust includes any adult in a position of responsibility towards pupils, not only teaching staff.

11. **If any circumstance that could impact upon the perception of you as a professional/person in a position of trust for the school community should arise, you must immediately report such circumstance to the Headteacher/Setting Leader.** This may include issues of domestic abuse, intervention of Children's Services within your family, issues with alcohol or drugs, financial impropriety or aggression within your own community. In order to safeguard pupils and staff, a risk assessment would need to be formulated. Each individual's circumstances would be considered in context, but an open and honest discussion with the Headteacher/Setting Leader is required to ensure any perceived risks are minimised and appropriate control measures implemented.

12. **If any professional is subject to a Police investigation of any description, this must be reported to the Headteacher/Setting Leader immediately.** This applies to any investigation no matter what type of offence. This is so the school/setting can immediately carry out a risk assessment as described above.

13. **If you become aware that any member of your household or immediate family has committed, or is being investigated for, an offence against a child, vulnerable adult or a**

**violent offence, you should report it to your Headteacher/Setting Leader.** Although you may not have any involvement in the alleged offence, due to your standing as a person in a position of trust and a representative of the school, there is an expectation of you as a responsible professional/person in a position of trust to share such information. In addition, the person involved in the investigation/offence may be known by the pupils of the school as a personal link to you. There is always the danger that pupils would view the involved person as a safe adult due to their known links to you as member of staff. A risk assessment would be required in order to safeguard pupils and yourself. If you were perceived to be actively supporting a person who is being investigated for, or has been charged with, offences against children, your ability to protect in your daytime capacity can be legitimately questioned. A risk assessment may be required to ensure that you have the necessary awareness to appropriately undertake your responsibilities under the safeguarding agenda.

14. **Safeguarding children is the concern of the whole school. All staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.** As a professional/person in a position of trust working with children, you have a clear duty to report any concerns you have for a child. Failure to do so may result in further distress and suffering for the child, but may also result in a disciplinary for the staff member concerned. If a child reports concern about a professional/person in a position of trust, you must remain objective, listen and then report the facts immediately to the Headteacher/Setting Leader (CLYWCH recommendation). It is not your role to judge the child, the professional/person in a position of trust or the quality and validity of the information. You have a duty to report such information in a factual and timely manner. Support is available for staff that are left feeling in anyway distressed after a CP incident or disclosure. Specific guidance is available on styles of recording from the Education Safeguarding Team.

In circumstances where this guidance directs staff to report concerns to their Headteacher/Setting Leader, these reports should be made to the Chair of Governors/Management Committee if the concerns relate to the Headteacher/Setting Leader themselves.

It is the individual's responsibility to appraise themselves of the school Safeguarding Policy and familiarise themselves with the Designated Senior Person for child protection arrangements. The school has a responsibility to ensure that Child Protection is an intrinsic part of any induction, and that regular updates are available to all staff. In Caerphilly LA, it is expected that whole school/setting child protection training is refreshed every three years, with Designated Senior Persons undertaking additional training every two years as a minimum. Individuals should also report any concerns that any other professional is not complying with these standards, either to their Headteacher/Setting Leader or through the School or Council's Whistleblowing policy.

The listed advice is intended to not only improve the safeguarding of children, but also to protect staff. A clearly outlined expectation of standards of behaviour will provide guidance for staff and help ensure situations of risk are kept to a minimum. As a professional/person in a position of trust you know that most scenarios do not fit the 'guidebook' exactly and professional judgement must come into play. If there is an unavoidable need to take a course of action not recommended in this advice sheet, please ensure you document your actions with a rationale for your decision, and share that information with the Designated Senior Person or the Headteacher/Setting Leader as soon as possible. In any instances where the Headteacher/Setting Leader finds themselves in circumstances such as listed above, they should report their concerns to their Chair of Governors/Management Committee, and seek advice from Human Resources and Education Safeguarding.

Child Protection is a **DUTY** not an option.

