

Safeguarding and Child Protection Policy

Name of School:Ysgol Pant y Rhedyn

Date of Policy:April 2021

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Annual Review date:November 2022

Dependent on legislative change this will be reflected and updated in the policy

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All staff will have access to this policy which can be found on the staff Teams site.
And all staff will sign to the effect that they have read and understood its contents.

Everyone in Education Services shares an objective to help keep children and young people safe.

'Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse,

changes in behaviour or failure to develop.' (*Working Together under the Children Act 2004*)

Keeping Learners Safe – Welsh Government Circular 158/2015 now replaced by circular 248/19 states:-

'Everyone who works in education should share the same goals to keep children and young people safe'. We do this by:-

- *creating and keeping safe places to learn*
- *Identifying where there are welfare concerns and taking the right action*
- *Helping children and young people to be aware and understand how to stay safe*

We reach these goals by:-

- *Stopping unsuitable people working with children and young people*
- *Having safer practice in place*
- *Challenging poor or unsafe practice*
- *Identifying when there's an issue or concern about a child's welfare and taking actions*
- *Working together with other services*

Welsh Government safeguard children and young people by making sure they follow requirements of:-

- The Children Act 1989
- The Education Act 2002
- The Children Act 2004
- Section 175 of the Education Act 2002
- Welsh Government Circ 248/2019 Keeping learners Safe Guidance
- The Equality Act 2010
- The Wales Safeguarding Procedures 2019
- Social Services & Wellbeing (Wales) Act 2014
- United Nations Convention on the Rights of the Child (UNCRC) 1989 – these include 4 key articles relevant to children and education (Article 12/19/28/29)
- The Rights of Children & Young Persons (Wales) Measure 2011
- 'Prevent Duty Guidance' for England & Wales – on the duty in the Counter Terrorism and Security Act 2015

1. PURPOSE OF A SAFEGUARDING/CHILD PROTECTION POLICY

An effective whole-school child protection policy is one which provides clear direction to staff and others about their duties and responsibilities in dealing with safeguarding AND child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that safeguarding/child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

Our school fully recognises the contribution it can make to protect children and support pupils in school. There are three main elements to our safeguarding policy.

a) Prevention (eg positive school atmosphere, teaching and pastoral, support to pupils).

b) Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).

c) Support (to pupils and school staff and to children who may have been abused).

This policy applies to all staff and volunteers working in the school to include governors, Teachers, Learning Support Assistants, mid-day supervisors, caretakers and administrators, any of whom could be the first point of disclosure for a child.

As well as applying to the list of people set out above, it imposes personal obligations upon them:-

All staff MUST record and report any child protection issues, concerns or suspicions to the Designated Safeguarding Lead in the school, as soon as it is identified and practically possible and in any case, within 24 hours written confirmation to the Children and Family Service.

The School uses the MYCONCERN safeguarding tool to report on any concerns be they safeguarding or other.

3. SCHOOL COMMITMENT

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult can help with the prevention and identification of child abuse. Our school will therefore:

a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.

b) Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.

c) Include in the curriculum activities and opportunities for PSHE, which equip pupils with the skills they need to stay safe from abuse. Further information about these activities and opportunities can be obtained from the school's PSHE coordinators.

d) Include in the curriculum material, which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills and healthy relationships. Further information about this material can be obtained from the school's PSHE coordinators.

e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

f) Ensure compliance with the new Curriculum and Ace Agenda in Wales by attending appropriate training and securing a coordinated and evidenced based approach in how we work in our school by making the best use of services available to support the health and wellbeing of our pupils

4. FRAMEWORK

Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the

monitoring of good practice are the responsibilities of the Regional Safeguarding Childrens Board.

5. ROLES AND RESPONSIBILITIES

5.1. General Safeguarding - All adults working with or on behalf of children have a responsibility to protect children. There are, however; key people within schools and the Education Services who have specific responsibilities under child protection procedures. These responsibilities are also outlined in 'Keeping Learners Safe (Circular 248/2019) which is attached. The Head teacher or in his/her absence the deputy headteacher or Designated Senior Person (previously known as the Child Protection Co-ordinator) have this responsibility within schools. The head teacher will ensure that all school staff are aware of who the nominated Designated Senior Persons are and of what procedures to follow.

5.2. It is the role of the designated teacher to ensure that local child protection procedures are followed within the school, and to make relevant referrals to the named agencies according to the guidance given. Additionally, it is their role to ensure all staff employed within the school are aware of the schools internal procedures, to advise staff and to offer support to those requiring this.

