

SAFEGUARDING AND CHILD PROTECTION POLICY



Adopted: December 2010

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Reviewed Annually

Related Documents:

Behaviour Policy

Anti-Bullying Policy

Policy Statement on Reasonable Use of Force

Additional Learning Needs Policy

Whistle Blowing Policy

National Documents:

All Wales Child Protection Procedures (April 2008)

This document is a Statutory Official School Policy of Caerleon Comprehensive School. This Policy was formally adopted by Caerleon Comprehensive School on 16th December 2010.

Signatories: _____ (Headteacher) _____ (Chair of Governors)

PRINT: _____

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Annotation Key for this Document

RHH Mrs R Hughes, Deputy Headteacher, retired
 ASG Mr A Gardner, Assistant Headteacher

Policy Contents

Safeguarding & Child Protection Policy

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Safeguarding & Child Protection Policy

1. Introduction

Our school fully recognises the contribution it makes to safeguarding and child protection.

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 those pupils who may have been abused.

This policy applies to all staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come in to contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process, and it is essential that all staff are aware of and implement the school's procedures as noted in this policy.

2. Prevention

This school recognises that high self- esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children at our school.

The school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and share their concerns and will be listened to;
- Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends.
- Include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

3. Procedures

At Caerleon Comprehensive School we will follow the All Wales Child Protection Procedures (April 2008) and other guidance and protocols that have been endorsed and agreed by the South East Wales Safeguarding Children Board. (SEWSCB)

The school will:

1. Ensure it has a designated senior person, DSP (Mr. A Gardner) and deputy for child protection (Mr. M Evans and Mrs. E Wilson), who have undertaken the appropriate training.
2. Recognise the role of the designated senior person and arrange support and training. The school will look to the SEWSCB and the Council's Education Safeguarding Officer for guidance and support in assisting the school's designated senior person.
3. Ensure that all members of staff, including permanent, part time and adult volunteers, know:
 - that they have an individual responsibility for referring child protection concerns using the agreed procedures
 - the name, contact details and role of the designated senior person (DSP), the deputy DSP and designated governor responsible for child protection;
 - that it is the lead person and/or their deputy who have the responsibility for making child protection referrals within SEWSCB timescales, by completing the agreed multi-agency form;
 - how to take forward those concerns where the DSP is unavailable;
 - how to support a child who discloses abuse.
4. Ensure that 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.
5. Ensure that all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
6. Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection by setting out their obligations in the school prospectus and other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance.
7. Provide training for all staff so that they know:-
 - their personal responsibility;
 - the agreed local procedures(SEWSCB)
 - the need to be vigilant in identifying suspected cases of abuse
 - how to support a child who discloses abuse

8. Notify Social Services if:
 - a pupil on the child protection register is excluded either for a fixed term or permanently; and
 - there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend).
9. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including responding to requests for information from social services; attendance at initial and review child protection conferences and core groups; and submission of written reports.

N.B: schools often have more detailed knowledge of children than other agencies and it is vital that schools are part of any child protection meetings.
10. Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies immediately.
11. Ensure that all records and files are kept secure and in locked locations. The DSP is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the DSP to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information'.
12. Adhere to the procedures set out in the Welsh Government guidance circular 002/2013 'Disciplinary and Dismissal Procedures for School Staff'.
13. Ensure that all recruitment and selection procedures are made in accordance with Welsh Government Guidance, 'Keeping Learner's Safe' and local guidance. The school will seek advice and guidance from the Authority's HR Department on recruitment and selection.
14. Designate a governor for child protection who will oversee the school's child protection policy and practice. This governor will feed back to the Governing Body on child protection matters as and when required, and will be required to write an annual report to the Governing Body on the school's child protection activities.

4. Supporting the pupil at risk

At Caerleon Comprehensive School we recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school, their behaviour may be challenging or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.

The school will endeavour to support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation (see section 2 of this policy on Prevention);
- The school ethos which:
 - o promotes a positive, supportive and secure environment; and

- o Gives pupils a sense of being valued (see section 2 on Prevention);
- The school's Behaviour for Learning policy which is aimed at supporting vulnerable pupils in the school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable, but that each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's Behaviour for Learning policy in conjunction with this and other named policies noted in this policy.
- Liaison with other agencies who support the student such as Social services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services; and
- Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.