Please direct any queries via email to educationsafeguarding@caerphilly.gov.uk

Child Protection concerns can involve;

- Children telling staff or other pupils that they are concerned about abuse or neglect issues
- Children having injuries
- Children behaving in a way that is unusual for their age and understanding eg sexual knowledge
- Children being dirty, poorly dressed or smelling regularly
- Children who are overly hungry or tired
- Children who are frightened or overly aggressive

There are many ways in which staff might become concerned about a child. They will always want to assist the child and the family. Discussions with parents are intended to support the family not accuse anyone.

Our Child Protection policy applies to all staff, governors and volunteers working in the school. The five main points are;

- Ensuring we check the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe.
- Make sure school procedures for identifying and reporting concerns are followed.
- Supporting pupils who are at risk in line with his/her agreed child protection plan.
- Having a safe environment in which children can learn and develop.

# PROTECTING CHILDREN at Ysgol y Lawnt

At BLANK school we value our children and their futures. With this in mind we have a child Protection Policy designed to keep our pupils as safe as possible.
As a Parent or carer of our pupils you have a vital role to play. This school is part of your community and you are so important in helping us keep pupils safe. This leaflet will hopefully explain our procedures and your role within them.

Staff **will:**

- Remember that the priority is to protect the child;
- Treat the matter seriously;
- Listen but do not judge;
- Believe the child
- Tell the child that they have done the right thing in talking to a safe adult;
- Tell the child what will happen next where possible
- Inform the Headteacher of all concerns immediately

Staff **will not:**

- Contact the parents - this is the job of the Headteacher or social services;
- Ask lots of questions if a child has told concerning information
- Speak to anyone about whom allegations are made (including colleagues);
- Promise to keep secrets

When school staff has concerns for a child, the Headteacher will usually discuss this with the parent, but in some circumstances this will not be possible and Social Services may be called instead

The Headteacher will **not** ask parents before calling Social Services if:

- The parent knew of the concerns and did not protect the child
- The parent is the cause of concern
- The parent would not be able to discuss the concern

As a parent/carer you play a vital role in all that the school do, especially when it comes to ensuring all our pupils are safeguarded and protected. As a school we ask that you as parents:

- Talk to staff about any concerns you have for your child
- Remember that the school MUST share concerns about your child
- The school will NOT judge you, but they may have to share difficult information
- The school MUST prioritise the safety and wellbeing of pupils, they cannot keep secrets from other agencies

As a parent we hope you will help us in our legal duties to protect all our pupils. As a school we have a duty to contact Social Services where we are concerned that a child may be at risk or suffering harm. Sometimes we may need to speak to you about your child and your circumstances.

We need to discuss concerns with parents, nobody within our school will judge you, or accuse you, we simply need to discuss the facts and decide whether you may need some extra help to give your child every opportunity they deserve.

Within this leaflet we have outlined some of the standard procedures the school MUST follow.

None of these procedures are aimed at upsetting or distressing you as parents/carers. They are designed to look at your child's needs and make sure that if your child needs some extra help, they get it.

# Extract from All Wales Child Protection Procedures

## Definitions of Child Abuse and Neglect

A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

## Physical abuse

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 parents/carers fabricates or induces illness in a child whom they are looking after.

Induced or Fabricated Illness may involve exaggerating real illness and symptoms, fabrication of symptoms for example sleep apnea, seizures, asthma attacks and allergy. Other possible signs include;

- Falsifying signs, tests and records, for example addition of blood or sugar to urine, false temperature records;
- Inducing physical illness, for example poisoning, suffocation, starvation or inappropriate diet;
- Sudden unexpected death of infant or child;
- False allegations of abuse;
- Encouraging or requiring the child to appear disabled, including learning disability and/or obtaining unnecessary specialist treatments or equipment for the child.

## 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 a child that they are worthless or unloved, inadequate or valued only in so 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 frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

## Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact,

including penetrative or no penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**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. It may involve a parents/carers failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Identifying significant harm**

The Children Act 1989 introduced **the concept of significant harm** as the threshold that justifies compulsory intervention in family life in order to protect children. Significant harm is defined in the legislation as ill treatment or the impairment of health and development. It describes the effects of sexual, physical, emotional abuse or neglect, or a combination of different types. Local authorities have a statutory duty under *the Children Act 1989* section 47 (1) (b) to make enquiries, or cause enquiries to be made, where they have reasonable cause to suspect that a child who lives, or is found in their area is suffering, or likely to suffer, significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. A single, serious event of abuse, such as an incident of sexual abuse or violent assault, might be the cause of significant harm to a child. However, more frequently significant harm occurs as a result of a longstanding compilation of events, which interrupt, change or damage a child's physical and psychological development. The significant harm resulting from the corrosive effect of long-term abuse is likely to have a profound impact on the future outcomes for the child.
At the time of referral it might not be clear whether a child is in need or is suffering significant harm. The initial assessment should ensure that sufficient information is obtained by social services to make a judgment about the nature of the need and/or harm and what action is required. This requires the sharing of information between agencies, structured assessment and analysis, including taking into account the child's own view about his/her circumstances according to his/her age and understanding. **A good assessment is an essential basis for deciding what are the concerns for the child; what needs to change; and which services and interventions are needed to achieve the planned changes**.

To understand and establish significant harm, it is necessary to consider:

- The family context;
- The child's development within the context of their family and wider social and cultural environment;
- Any special needs, such as medical condition, communication difficulty or disability that may affect the child's development and care within the family;

- The nature of harm, in terms of ill treatment or the failure to provide adequate care;
- The impact on the child's health and development; and
- The adequacy of parental care.

**Additional definitions**

**Child Sexual Exploitation**

Child sexual exploitation is the coercion or manipulation of children into taking part in sexual activities. It is a form of sexual abuse involving an exchange of some form of payment which can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection. The vulnerability of the children and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent.

Child sexual exploitation (CSE) includes:

- abuse through exchange of sexual activity for some form of payment
- abuse through the production of indecent images and/or any other indecent
- material involving children whether photographs, films or other technologies
- abuse through grooming whether via direct contact or the use of technologies
- such as mobile phones and the internet
- abuse through trafficking for sexual purposes

**Children do not volunteer to be sexually exploited and they cannot consent to their own**
**abuse; they are forced and/or coerced.**

**Domestic Abuse**

Domestic abuse is defined in the All Wales Strategy on Domestic Abuse as: 'The use of physical and/or emotional abuse or violence, including undermining of self confidence, sexual violence or the threat of violence, by a person who is or has been in a close relationship.

Domestic abuse can go beyond actual physical violence. It can also involve emotional abuse, the destruction of a spouse's or partner's property, their isolation from friends, family or other potential sources of support, threats to others including children, control over access to money, personal items, food, transportation and the telephone, and stalking.

It can also include violence perpetrated by a son, daughter or any other person who has a close or blood relationship with the victim/survivor. It can also include violence inflicted on, or witnessed by, children. The wide adverse effects of living with domestic abuse for children must be recognised as a child protection issue. The effects can be linked to poor educational achievement, social exclusion and to juvenile crime, substance misuse, mental

health problems and homelessness from running away. Domestic abuse is not a “one-off” occurrence; it is frequent and persistent’.

Thresholds for intervention in cases of domestic abuse continue to be a challenge for all agencies and it is important that thresholds are continually monitored in relevant forums.

# Reporting and Recording Disclosure or Concerns for a Child

**LISTEN**

If you are concerned because of something a child is saying, you should not attempt to take any action directly but **you should**:

- Stay calm
- Listen carefully, do not directly question him or her, instead use open questions; what, where, when, who?
- Never stop them talking if they are freely recalling significant events
- Tell them what you will do next and who you will inform
- Never promise to keep what you have been told secret or confidential
- Make a note of the discussion, taking care to record what was said, when and where it happened and who else was present
- Demonstrate that you have heard what they are saying and that you have taken the allegation seriously

**NB: Reporting concerns is not a betrayal of trust**

↓

**SHARE**

Discussion regarding disclosure or concerns with the relevant person within school/setting depending upon who the allegation or concern is against.

If a referral to Social Services, Information, Advice and Assistance Service is required when there is risk of significant harm to a child it should be made by the relevant person within the school/setting via telephone on 0808 100 1727.