5.3It is the role of the Head Teacher to make sure that child protection policies are in place, that there are enough resources and time for the Designated Senior Person, and that all staff and volunteers understand what to do and feel able to raise concerns.

5.4 The roles and responsibilities of the named governor responsible for child protection ensure that the school has an effective policy, that child protection procedures are complied with, and to support the school in this aspect. Governors are not given details relating to specific child protection situations to ensure confidentiality is not breached.

Our Governing Body ensures that the school has a child protection policy and procedures in place that are looked at every year; these are available to parents and carers if they ask; are available in a youth friendly version that pupils can understand; have steps in place to deal with reports against members of staff and support new staff.

5.5. The Education Services Designated Safeguarding Lead provides advice, support, and ensures that appropriate training is offered. They can also make referrals to the Regional Safeguarding Childrens Board and can raise concerns about procedures on behalf of the school.

The above strategic and operational responsibilities are not an exhaustive list, for the Head Teacher, DSP or Governing Body. Please refer to the keeping learners safe guidance, as a school you may wish to add or just refer to this document.

5.6 Preventing Radicalisation - Our education settings will create a safe environment in which children can understand and discuss sensitive topics, including terrorism and extremist ideas, and learn how to challenge these ideas. We will create opportunities within the curriculum to be used to explore and challenge these topics and to promote the values of democracy and mutual respect and tolerance of different faiths and beliefs.

The Counter-Terrorism and Security Act 2015 placed a duty on schools to have due regard, in the exercise of our functions, to prevent people from being drawn into terrorism. The UK

Government published Prevent Duty Guidance: for England and Wales including education and we ensure that all school staff understand Prevent and the role they play in adhering to the Prevent duty - Keeping Learners Safe Guidance document pages 47 – 48 can give **additional information and guidance around this subject**

The school uses MYCONCERN to record and manage any instances of radicalisation.

5.7 Social Services and Wellbeing Act (Wales) Act - All members of staff are aware of this Act, which has been implemented since April 2016. The Act fundamentally changes the way social services work. Wellbeing underpins the whole system, linking through to the role that early intervention and prevention can play in promoting wellbeing. Safeguarding reforms under this Act include a strengthened legal framework for safeguarding children and adults at risk. The Act reinforces existing safeguarding arrangements for children through the introduction of a new duty to report to the local authority any child suspected of being at risk of, or experiencing, abuse or neglect, including adults at risk.

Prevention and early intervention are critical to successful outcomes in supporting families, particularly those with complex needs. Co-operation across the school, makes a real difference. (added April 18 not translated)

5.8 Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015

The Act is a landmark piece of legislation, breaking new ground as the first law of its kind in the UK. The Act received Royal Assent on 29 April 2015 and seeks an improved collective public sector response, stronger leadership and a more consistent focus on the way we tackle these issues in Wales and help victims, but more importantly it seeks to stop the abuse happening in the first place.

The Act has a focus on education; Local Authorities will be required to report how they are tackling these issues, including school, for example through lessons on healthy relationships. The Act also provides Welsh Ministers with powers to publish guidance documents to help relevant authorities meet the aims of the Act. These will include: the National Training Framework, Ask and Act, Commissioning, Perpetrators, Older People and Multi Agency Collaboration.

The Act addresses domestic abuse and sexual violence perpetrated against all people in Wales, irrespective of gender or sexual orientation, it also addresses violence perpetrated against a woman or man arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation. There is also no age limit on the Act so children who witness or experience such violence or abuse and older people are included.

Further information has been provided to Governing Bodies on the subject of VAWDASV via the Welsh Government guide. Schools must adopt a policy on this subject and there is a model policy provided within this document. Regular training on this aspect is also provided to all staff and Governors.

5.9 Well-being of Future Generations (Wales) Act 2015

In line with the above, our school will maintain an emphasis on prevention, in terms of early intervention, with a view to reducing the risks children are exposed to and subsequent difficulties in later life. Exposure to adverse childhood experiences (ACEs) is associated with poorer health and wellbeing

6. PROCEDURES

We will follow the procedures set out in the All Wales Safeguarding Procedures and within the Child Protection Procedures within this policy.

