

Safeguarding including Child Protection Policy

This policy sets out the approach and provision for
Safe-guarding learners

Designated Child Protection Officer: Mr Andy Williams

Deputy Child Protection Officer: Mr Darryl Williams

Child Protection Governor: Mrs Shonagh Hay



Introduction

- 1.1 The school fully recognises the contribution it makes to child protection. There are three main elements to our policy:-
- A. Prevention through the teaching and pastoral support offered to pupils;
 - B. 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;
 - C. Support to those pupils who may have been abused.
- 1.2 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 into 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 staffs are aware of and implement the school procedures as noted in this policy.

Prevention

- 2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard children at our school. Our values and restorative approach allows for a culture of listening, valuing every individual and their perspectives, exploring thoughts and feelings, the impact of actions and articulating our needs for wellbeing.

The school will therefore:-

- A. Establish and maintain an ethos where children feel secure, are encouraged to talk and share their concerns and will be listened to;
- B. 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.
- C. Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know that they can turn to staff for help;
- D. 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.

Procedures

- 3.1 At this 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.
- 3.2 The school will:-
- A. Ensure it has a named designated senior member of staff who has undertaken the appropriate training in line with agreed national and local requirements. This school will also nominate a named deputy who will be the central contact in times when the designated person is absent. In the unlikely event that both are absent or unavailable the most senior person will act as a contact point for other staff.
 - B. Recognise the role of designated person and arrange support and training. The school will look to the SEWSCB and in particular the local authority's Designated Officer for Safeguarding in Education for guidance and support in all child protection matters in assisting the school's designated person.
 - C. Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor knows:-
 - The name and contact details of both the designated and deputy person responsible for child protection;
 - That it is the named designated person and/or their deputy who have the responsibility for making child protection referrals within timescales, by completing the agreed multi-agency form.
 - That the designated person and deputy will seek advice from the Designated Officer and or Social Services Duty and Assessment Team if necessary when a referral is being considered; if in doubt a referral must be sent.
 - D. 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. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
 - E. Ensure that parents have a clear understanding of the responsibility placed on the school and its staffs 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.
 - F. Provide training for all staff so that they:-
 - i) Understand their personal responsibility;
 - ii) Are cognisant of agreed local procedures;
 - iii) Understand the need to be vigilant in identifying suspected cases of abuse,



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- iv) Know how to support a child who discloses abuse, particularly the do's and don'ts.
 - G. Notify Social Services if:-
 - A looked after pupil or a pupil on the child protection register is excluded either for a fixed term or permanently;
 - There is an unexplained absence of a looked after pupil or a pupil on the child protection register of more than two days duration from school (or one day following a weekend)
 - H. 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 support these with the submission of written reports.
 - I. 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 responsible for formal investigation.
 - J. Ensure that all records and files are kept secure and in locked locations. The designated person 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 designated person to ensure that any transfer of records is conducted sensitively and securely.
 - K. Adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools.
 - L. Ensure that all recruitment and selection procedures follow all national and local guidance. The school will seek advice and guidance from the local authority's Human Resources Department on recruitment and selection.
 - M. Seek to designate a governor for child protection who will champion and 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 but will be required to write an annual report to the governing body on the school's child protection activities.



Supporting the pupil at Risk

- 4.1 At this school we recognise that children who are at risk, suffer abuse or witness violence are often affected by these in adverse ways, some may be deeply troubled by these events.
- 4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school due to these adverse factors their behaviour may be challenging and defiant or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.
- 4.3 The school will endeavour to support the pupil through:-
- A. The content of the curriculum to encourage self-esteem and self motivation (see section 2 of this policy on Prevention);
 - B. The structure of the curriculum which allows all children to be known well by their Form Tutors
 - C. The school's restorative ethos which:-
 - i) Promotes a positive, supportive and secure environment; and
 - ii) Gives pupils a sense of being valued and listened to (see section 2 on Prevention);
 - D. The school's Relationship Policy is aimed at supporting vulnerable pupils in the school. All staff will follow a consistent approach which focuses on the behaviour but does not damage the students' sense of self-worth. The school will express and explain to all pupils that some behaviour is unacceptable, (Shared with parents via school brochures/prospectus and the school's Website and other points of communication) but each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's Relationships Policy in conjunction with this and other named policies noted in this policy.
 - E. 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 others;
 - F. Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.
 - G. Making a JAFF referral when co-ordinated support would benefit the child and family.
- 4.4 When a student on the child protection register leaves, we will transfer the sensitive information to the new school immediately (Using the agreed policy and procedures for the 'Transfer of Sensitive Information' and the designated person will be central to this process) and if not already done, to inform Social Services of the move.