Referrals by telephone should be made as soon as possible and certainly before the end of the working day.

All telephone referrals should be confirmed in writing within 24 hours using a Multi-Agency Referral Form.

Outside office hours, referrals should be made to the South East Wales Emergency Duty Team on 0800 328 4432, or if there is an immediate risk, to the Police.

↓

**RECORD**

Member of staff who observed / raised the concern should record detailed information on the Education Safeguarding Significant Event Record Form.

## Relevant Person within the school/setting with whom allegations concerns should be shared

### 1. Allegations of a safeguarding nature against a member of the community

- Allegations/ concerns against a member of the community may relate to the pupil's family, friends or neighbours.
- Allegations/concerns of this nature must be discussed with the Designated Senior Person for Child Protection.

### 2. Allegations of a safeguarding nature against a member of staff

- Allegations/concerns of a safeguarding nature against a member of staff, volunteer or any person in the position of trust within the school/setting must be discussed with the Headteacher/Setting Leader.
- Do not dismiss your concerns, do not confront the person about whom you have concerns.

3. **Allegations against the Headteacher/Setting Leader** would ordinarily be reported directly to their line manager, in the case of a Headteacher/Setting Leader this would be the Chair of Governors /Management Committee.

   If staff feel uncomfortable in reporting to the Chair of Governors /Management Committee or do not know how to contact the Chair of Governors /Management Committee, staff members should in the first instance report concerns to the Safeguarding Education Team on 01443 866686 to request advice from Helen West, Education Safeguarding Manager or Jackie Garland , Service Manager. When making contact, the caller should make it clear that it is in relation to a concern about a Headteacher/Setting Leader.

   If it is not possible to contact the Safeguarding leads, contact should be made with:

   - Information, Advice and Assistance Team Social Services - 0808 100 1727

   In exceptional circumstances, whereby you are unable to make contact via the avenues above should contact the Human Resources Department 01443 864603

   Any children directly affected by the allegation must be prioritised for support and assistance. In addition, support must be offered to both the person that is subject to the allegation and the person making the allegation. In this respect the contact details below should be available for all staff:

**Care First Information and Support 24/7: 0800 174319** / www.carefirst-lifestyle.co.uk

# Strictly Confidential-
# Significant Event Record

## Records must be per INDIVIDUAL CHILD and secured with Childs Safeguarding File

| Name | D.O.B | School/setting |
|---|---|---|
| | | |

Significant Event Record - factual observations

(to include child's comments **verbatim**, clearly list the situation, task being undertaken at the time, how many others present and any environmental factors that contributed, others adults present, how was the incident/event concluded, comments made to the child)

| Date of event | Day | | Month | | Year | | Time | |
|---|---|---|---|---|---|---|---|---|

**Description of event:**

**Action Taken:**

| Recorded By | Name | Signature | Date/time event recorded |
|---|---|---|---|
| | | | |

Factual observations to include child's comments **verbatim**

- Childs Comments – What did they actually say, quote their words, do not put asterix instead of swear/difficult words. If you cannot remember exact words do not use speech marks and state you are being approximate

- Situation and task being undertaken – Where was the incident, what was the child supposed to be doing, was this a usual task/situation for the child to be in, was this something the child would not have experienced before. Were clear instructions given to the child about the expected task/situation.

- Others present – How many other children were present, were any involved, what was their contribution to the incident.

- Environmental factors – Was there anything about the child's physical surroundings that effected their behaviour?

- Other adults present – Do you need to cross reference your account of the incident with anyone else's?

- Event/incident conclusion – How did the matter end, what was the child's behaviour like at the end of and after the incident

- Adults comments to the child – What words were actually spoken to the child at the end of the incident/event

Action Taken – Clearly record what you did with the concerns you were made aware of; Who did you tell, what did they do with the information, are you satisfied the child was safe at this time, were actions taken in a timely way, where have you stored your written recordings?

Not all items above will be relevant for all recordings, just be mindful of the headings and record information that is available, do not feel compelled to 'tick every box'.

Recording must be;

- Timely – within the same working day, if child protection as soon as practically possible.

- Factual – Do not record your opinion, imagine you are a video camera watching the incident, and write a narrative that is descriptive but not overly complicated.

# Safeguarding Pupil Information record

| | | | | | |
|---|---|---|---|---|---|
| **Name** | | **DOB** | | **UPN Number** | |
| **Address** | | | | | |

| | |
|---|---|
| **Primary PR Holder:** (Parent or Social Services) | |
| **Parent's Name:** | |
| **Parent's Address:** | |
| **Parent's contact number:** | |
| **Carer's name (if not residing with Parents)** | |
| **Carer's Address:** | |
| **Carer's contact number:** | |

| **Child Protection (CP)** | | **Looked After Children (LAC)** | |
|---|---|---|---|
| **Date of CP Registration** | | **Date became LAC** | |
| **Child Protection Register Category** | | **Legal Status (if LAC)** | |
| **Date ceased CP Registration** | | **Date ceased to be LAC** | |
| **Social Worker** | | **Contact Number** | |
| **Social Services Team Manager** | | **Social Services Area Team** | |
| **Additional Notes / Emergency Information:** (e.g. early alert files, files for children causing concern, restrictions on contact, hazards, allergies, medical information or special family arrangements) | | | |

## Suggested Safeguarding File Composition

The following guidance from Education Safeguarding is regarding the storage of information in School/Setting on vulnerable children and those involved with Social Services. Each child should have an individual file and all information should be in date order **with the most recent first,** in the following sections:

### Safeguarding School File

1. Safeguarding Pupil Information record

2. Chronology of school concerns

3. Correspondence

4. Social Services Minutes – Conference/Core Group Minutes, LAC Review Meetings, Child in Need Planning Meetings

5. School reports for Social Services Meetings – i.e. Case Conference Meetings, LAC Reviews, Core Groups

6. Attendance Data – Registration sheets, EWO involvement

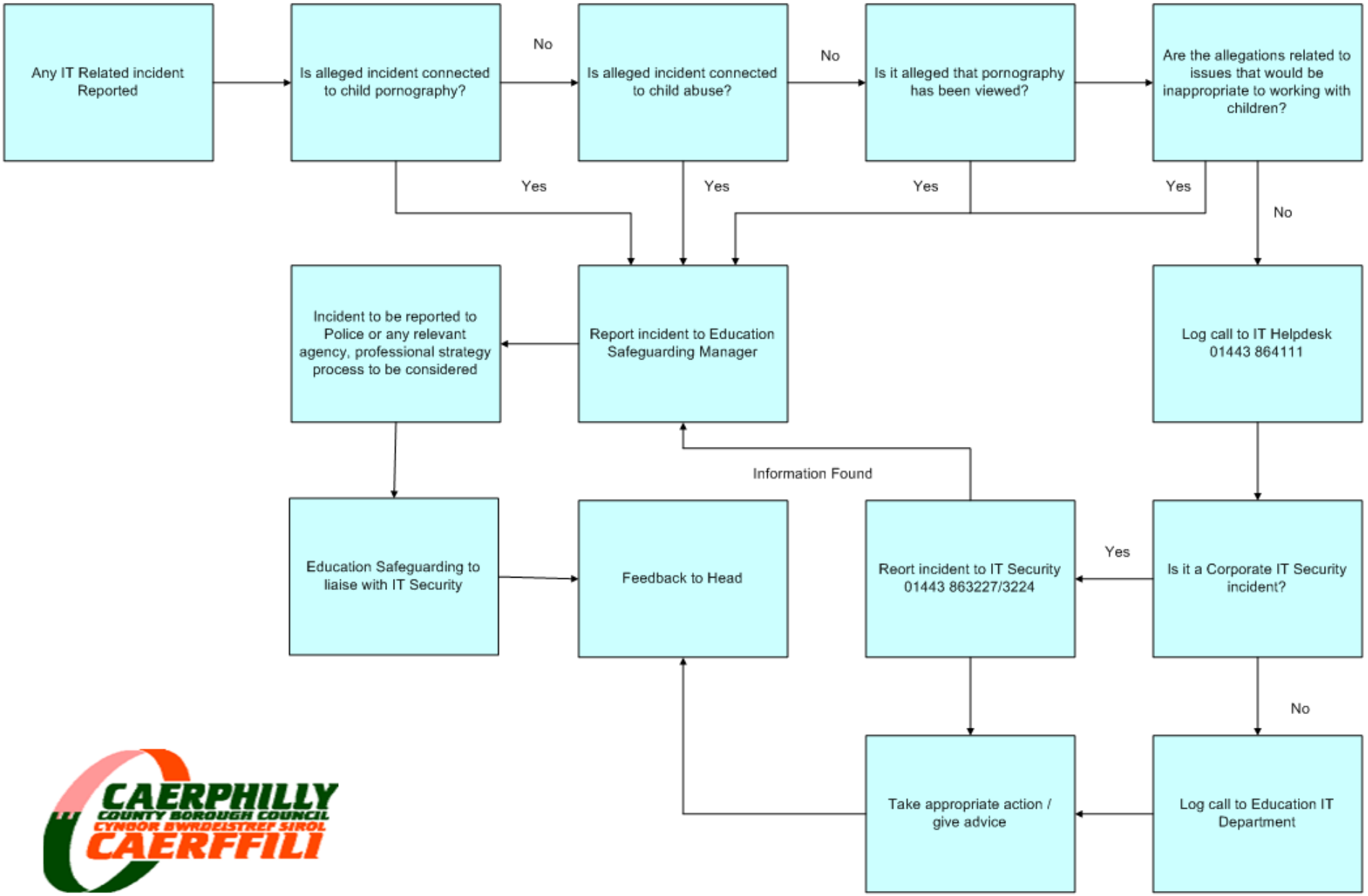
7. Academic Assessment Information – Key Stage Assessments, end of year testing