Adhere to the procedures set out in the Welsh Government latest document:-
<https://gov.wales/disciplinary-and-dismissal-procedures-school-staff>

Ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance, 'Keeping Learners Safe' Circular 248/2019

Pay due regard to the 'Prevent Duty Guidance' for England & Wales – the duty in the Counter Terrorism and Security Act 2015.

Pay due regard to any other new specific pieces of legislation that come into force.

- All Staff are kept informed about child protection and safeguarding procedures, through induction, briefings and awareness training – and staff are to be kept informed regularly who the nominated person is and his/her deputy in his/her absence

- All staff will have a face to face interview on induction for new staff, outlining safeguarding procedures and responsibilities, and these interviews will be recorded and filed appropriately

- Other adults visiting the school (e.g. peripatetic teachers, learning support staff) will be advised of the schools policy and the named person to whom they should raise any concerns with.

- A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under the All Wales Safeguarding Procedures 2019.

- Notify the local social service team if:-

- A pupil on the child protection register is excluded either for a fixed term or permanently and
- If there is an unexplained absence of a pupil on the child protection register for more than two days from the school (or one day following a weekend)
- When a pupil on the child protection register leaves we will transfer information to the new school immediately and inform Children & Family & Safeguarding Service.
- Refer immediately any child protection concerns to the appropriate Departments.
- Refer immediately any concerns in relation to a vulnerable adult (eg parent)

7. TRAINING AND SUPPORT

Our school will ensure that the head teacher; (who is normally the senior designated person or named person), one other second nominated member of staff and the nominated governor for child protection attend training relevant to their role on an annual basis. All staff will undertake awareness raising training during their induction (this should be recorded and put on file) into the school and periodically to refresh and update their knowledge and understanding. Support will be available for staff from the headteacher in the first instance, and from other members of the school's management team where there are concerns or queries about child protection. School staff should know their personal responsibilities, and agreed local procedures, be vigilant in identifying cases of abuse, and know how to support a

child who discloses abuse.

All front-line staff complete e-learning modules via hwb on an annual basis, as directed by Education Services and the Designated Senior Person. All ancillary staff complete this training on a three yearly basis to update their knowledge and skills. All staff have also completed mandatory modules in relation to child and adult safeguarding, violence against women, domestic abuse and sexual violence (VAWDASV) and modern slavery

Our Governing Body also receive safeguarding and child protection training on a regular basis to ensure their knowledge base is kept up to date and that they are aware of how to respond should there be concerns of a child or adult safeguarding nature.

Staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation upsetting and/or professionally and morally difficult. Staff will be supported by their supervisor who may consider further support from the school designated person, Local Authority Safeguarding Lead and/or Occupational Health and HR.

8. PROFESSIONAL CONFIDENTIALITY

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with the pupil to keep a secret, as where there is a child protection concern this must be reported to the named person and may require further investigation by appropriate authorities. This would lead to a breakdown in trust of adults by the pupil and could potentially compromise their wellbeing and safety. The named person (the headteacher or designated senior person in our school) will invoke the local agreed guidelines and procedures, where there is a cause for concern. Staff will be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

9. Allegations made against Members of Staff

Where the concerns relate to cases of suspected abuse or allegations of abuse against staff, the process is set out in the Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies (see Keeping Learners Safe) and the Wales Safeguarding Procedures, Section 5.

All staff understand and would follow the procedures if an allegation is made against any member of staff and in the case of the Head Teacher, would alert the Governor responsible for Safeguarding/Chair of Governors.

9. Whistleblowing:

Please adhere to the schools whistle blowing policy.

Whistleblowing Governor: In the event that you do not feel able to follow the schools whistle blowing policy but remain concerned you must discuss your concerns with an appropriate body. In this situation you could contact the Local Authority, the Police, Social Services or the NSPCC helpline.

10. RECORDS AND MONITORING

Well-kept records are essential to good safeguarding/ child protection practice. Our school is clear about the need to record any concerns held about a child/children, incident or disclosure within our school, the status of such records and when these records should be passed over to other agencies. A written record will be made of the concern raised and action taken. These records are kept in a confidential and secure manner. All reporting and recording to matters related to safeguarding are kept via MYCONCERN

11. SAFER RECRUITMENT

The school is committed to the principles of safer recruitment and, as part of that, adopts recruitment procedure that help deter, reject and/or identify people who might pose a risk to children. Safe recruitment process are followed as per the Welsh Governments Keeping Learners Safe Guidance. **

All relevant members of staff and governors who are involved in recruitment should as good practice undertake safer recruitment training, this can be made available via Corporate Training, however the safer recruitment checklist should be referred to, as a minimum. The school should ensure that at least one person on any appointment panel has undertaken the above training, or has good knowledge of safer recruitment practice.

The school will ensure that safer recruitment processes are robust in terms of DBS, risk assessments, publicity materials, recruitment website, advisements, candidate information etc. The school will adhere to the Local Authority Recruitment Procedures and the Welsh Government Safer Recruitment Guidance. Our Business Manager leads and informs the Headteacher on all aspects relating to this.

12. SAFE SCHOOL, SAFE STAFF

- Many of our pupils may have difficulty in talking about sensitive issues and some lack the vocabulary for this. Staff must/will be aware of the pupil's preferred style of communication and their individual additional needs if we are to be able to provide a safe environment for our pupils. When engaging with pupils all staff must/will be aware of the potential for misinterpreting our pupils' efforts to raise a child protection concern or issue.
- Staff working in a one-to-one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a pupil.
- School staff are informed about counselling and/or giving advice to children/ young people about sexual matters through the school policy on sex and healthy relationships education.
- School staff are familiar with the Signs of Abuse (Appendix 1)_
- School staff are aware of legislation such as the All Wales Protocol for the Management of Young People Engaged in Sexually Harmful Behaviour; the Child Sexual Exploitation Safeguarding Guidance from Welsh Government, and the HM Government – Prevent Duty Guidance: for England & Wales (guidance for specified authorities in England &

Wales on the duty in the Counter-Terrorism and Security Act 2015.

- School staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship.
- All staff are required to complete a Disclosure and Barring check, which has replaced the Police Records and CRB checks, prior to taking up their appointment, and to sign a declaration regarding convictions relating to the harm of children during their application process. Staff who deliberately seeks to mislead the school in respect of this will be subject to dismissal.
- Where a member of staff is subject to an accusation of abuse, this will be fully investigated under the school's disciplinary procedures and the Wales Safeguarding Procedures, Section 5. Advice should also be sought from a Senior Officer in Education Services and Conwy's Education Designated Safeguarding Lead. Any suspected or alleged abuse must be reported to Children & Family & Safeguarding Service or the Police.

13. STAFF CODE OF CONDUCT

All staff (paid and Voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Teaching Standards expect all teachers to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Children will be treated with respect and dignity and no punishments, detention, restraint, sanctions or rewards are allowed outside of those detailed in the schools Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise causation and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupils for their own protection or others safety this will be appropriately recorded and reported to the Head teacher and Parents immediately.

For their own safety and protection, staff should exercise caution in situation where they are alone with pupils. Other than in formal teaching situations; for example during musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils and their families should only take place with the knowledge and approval of the Head Teacher. Any unplanned contact or suspected infatuations or 'crushes' will be reported to the Head teacher immediately.

Staff will only use school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only

use the approved school email, school learning platform or other school approved communication systems with pupils or parents/carers and only communicate with them on appropriate school business and will not disclose any person information e.g. email address or telephone numbers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the schools whistle blowing procedures and all Wales Child Protection Procedures and share immediately any disclosure or concern that relates to a member of staff with the Head teacher or one of the Designated Safeguarding Leads and if the issue is in regards to the Head teacher, then the Chair of Governors should be contacted.

14. Extended school and off-site arrangements:

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own safeguarding/ child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, we will check that effective safeguarding/ child protection arrangements are in place.

15. VOLUNTEERS

A volunteer is defined as a person who performs an activity which involves spending time, unpaid (except for travel and other approved out of pocket expenses) doing something which aims to benefit someone (individuals or groups).

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subject to all reasonable vetting procedures. Volunteers will be subject to the same code of conduct as paid employees of the school.

All those working in education settings, at all levels and regardless of employment status, should be aware of systems which support safeguarding. All policies and procedures should be shared and explained as part of the induction process. This should include the safeguarding/ child protection policy and the staff behaviour policy. During induction volunteers should be made aware of the role of the DSP and how to raise concerns with the DSP and well as be informed as to the process should an allegation be made against them. All volunteers should receive appropriate child protection training as necessary.

16. OUTSIDE PROVIDERS

If the school is calling on the Services of outside providers either within the school or sending pupils off site. The school will ensure that all safeguarding arrangements are robust e.g. that they have checked that the providers have staff who have a current DBS, have undertaken child protection training, the staff know who to contact if an allegation is made, that all health and safety requirements are complied with together with ensuring that any identified risk assessments are adhered to.

17. ATTENDANCE AT CHILD PROTECTION CONFERENCES

The headteacher (or designated senior person/s) will attend a child protection conference called in respect of a pupil. He/she may be accompanied by other relevant staff (eg the pupil's pastoral teacher) if this is of benefit to the pupil. Staff attending such conferences will be offered support and access to appropriate counselling if they wish to receive this.

18. SUPPORTING PUPILS AT RISK OR WITH ADDITIONAL NEEDS

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of school behaviour management policies (required under the Code of Practice, 2002 Education Act – currently under revision)
- d) A consistent approach, which recognises and separates the cause of behavior from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- e) Regular liaison with other professionals and agencies that support the pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSE, the policy on sex and relationships education, the policy/guidelines for privacy and dignity of our pupils, the policy for management of pupils' behaviour, the health and safety policy, alcohol and substance misuse policy, anti-bullying policy, and food & fitness policy/guidelines, and the duty on schools to prevent people from being drawn into terrorism.

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

- **Child in Need of Care and Support Plan**

The law about assessment of needs of children in Wales is now in Parts 3 and 4 of the Social Services and Well-being (Wales) Act 2014. **Sections 37-39 Social Services and Well-being (Wales) Act 2014; Care and Support (Eligibility) (Wales) Regulations 2015 and Care and Support (Care Planning (Wales) Regulations 2015; Part 4 Code of Guidance**

A child will be eligible for a service if:

1. the need arises from circumstances such as their age or health
2. and it relates to their personal well-being outcomes
3. and it cannot be met by their parents, wider family or community services
4. And it can only be met by their local authority arranging or providing the service or making direct payments.

If the child is eligible for a service, a **Care and Support Plan** will be agreed.

As a school will we refer as appropriate to Children Services if it is recognised that a child would benefit from a Child in Need of support plan with the permission of the parent/carer.

• **Child Sexual Exploitation (CSE) – see All Wales Practice Guide on safeguarding children from CSE**

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late, regularly missing school or education or not taking part in education, appearing with unexplained gifts or new possessions, associating with other young people involved in exploitation, having older boyfriends or girlfriends, suffering from sexually transmitted infections, mood swings or changes in emotional wellbeing, drug and alcohol misuse and displaying inappropriate sexualised behaviour.

A Child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have true consent and therefore offences may have been committed. CSE is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school. This will result in immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the All Wales Child Protection Procedures.

• **Child Criminal Exploitation – see All Wales Practice Guide – Safeguarding Children from child criminal exploitation (CCE)**

Child criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes. This abuse can include the use of young people and children for 'County Lines' delivery of drugs exploitation, modern slavery and child trafficking.

It's important to be aware of the risks of criminal exploitation or being involved with a criminal gang. They can use different tactics to recruit and exploit children and young people, including bribing them with rewards, befriending them, and threatening them, or coercing them.

- VAWDASV – See All Wales Practice Guide – Safeguarding Children affected by domestic abuse and the Welsh Government Practical Guide for School Governors

In our school we adopt a zero tolerance response to issues of VAWDASV and will follow procedures in this regard. As a school, any person be this a child, parent or member of staff who maybe experiencing domestic abuse, we will ensure that they receive appropriate support to make informed decisions and to prevent children and young people from being exposed to this type of abuse and ensuring staff and families are safeguarded as far as is possible. Training on this aspect has been arranged.

•Forced Marriage

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse. However the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent. All Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time the school had a concern regarding a child who this may apply too immediate contact will be made with the relevant agencies for guidance and advice.

•Female Genital Mutilation (GGM)

The Serious Crime Act 2015 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. Section 130 of the Social Services and Well-being (Wales) Act applies to cases covered by the FGM reporting duty. FGM is illegal in the UK.

FGM is a procedure were the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother and /or death.

FGM is a deeply embedded social norm, practiced by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman and to be marriageable. The practice is not require by any religion. FGM is an unacceptable practice

for which there is no justification. It is child abuse and a form of violence against women and girls.