Behaviour

- 4.5 This school has a Relationships Policy which clearly 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 schools website and on the staff shared area.

Bullying

- 4.6 The school's policy on Bullying has been set out in a separate document. It would be useful to note any guidance from the Authority within any documentation. This policy can be located on the website and the staff shared area.

Physical Intervention

- 4.7 The school's policy on physical intervention has been set out in a separate document. It would be useful to note any guidance, support and training provided by the Authority within any documentation. This policy can be located in the staff shared area and the school's website.

E Safety

- 4.8 The school's policy on E Safety has been set out in the school's Anti-bullying Policy. It would be useful to note any guidance, support and training provided by the Authority within any documentation. This policy is part of the Anti-Bullying Policy.

Children with Statements of Special Educational Needs (SEN)

- 4.9 This school recognises that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children 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 SEN has been set out in a separate document this policy can be located on staff shared area.

Children who enter the Looked after System

- 4.10 This school recognises that children who enter the Looked after System are often the most vulnerable and needy. The school has a responsibility to support the council in its role as corporate parent. The school's policy on Looked after Children (LAC) has been set out in a separate document this policy can be located in the shared area.



Information for all staff

5.1 What to do if a child tells you they have been abused by someone other than a member of staff.

Where the allegation is against a member of staff you should refer to authority's guidance which takes into account the Welsh Assembly Government's guidance circular

45/2004 and the SEWSCB guidance launched in Autumn 2013, and Safeguarding children in education: handling allegations of abuse against teachers and other staff which is dated April 2014.

All staff should be aware that they can raise concerns through the MCC's Whistle Blowing Policy.

If an allegation of abuse is made against a member of staff this must be reported to the Head Teacher/Designated Person for Safeguarding/Child Protection.

If the concern is about the Head Teacher/Principal this must be reported to the Chair of Governors. If in doubt you can contact the Designated Officer for Safeguarding in Education for guidance and advice.

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 orally to the school's **Designated Person for Child Protection or their Deputy** in their absence immediately to inform them of what has been disclosed. In the unlikelyhood 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 designated person for child protection. 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 records the initial disclosure from the child it is 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 a shared a concern with you to the designated person. Often what is initially shared is the tip of an iceberg;

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 designated person 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 basis, but whatever is shared is strictly confidential and not for general discussion with others.

Confidentiality

- 6.1 The school and staff are fully aware of confidentiality issues if a child divulges that they are 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 education staff (that is all staff at this school) has a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but 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. (i.e. not discussed with other staff). Staff need to 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.

Training

The school will be cognisant of national and local training requirements and guidance, which will include Safeguarding Children Board guidance, advice and training opportunities.

- 7.1 The school will ensure that the Designated Person for Child Protection (DSO) 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 DSO's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated person will be given.
- 7.2 All staff will be regularly updated during the year as appropriate from the designated person, but will receive specific awareness raising training within a 2 year period.
- 7.3 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.