8. School based additional information e.g. Involvement with Educational Psychology Service, Behaviour Support Service, Additional Learning Needs Service. Copies of Statement of Special Educational Needs, IEP, IBP, PEP, Positive Handling Plan / Team Teach information.

9. School Report

10. Any other information – copies of referrals to other agencies

When a child leaves your school this confidential information must be securely transferred to the new school and signed for by the new Headteacher/Setting Leader or Designate Senior Person for CP. The receiving school must be made aware of the existence of a Safeguarding file prior to the child transferring.




CAERPHILLY COUNTY BOROUGH COUNCIL
CYNGOR BWRDEISTREF SIROL CAERFFILI

# CCBC Education Incident Reporting Procedure - 2016

Helen West - CCBC - Education Safeguarding Manager
Stephen Jordan - CCBC - Principal IT Security Officer

**Appendix 9**

Name of staff member
Date of Birth:
Date:

School:
Completed by:

| Risk | Control | High level of risk – additional control |
|---|---|---|
| | | |
| | | |
| | | |

NB

- This risk assessment will be reviewed every … weeks or after any significant change of event

Appendix 10

# Daily Staff / Visitor / Contractor Log

| Date | Time In | Time Out | Name | Company | Reason for Visit | CP info given * (please tick) | Risk Assessment of Contractor (must be completed) | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Valid DBS | | Appropriate company I.D seen | |
| | | | | | | | Will be accompanied whilst on school site | | | |
| | | | | | | | Not in areas where lone pupils are | | | |
| | | | | | | | Valid DBS | | Appropriate company I.D seen | |
| | | | | | | | Will be accompanied whilst on school site | | | |
| | | | | | | | Not in areas where lone pupils are | | | |
| | | | | | | | Valid DBS | | Appropriate company I.D. seen | |
| | | | | | | | Will be accompanied whilst on school site | | | |
| | | | | | | | Not in areas where lone pupils are | | | |
| | | | | | | | Valid DBS | | Appropriate company I.D. seen | |
| | | | | | | | Will be accompanied whilst on school site | | | |
| | | | | | | | Not in areas where lone pupils are | | | |
| | | | | | | | Valid DBS | | Appropriate company I.D. seen | |
| | | | | | | | Will be accompanied whilst on school site | | | |
| | | | | | | | Not in areas where lone pupils are | | | |
| | | | | | | | Valid DBS | | Appropriate company I.D seen | |
| | | | | | | | Will be accompanied whilst on school site | | | |
| | | | | | | | Not in areas where lone pupils are | | | |

# Covid 19 - Safeguarding Policy Annex

To be read in conjunction with the school's safeguarding/child protection policy.