- Abuse relation to tradition, culture, religion or superstition and unaccompanied asylum-seeking children - See the All Wales Practice Guides in relation to this.
- Trafficked Children – See the All Wales Guide on Safeguarding Children who have been trafficked
- Harmful Sexual Behaviour – See the All Wales Guide on Safeguarding Children where there are concerns about harmful sexual behaviour

•Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with relevant agencies, e.g. Police, Social Services and Youth Justice Service. Peer on peer is most likely to include, but may not be limited to:

- Language seen as derogatory, demeaning, inflammatory;
- Bullying, including cyberbullying;
- Gender based violence
- Sexual assaults and harassment
- Sexting

We are working hard as a school to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

•Online Abuse – See All Wales Practice Guide on Safeguarding Children from online abuse.

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices. It can happen anywhere online that allows digital communication such as:

- social networks
- text messages and messaging apps
- email an private messaging
- online chat
- comments on live streaming sites
- voice chat in games

Children and young people can be re-victimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline. Children and young people may experience several types of abuse online

- [bullying/cyberbullying](#)

- emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
- sexting (pressure or coercion to create sexual images)
- sexual abuse
- sexual exploitation.

Children and young people can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online or the perpetrator may arrange to meet the child in person with the intention of abusing them.

•Youth Produced Sexual Imagery (Sexting)

Sharing images has become commonplace with the ease of modern technology. Photos and videos can be shared very simply through text messages, email, social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger.

This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Importantly, producing and sharing sexual images of under-18s is illegal.

Guidance has been produced to support schools, colleges and other educational settings in developing procedures to respond to incidents involving youth produced sexual imagery. It also signposts sources of resources and support. This advice is non-statutory and should be read alongside the Welsh Government's statutory guidance Keeping Learners Safe and our school will adhere to this guidance when responding to incidents of this nature. (The LA has a model policy that can be used if required)

•Bullying

All schools must have a separate bullying policy which was one of the key changes within the new Welsh Government anti bullying Guidance 2019. This should be reviewed annually by the governing body.

Statutory and advisory guidance documents providing information for all involved in preventing and challenging bullying in schools can be found on the WG Website. Each document within the series provides tailored advice specifically aimed at key audiences to include the LA, Schools, Parents and Carers, Children and Young People.

•Physical Intervention

Our policy on physical intervention is set out in (a separate document)- the schools behavior management policy and is reviewed annually by the governing body.

•Children Missing Education – See All Wales Practice Guide on Safeguarding Children who go missing from home or care.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSP will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

•EHE- Elective Home Education – see All Wales Practice Guide – Safeguarding Children who are home educated

When appropriate we will advise the Local Authority of when children leave our school to be electively home educated at the earliest opportunity via the correct form.

•Young Carers

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs.

•Private Fostering

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed. If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves. Advice or a referral can/will be made to relevant agencies when appropriate.

•Looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. Our school has its own designated LAC person. This designated lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have drawn up an individual education plan and the designated LAC lead will attend regular training/briefings regardless of whether there are currently children within the school who are in care.

Signed

Signed Matthew Jones (April 21)

APPENDIX 1 - Signs of Abuse

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, Social Services will always want to understand them in relation to the child's development and context.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them; or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

There are four types of child abuse. They are defined in the All Wales Child Protection Procedures and Welsh Government guidance *Safeguarding Children: Working Together Under the Children Act 2004* as follows:

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 parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
 - cigarette burns
 - human bite marks
 - broken bones
 - scalds, with upward splash marks
 - multiple burns with a clearly demarcated edge.

N.B. Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbow, knees, shins, and are often on the front of the body. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts

- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression or withdrawn behaviour
- running away from home.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger (i.e. living in a domestic abuse environment) or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet) and through Child Sexual Exploitation.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Neglect – see All Wales Practice Guide on Safeguarding Children from 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 parent or carer 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.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

In addition to the types of abuse mentioned above, members of staff will also be alert to specific safeguarding issues AS PER THIS POLICY

Any other policy that you feel appropriate can be added to this as necessary, you may want to include something on:

- **Contractors**
- **Vulnerable pupils**
- **Safety in the School**
- **Curriculum**
- **Healthy Schools – relationships, equality, gender, healthy and safety of pupils**
- **Sexism, racism, homophobia**

- **School Attendance**
- **Working in Partnership with Parents**
- **The role of the Governing Body**
- **Complaints**
- **Conwy's Corporate Safeguarding Policy**
- **Respect and Resilience; Developing community cohesion**

Monitoring and Evaluation

-You will also need to ensure that the Safeguarding Audit tool is completed each year with action plan to address any outstanding areas.

-A copy of the child protection flow chart should be visible to all around the school

-Photographs of the DSP's should be displayed

-Contact numbers should be easily available to all.