The designated person for child protection at this school is:-

Mr Andy Williams

The deputy designated person for child protection at this school is:-

Mr Darryl Williams

The nominated governor for child protection at this school is:-

Mrs Shonagh Hay

The Monmouthshire Lead Officer for Safeguarding in Education is:-

Heather Heaney who can be contacted by:-

Phone- 01633 644392

Mobile- 07917707343

Email- heatherheaney@monmouthshire.gov.uk

Monmouthshire Children's Services can be contacted as follows:-

Phone: 01291 635669

Out of hours telephone number: 0800 328 4432

This policy was updated on 19th October 2015 by Mr Andy Williams

This policy was agreed by the Full Governing Body



**Child
Protection**

**Anti Bullying
(Policy & Practice)**

Health & Safety

Attendance

E-Safety

Restorative Approaches

Staff Conduct

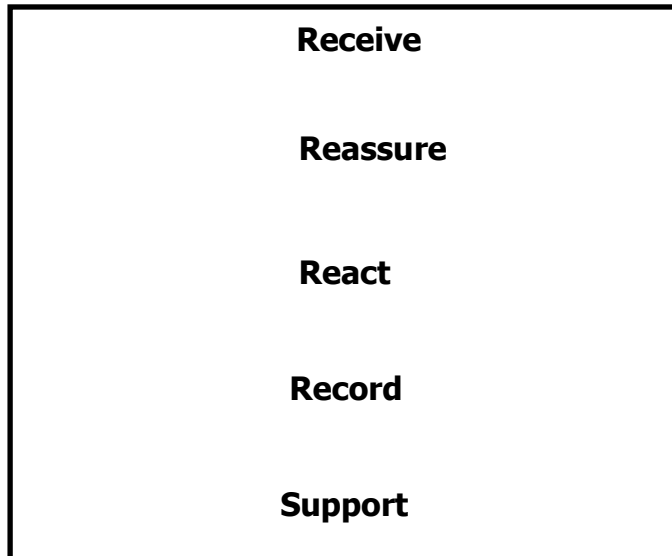
Curriculum Structure & Content

Safe recruitment & Selection

Safeguarding

Appendix 1

Listening to Children and Young People and Dealing with Disclosures



Receive

- Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet with revulsion or disbelief.
- Accept what the child says. Be careful not to burden them with guilt by asking, "Why didn't you tell me before"?

Reassure

- Stay calm and reassure the child that they have done the right thing in talking to you. It's essential to be honest with the child, so don't make promises you may not be able to keep, like "I'll stay with you" or "Everything will be alright now".
- Don't promise confidentiality: you have a duty to refer a child who is at risk.
- Try to alleviate any feelings of guilt that the child displays. For example, you could say: "You're not to blame " or "You're not alone, you're not the only one this sort of thing has happened to".
- Acknowledge how hard it must have been for the child to tell you what happened.
- Empathise with the child – don't tell them what they should be feeling.

React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter: but do not 'interrogate' them for full details.
- Do not ask 'leading' questions such as "What did he do next"? (this assumes that he did!) or "Did he touch your private parts"? Such questions may invalidate your evidence (and the child's) in any later prosecution in court. Instead ask open questions like "Anything else to tell me"? "Yes"? or "And"?
- Do not criticise the perpetrator: the pupil may love him/her and reconciliation may be possible.
- Do not ask the pupil to repeat everything to another member of staff.
- Explain what you have to do next and to whom you have to talk.
- Inform the designated teacher for child protection.
- Try to keep the matter to yourself and keep in contact with the pupil.
- Ensure that if a Social Services interview is to follow, the pupil has a 'support person' present if they wish (possibly yourself).

Record

- Make some brief notes at the time on any paper which comes to hand and then write them up as soon as possible.
- Do not destroy your original notes in case a court requires them.
- Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child. If the child uses their family's own private sexual words, record the actual words used, rather than translating them into 'proper' words.
- Draw a diagram to indicate the position of the bruising.
- Be objective in your recording: include statements and observable things, rather than your interpretations or assumptions.

Support

- Make sure that you continue to support the child, providing time and a safe space throughout the process of investigation and afterwards.



- Get some support for yourself, without disclosing confidential information about the child to colleagues.

What stops children telling?

- Direct threats – children are taught to obey their parents.
- Fear of punishment.
- Guilt and shame.
- Lack of appropriate vocabulary to describe what is happening.
- Children may not recognise the abusive experience is abuse – they may believe sexual abuse is part of the affectionate relationship.
- In sexual abuse children may love the abuser and feel they are special, favoured in some way.
- Lack of opportunity to be heard.
- Awareness of the possible implications, such as family break-up, medical examination – children may think their silence protects others.
- Children 'tell' in a variety of ways – through their behaviour, play and creative work as well as through direct disclosure.
- Many children may make some attempt to 'tell' but are not 'heard'.

Strategies for coping with troubled children

Listen to Children

Be aware and respond to children who seek you out (sometimes for no good reason), but don't single them out. Find or make an opportunity - for example, by getting them to help you with something. Watch or join in their play. Reflect back what they say, rather than ask questions, except to establish things like who they are talking about, or where something happened. Don't ask leading questions. Restrain your own emotional responses. Reassure the child that it is alright to talk about these things. You don't have to solve all their problems listening may be enough to help them cope, but if you cannot provide the time they need, or are worried about their behaviour or emotional state, seek further help for them.



Appendix 2

The following lists of possible signs of abuse need to be used with care and common Sense. There may be alternative explanations for some of these signs other than Abuse. If there is any doubt, however, staff should err on the side of caution and seek advice from Social Services.

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Injuries which have been left untreated
- Injuries displaying unmistakable imprint of hand or implement e.g. shoe, belt etc.
- Injuries to the face - black eyes, broken noses, split lips etc.
- Recurrent injuries or burns which cannot be explained.
- Implausible excuses given as explanation for injuries
- Refusal to talk about injuries.
- Admission of seemingly excessive punishment.
- Limbs being covered in hot weather.
- Patchy hair loss.
- Fear of parents being contacted.
- Worries about returning home.
- Running away persistently.
- Avoidance of physical contact.
- Dread of seeking medical advice/assistance.
- Tendencies towards self-harm.
- Aggressive behaviour towards others.

Domestic violence - school staff should be aware that in families where there is physical violence between the adults there is a high risk that children in the home may also be physically harmed.



POSSIBLE SIGNS OF NEGLECT

- Emaciated appearance
- Persistent hunger
- Poor personal hygiene
- Clothing in poor condition
- Medical problems which are left untreated
- Permanent tiredness
- Frequently late for or not attending school
- Poor self-esteem
- Destructive behaviour
- Irrational disturbed behaviour (e.g. rocking, hair-twisting, thumb-sucking)
- Obsessive stealing or searching for food
- Inability to maintain social relationships
- Persistent running away

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Physical, mental and emotional developmental delay
- Unexpected speech disorders
- Dread of new situations
- Unusual emotional reaction to painful situations
- Disturbed behaviour (e.g. rocking, hair-twisting, thumb-sucking)
- Reports of extreme punishment
- Over-reaction when errors made



- Anxiety about parents being contacted
- Persistent running away
- Substance abuse
- Self-harming
- Extremes of behaviour
- Obsessive stealing or searching for food

POSSIBLE SIGNS OF SEXUAL ABUSE

A child may:

- Have a blank expression, seem downcast, bewildered, dejected
- Exhibit withdrawn behaviour
- Experience sleep disturbance - i.e. persistent nightmares
- Display dramatic changes in behaviour
- Suffer depression
- Develop eating disorders
- Indulge in substance abuse
- Hint about secrets they are unable to divulge
- Ask if you will keep secret something they may tell you
- Give a report verbally or in writing of someone else who has been abused
- Show sexual behaviour inappropriate to their age
- Produce sexually explicit drawings
- Sexually abuse another child

Appendix 3

CHILD PROTECTION LOG

Name of Student:**DOB:**

Date:**Form:**

Time:

Reason for Concern:

(What was said, using as much of the student's language as possible; place, witnesses. Keep record brief but accurate).

Time referral made to Designated Officer:

.....