When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (Using the procedure outlined in appendix D, Safeguarding File – Transfer of Records). The DSP will be central to this process, and if not already done, will inform Social Services of the move.

5. Behaviour

This school has a Behaviour for Learning policy which clear states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body and can be located on the school's website.

6. Bullying

The school's policy on Bullying has been set out in a separate document.

This policy/information is reviewed a regular basis by Governors and can be located on the school's website

7. Physical Intervention

The school's policy on physical intervention has been set out in a separate document.

It is reviewed a regular basis by the governing body and is consistent with the Welsh Government guidance on Safe and Effective intervention – use of reasonable force and searching for weapons 097/2013.

8. E-Safety

The school's E-Safety policy has been set out in a separate document.

9. Children with Additional Learning Needs (ALN)

This school recognises that statistically children and young people 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. The school's policy on ALN has been set out in a separate document.

10. Looked After Children (LAC)

This school recognises that children who enter the Looked after System are often the most vulnerable and needy. Advice and guidance can be sought from the Local Authority's Looked After Children's Education Coordinators.

11. Transfer of records

Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of child protection records through the use of the Safeguarding File – Transfer of records proforma (See Appendix C).

12. Training

The school will ensure that the designated senior person and deputy will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development.

All staff will be regularly updated during the year as appropriate from the DSP, but will receive specific awareness raising training within a 2/3 year period.

It will be a recommendation that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training.

13. Community Cohesion – Preventing Extremism

The school is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the Prevent Duty Guidance) to safeguard pupils at risk of radicalisation. The school does this by:

- Providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.
- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism.
- Knowing how to complete a referral and how to seek support for the child/young person
- Ensuring all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas.
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering. The school is aware of its duty to report known cases of FGM to the police (section 74 of the Serious Crime Act 2015). Where staff suspect FGM may have been carried out or think a girl may be at risk then the school will follow existing safeguarding procedures in these cases.

14. Mandatory Reporting of FGM

- The school is aware of its duty to report known cases of FGM to the police (section 74 of the Serious Crime Act 2015). Where staff suspect FGM may have been carried out or think a girl may be at risk then the school will follow existing safeguarding procedures in these cases.

Key Guidance for Staff

- A) What to do if a child tells you they have been abused by a member of staff or any adult working with children.

If an allegation of abuse is made against a member of staff or any adult working with children this must be reported to the Head Teacher without delay. If the concern is about the Head Teacher this must be reported to the Chair of Governors. If in doubt you can contact the Council's Education Safeguarding Officer for guidance and advice or the Social Services Duty and Assessment Team (see contact details below).

- B) What to do if a child tells you they have been abused by someone other than a member of staff:

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;

- You must report verbally to the school's Designated Senior Person for child protection immediately (or in their absence, their Deputy), to inform them of what has been disclosed. In the unlikely event of both being absent seek out the most senior person in the school;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's DSP. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible.

This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;

- Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the DSP. Often what is initially shared is the tip of an iceberg;
- That a child may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings.
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the DSP for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for general consumption with others.

Confidentiality

The school and staff are fully aware of confidentiality issues if a child divulges that they are being or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, all education staff have a professional duty to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school. Be aware that it

may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Remember the pastoral responsibility of the Education Service. Ensure that only those with a professional involvement, i.e. the DSP and Headteacher, have access to child protection records. At all other times, they should be kept securely locked and separate from the child's main file.

The Designated Senior Person for child protection at this school is:

Mr A. Gardner, Assistant Head (Wellbeing).

The Deputy Designated Senior Person's for child protection at this school are:

Mr M. Evans (Associate Assistant Head).

Mrs E. Wilson (Assistant Head (Teaching and Learning)).

The Designated Governor for child protection at this school is:

Mrs K Bevis, Chair of Governors

The Council's Education Safeguarding Officer is:

Nicola Davies and can be contacted by:

Phone – 01633 235664

Mobile – 07817106758

Email – Nic.Davies@newport.gov.uk

Social Services can be contacted as follows:

Duty & Assessment Team

Contact Centre: 01633 656656

Out of Hours Duty Team: 0800 3284432

Associated Policies, Guidance and Advice

www.wales.gov.uk/educationandskills

- All Wales Child Protection Procedures- April 2008
- Safeguarding Children: Working Together Under the Children Act 2004

<http://gov.wales/pubs/circulars/2007/nafwc1207en.pdf?lang=en>

- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. (January 2015)