## Contents


1. **Duty to report**
2. **The Legal Framework**
3. **Local Procedures**
4. **School and provision arrangements**
5. **Training**
6. **Vulnerable Pupils**


### 1. Duty to Report Safeguarding Issues

Our world looks and feels very different at the moment. We must all remember we still have a duty to safeguard children.

### 2. The Legal Framework

The Social Services and Well-being (Wales) Act 2014 specifies the ***duty*** placed on practitioners and partners under s.162 of the Act to report both adults and children including unborn children where they have reasonable cause to suspect the criteria regarding risk of harm is met.

A referral ***must*** be made whenever a professional has concerns about a child under the age of 18 years.

### 3. Local procedures

During the **COVID 19** IAA continues to operate and will respond to referrals that indicate that a child/young person is **at risk of immediate significant harm.** This is defined as

- A child/young person who has disclosed that they have been physically harmed resulting in an injury or bruising
- A child/young person who does not have the ability to communicate presenting with an injury or bruising that is unexplained.
- An allegation of sexual abuse
- The likelihood that abuse will take place immediately if the matter is not investigated under child protection procedures.

**In accordance with protection procedures if you have a concern that a child is at risk of immediate harm you should contact IAA on 0808 100 1727**

If you have safeguarding concerns about a child but feel there is **no risk of immediate harm** please contact IAA on 0808 100 1727 for advice and support. You can also contact Sarah Ellis on 01443 866618.

Referrals can continue to be made to IAA using a multi-agency referral form (MARF). This form can be found on the Gwent Safeguarding website: **https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx**

After 5pm, on weekends and bank holidays, contact the South East Wales Emergency Duty Team (EDT) to report any safeguarding concerns: **0800 328 4432**

***If you think a child or young person is in immediate danger, contact the Police on 999***

## 4. School or provision arrangements

**All schools and provisions must continue to adhere to safeguarding procedures. There must be a DSO on site at all times.**

- Safeguarding arrangements will continue to be clearly displayed
- **DSP (and deputy) arrangements:** these will be clearly displayed around the building and shared with all staff / visitors
- **Supporting vulnerable children:** current process for identification and monitoring linked to WG / LA guidance(school to add details)
- **Keep Safe messages/online safety**: advice & information for parents and children can be found on the school website (school to add details)
- **Concerns about a staff member/volunteer** who may pose a safeguarding risk to children**:** the usual procedures will be followed. Further information can be accessed via the **Wales safeguarding procedures website**

## 5. Training /professional learning

Training for head teachers linked to the train the trainer model will continue either remotely or socially distanced as appropriate. New opportunities to support professional development and keep staff updated will be established from September 2020 as follows:

- termly meetings for DSO for secondary
- attendance at primary HT forum share updates and respond to queries
- scrutiny safeguarding self evaluation by schools
- schedule of training for schools / clusters linked to online modules (for example keeping learners safe) on HWB

**6. Vulnerable pupils: Working with other agencies/information sharing**

When schools return to full capacity in September it is expected that all children will be in school. However we recognise that this may be challenging for some learners (see LA guidance regarding vulnerable learners). As part of the Council's response to COVID 19 we will work with partners to support all pupils and be particularly mindful of those who we consider to be vulnerable. The school will identify where children are perceived to be particularly vulnerable and have specific arrangements for each family / child. If children are not in school efforts will be made to support them to attend. Contact records will be maintained for each contact. Other relevant agencies involved will be notified where contact cannot be made or if concerns arise.

The list of vulnerable pupils may change over time. Schools / providers we will keep clear records of when pupils are identified and ensure that contact arrangements are agreed. Schools / providers will seek support from agencies such as EWS. EPS, and Children's Services as appropriate

*CP info given to daily staff / visitors / contractors should include name and location of Designated Senior Person for CP, and immediate actions required in reporting concerns.