Action taken by Designated Officer:

Reason:

Referral made to:

Time:

Reason:

MULTI-AGENCY REFERRAL FORM FOR CHILDREN & FAMILIES

REFERRAL TYPE:

CHILD PROTECTION / CHILD IN NEED

Is the parent/carer aware of the referral?

Yes No Re-Referral

Has consent been obtained to make this referral? Yes

No

If Yes, is Consent:

Written Verbal

CHILD/YOUNG PERSON'S NAME AND ADDRESS

SURNAME:

STREET & NUMBER:

FORENAMES:

VILLAGE:

DOB:

POST TOWN:

GENDER:

POST CODE:

MARITAL STATUS:

TEL NUMBER:

Current address if different from above:

Tel:

CHILD/YOUNG PERSON'S PRINCIPAL CARERS

Name:	Relationship to child/young person	Parental Responsibility:
		Yes <input type="checkbox"/> No <input type="checkbox"/>
		Yes <input type="checkbox"/> No <input type="checkbox"/>
		Yes <input type="checkbox"/> No <input type="checkbox"/>
		Yes <input type="checkbox"/> No <input type="checkbox"/>

OTHER HOUSEHOLD MEMBERS (including non-family members)

Surname	Forename(s)	DoB	Relationship to child

SIGNIFICANT FAMILY MEMBERS WHO ARE NOT MEMBERS OF CHILD'S HOUSEHOLD

Name	Relationship	Address	Tel.

Child's first language:	Is an interpreter or signer required? Yes <input type="checkbox"/> No <input type="checkbox"/>
Parents/Carers first language:	Is an interpreter or signer required? Yes <input type="checkbox"/> No <input type="checkbox"/>

Communication Problems? Yes No **Special Needs:** Yes No

Child/Young person's ethnicity: (Please tick below) **Child/Young person's religion:**

White-British	<input type="checkbox"/>	Mixed-White/Black-African	<input type="checkbox"/>	Asian British-Pakistani	<input type="checkbox"/>	Black British-Caribbean	<input type="checkbox"/>	
White-Welsh	<input type="checkbox"/>	Mixed-White/Black-Caribbean	<input type="checkbox"/>	Indian-Indian	<input type="checkbox"/>	Black British-African	<input type="checkbox"/>	
White-Irish	<input type="checkbox"/>	Mixed-White/Black-Asian	<input type="checkbox"/>	Bangladeshi-Bangladeshi	<input type="checkbox"/>	Black British-Other	<input type="checkbox"/>	
White-Other	<input type="checkbox"/>	Mixed-White/Black-Other	<input type="checkbox"/>	Other-Other	<input type="checkbox"/>	Any Other Ethnic Group	<input type="checkbox"/>	
							Not Stated	<input type="checkbox"/>

INFORMATION ON STATUTORY STATUS

Please give

details

Child/young person or other children/young persons in family is/has on a disability register

Yes No

Child/young person or other children/young persons in family has/is on a child protection register

Yes No

Child/young person or other children/young persons in family are/have been looked after

Yes No

KEY AGENCIES (Please tick if working with family)

G.P.	<input type="checkbox"/>	Tel:	Health Visitor	<input type="checkbox"/>	Tel:
Nursery	<input type="checkbox"/>	Tel:	Education Welfare Officer	<input type="checkbox"/>	Tel:
School	<input type="checkbox"/>	Tel:	Police	<input type="checkbox"/>	Tel:
Y.O.T	<input type="checkbox"/>	Tel:	Dentist	<input type="checkbox"/>	Tel:
Community/Mental Health	<input type="checkbox"/>	Tel:	Community Paediatrician	<input type="checkbox"/>	Tel:
School Nurse	<input type="checkbox"/>	Tel:	Other	<input type="checkbox"/>	Tel:

REASON FOR REFERRAL/REQUEST FOR SERVICES:

Name of Referrer:

Designation:

Agency:

Contact Tel No:

Signature:

Date:

PLEASE ENSURE THAT PRE REFERRAL CONSIDERATION RECORD ACCOMPANIES REFERRAL