<http://learning.gov.wales/docs/learningwales/publications/150114-keeping-learners-safe-en.pdf>

- Safeguarding in Education: handling allegations of abuse against teachers and other staff – circular 009/2014 (April 2014) <http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>

- Disciplinary and dismissal procedures for school staff- circular 002/2013 (replaces circular 007/2001)

<http://gov.wales/docs/dcells/publications/130227disciplinaryanddismissalen.pdf>

- Procedures for Whistle blowing in Schools and Model policy- Welsh Assembly Government circular 036/2007

<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>

- Procedures for reporting misconduct and incompetence in the education workforce in Wales-Welsh Government 168/2015 (replaces 018/2009)

<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>

- Safe and effective intervention-use of reasonable force and searching for weapons, Welsh Government circular 097/2013 (replaces 041/2010). <http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf>

- Education Records, School Reports and the Common Transfer System-National Assembly for Wales circular 18/2006

<http://gov.wales/docs/dcells/publications/060707-education-records-en.pdf>

- Information and Guidance on Domestic Abuse: Safeguarding Children and Young People in Wales 2010 (Welsh Assembly Government) <http://learning.gov.wales/docs/learningwales/publications/130509-domestic-abuse-safeguarding-en.pdf>

Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales

<http://gov.wales/docs/dsjlg/publications/commsafety/151020-whole-education-approach-good-practice-guide-en.pdf>

- Children Missing from Education WG circular 002/2017 (replaces circular 006/2010) <http://learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf>

Other relevant legislation:

- The Children Act 2004
- The Education Act 2002
- The Education Act 2011
- The Human Rights Act 1998
- The Data Protection Act 1998
- The Children Act 1989
- Social Services and Well-being (Wales) Act 2014

Hyperlinks to websites that have important links to Safeguarding, and in particular Child Protection (This is not an exhaustive list)

- www.wales.gov.uk
- www.ewc.wales
- www.governorswales.org.uk
- www.thinkuknow.co.uk
- www.wales.gov.uk/domesticabuse
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

SEWSCB documents can be found on their website: www.sewsc.org.uk

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 or young person 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 parent or caregiver fabricates or induces illness in a child who they are looking after.

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 or young person 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 non-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 parent or caregiver 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. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

Transfer of pupil safeguarding records

PART 1: To be completed by sending school

- ☐ When you know that a child on the CP register (or where there are safeguarding concerns) is moving schools contact the DSP at the receiving school within 2 days of the child leaving your school to share information.
- ☐ Please ensure that the safeguarding file is passed to the Designated Senior Person at the receiving school using a secure method of delivery with Part 1 of this form completed. It should be marked as 'confidential for the attention of the DSP only'.
- ☐ The file should be transferred within 10 working days
- ☐ You are advised to keep a copy of this form for your own records.

NAME OF CHILD

DOB:

NAME OF SCHOOL

SENDING SAFEGUARDING FILE:

ADDRESS OF

SENDING SCHOOL:

DATE FILE SENT:

NAME OF

DESIGNATED SENIOR PERSON (DSP)FOR SAFEGUARDING:

METHOD OF

DELIVERY:

SIGNATURE:

PART 2: To be completed by receiving school

- ❓ Please complete and return this form to the DSP listed in Part 1 above.
- ❓ If you choose to return this form electronically, please ensure this is completed securely.
- ❓ You are advised to keep a copy of this form for your own reference.
- ❓ The safeguarding file should be stored securely, and away from the main pupil file.

NAME OF SCHOOL RECEIVING FILE:

ADDRESS:

DATE RECEIVED:

NAME OF DESIGNATED SENIOR PERSON (DSP) RECEIVING FILE:

IS THE FILE INTACT ON RECEIPT?

SIGNATURE

Reference Material

Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities

<http://gov.wales/docs/dcells/publications/110209respecten.pdf>

Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)

<http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf>

Respect and Resilience – Developing Community Cohesion: Assessment tool:

<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf>

E-learning training on PREVENT: <https://elearning.prevent.homeoffice.gov.uk/>

Free online resource: http://course.ncalt.com/Channel_General_Awareness

Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

Prevent Duty Guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>

Website: <http://educateagainsthate.com> Resources for parents and teachers

Tackling Hate Crimes and Incidents: A Framework for Action

<http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf>