



Ysgol Bryn Deva Safeguarding Policy including Child Protection.

Date	Review Date	Designated Lead	Nominated Governors
May 2020	May 2021	T Croston – Safeguarding H Evans – Child Protection	Safeguarding J Oliver – Child Protection

Safeguarding children is the responsibility of everyone, with the interest of the child being paramount in all considerations of welfare, safety and protection.

Section 1

Aims

- To have in place policies and procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children¹;
- To ensure that all school personnel² are aware of what action to take when dealing with a safeguarding issue, including a child protection issue;
- To create and provide a learning environment that is safe, secure, warm and welcoming for children to support their learning, development and personal resilience;
- To ensure a safe environment where children and parents³ feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously and actioned appropriately;
- To work with other schools and organisations to share good practice in order to improve this policy and our internal procedures and practices.

¹ As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

² For the purposes of this Policy, '**school personnel**' refers to school staff, volunteers, visitors and contractors

³ '**Parent**' refers to anyone who is the parent, carer or guardian of the child.

Section 2

Outline

In line with the legislation and guidance set out in the All Wales Child Protection Procedures (2008)*, safeguarding children is paramount throughout the business, activities and whole school environment and we will exercise our statutory duties through:

- creating and maintaining a safe learning environment for children and young people;
- identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with parents and other agencies; and
- contributing through the curriculum by developing children's understanding, awareness, and resilience.

We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere; through our teaching and learning; pastoral support and care for both pupils and school personnel including volunteers; applying safer recruitment guidance; appropriately trained school personnel and volunteers; and importantly through effective partnerships with parents.

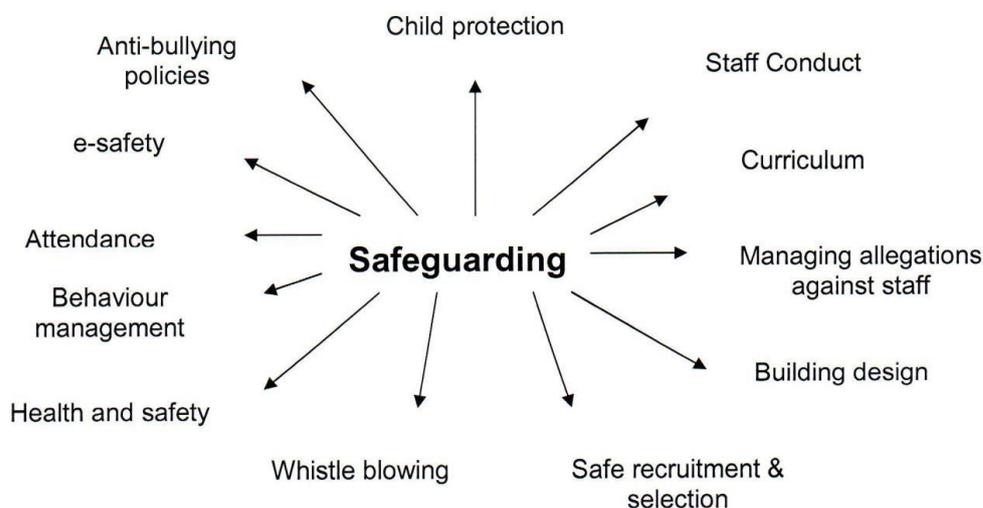
In 'Safeguarding children: working together under the Children Act 2004', the National Assembly for Wales defines safeguarding and promoting the welfare of children as:

- Protecting children from abuse and neglect;
- Preventing impairment of their health or development; and
- Ensuring that they receive safe and effective care.... so as to enable them to have the optimum life chances.

At Ysgol Bryn Deva, we want all our children to 'have the optimum life chances' and achieve their full potential by:

- Being as physically and mentally healthy as possible;
- Living in a safe home environment free from abuse, victimisation and exploitation;
- Experiencing good quality learning and education opportunities;
- Accessing play, leisure, sporting and cultural activities in a safe environment;
- Experiencing emotional well-being;
- Feeling loved and valued;
- Receiving support from a network of reliable and affectionate relationships;
- Being listened to and treated with respect;
- Having a sense of identity and a positive image of themselves;
- Developing their confidence and their interpersonal skills;
- Learning to look after themselves;
- Empowering them to cope with everyday living

We acknowledge that safeguarding covers more than the contribution made to child protection, therefore a range of policies, procedures, safety measures, advice and guidance will be in operation within the school to support all children and their families.



Child Protection

Children can be abused physically, emotionally, sexually or by neglect, resulting in significant harm to the child. School personnel including volunteers are in a unique position, through their contact and relationships with our pupils, to notice injuries, marks, bruises, changes in behaviour, health and/or general physical appearance which may indicate a child is, or at risk of, being abused. We have a duty to investigate all such incidents and where the risk to the child is deemed to be *significant* then we will report it in accordance with the Flintshire Child Protection Procedures.

Where the abuse is suspected by another child, then the child protection procedures will be applied to both children.

We are aware that female genital mutilation (FGM) affects girls particularly from North African countries and it is illegal to allow girls to undergo this practice either in this country or abroad. Therefore it is our duty to report any concerns that we have about girls at risk of FGM to the police and social services.

Managing allegations against school personnel

Where the abuse is alleged to be by a member of the school personnel including volunteers, whether this took place on the school premises or elsewhere, the Local Authority Designated Officer (LADO) will also be informed and advised of any action taken in respect of these allegations. The LADO will also be informed of any person connected to the school who is considered to be unsuitable to work with or have direct access to children.

Safe practice

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments will be undertaken to reduce this risk and all school personnel concerns will be reported to the Designated Safeguarding Lead.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously and dealt with sensitively and appropriately.

We have a duty to ensure that under no circumstances will we disclose to a parent any information held on a child if this would put the child at risk of significant harm.

We wish to work closely with the School Council and to hear their views and opinions on safeguarding as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Curriculum

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse, this will include e-safety.

Safe recruitment

We are committed in establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and governors and the establishment of sound working relationships with parents and support agencies.

We will ensure that all school personnel and governors receive basic level one safeguarding training at least once every three years.

Equality

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy, see appendix 1 for full details.

Section 3

Taking action if you are worried about the welfare or safety of a child

The relationships between staff, pupils, parents and the public which fosters respect, confidence and trust can lead to disclosures of abuse and/or staff becoming alert to areas of concern.

It is **not** the responsibility of the school personnel to investigate welfare concerns or determine the truth of any disclosure or allegation. All personnel however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designation Child Protection Teacher or Headteacher prior to any discussion with parents or other agency.

Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm (eg. Worrying drawings, play or language);
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect (see Appendix 2 for further details)
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse from any person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Responding to a disclosure

Disclosures or information may be received from pupils, parents or other members of the public. We recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity, adhering to the following principles:

Disclosures from children:

- listen to the pupil;
- remain calm;
- offer reassurance;
- do not ask the pupil to remove or adjust clothing if bruises are observed;
- do not ask leading questions;
- let the pupil speak freely;
- accept what has been said without challenge;
- do not offer opinion or criticize or lay blame; try not to show signs of shock, horror, surprise or judgement;
- reassure the pupil at the end of the disclosure by telling them that they have done the right thing;
- do not promise confidentiality but inform them that other people need to be told;
- record accurately and factually what the child has said in note form;
- keep drawings, paintings etc, that the child may do to show what happened to them;
- record observed injuries or bruises on a map of the body;
- submit a completed critical incident sheet to the designated person

If a member of the school personnel suspects that a child may be a victim of abuse then they must:

- record accurately and factually what they have seen in note form;
- submit a completed critical incident sheet to the designated person;

If a parent or member of the public makes a disclosure:

- listen to and take seriously any information that a child may be at risk of harm;
- clarify the information received;
- try not to ask leading questions;
- try not to show signs of shock, horror, surprise or judgement;
- explain to the person disclosing that they have a responsibility to refer the information to the Designated Teacher or Headteacher;
- reassure and support the person as far as possible;
- explain that the information will be shared on a 'need to know' basis only;
- explain what will happen next and possible outcomes.

Action to be taken by the Designated Child Protection Teacher

Following any information raising concerns, the designation person will consider:

- any urgent medical needs of the child;
- discussing the matter with other agencies/ persons involved with the family;
- consulting with appropriate agencies/ persons (eg Children's Services, LADO, Police, Local Authority)

Then decide:

- wherever possible, to talk to parents (unless to do so may place a child at **risk of significant harm**, impede any Police investigation and/or place the member of staff or person disclosing at risk);
- whether to make a child protection referral to Children’s Services because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately, initially via by telephone;

OR

- if it would be appropriate to undertake an assessment of vulnerability, make further enquiries into the concerns and/or support the child through other mechanism including making referrals to other agencies.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Children’s Services will be in line Flintshire’s Child Protection Procedures and will be followed up in writing within 2 working days using the ICS Integrated Children’s Services referral form which can be obtained from the Social Services for Children Duty and Assessment Team. Contact will be made with the person making the initial referral to inform them of actions taken and decision made.

Recording Information

School personnel and volunteers **must** record any concern or incident in the following way:

<ul style="list-style-type: none">▪ Date▪ Time▪ Place▪ People present▪ Nature of the concern	<ul style="list-style-type: none">▪ All facts▪ Observed injuries and bruises▪ Note the actual words of the child▪ Sign the notes and hand to the Designated Teacher or Headteacher
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These incident forms (appendix 4) should be stored in line with all other confidential safeguarding information and child protection information.

The Designated Teacher should include the following information when making a child protection referral to Children’s Services:

<ul style="list-style-type: none">▪ Child’s name, address and date of birth▪ The name, address and phone number/s of those with parental responsibility▪ Name/s and dates of birth of other siblings, if known▪ Any other names used	<ul style="list-style-type: none">▪ Name and status of the referrer▪ The nature and reason/s for the concern▪ Actions taken so far, including if parents have been contacted/are aware of the referral▪ Any information affecting the safety of staff
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Supporting the child and partnership with parents

We will provide a secure, supportive and protective relationship for the child, giving them an explanation (appropriate to age and level of understanding) of what action is being taken on their behalf and why. Further, we will endeavor to preserve the privacy, dignity and right to confidentiality of the child and parents throughout this process, with the Designated CP Teacher determining **which** members of staff '*need to know*' personal information and **what** they '*need to know*' for the purpose of supporting and protecting the child.

We recognise that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents. Whilst we may, on occasion, need to make referrals without consultation with or consent from parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child. Safeguarding concerns will be discussed with parents **unless** this is deemed to place the child at risk of significant harm.

Support for school personnel, including volunteers who may be involved in a safeguarding incident or child protection case, will be offered additional support from the Designated CP Teacher and/ or Headteacher. Counseling services can also be accessed as required to further support school personnel.

Information Sharing, Confidentiality & Storage of sensitive information

It is widely acknowledged that effective information sharing by professionals is central to safeguarding and promoting the welfare of children. This sharing of information makes an important contribution to the shift to addressing children's needs at an early stage rather than when serious problems have developed and children are at risk of significant harm or abuse. School personnel have a professional responsibility to share information with other professionals who are involved with the child if there are growing concerns about their welfare or with Children's Services if a child's welfare is being investigated. Serious Case Reviews (SCRs) have shown how poor information sharing has contributed to the deaths or serious injuries of children.

However, whilst information sharing is effective in supporting the welfare and safeguarding of children, confidentiality should also be observed. Information should only be shared on a '*need to know*' basis, and it is therefore imperative that confidentiality is observed beyond those parameters at all times by school personnel and volunteers, thus reducing any further risk to the child, family or staff member involved. Any breaches of confidentiality by school personnel will be taken extremely seriously and will be dealt with under the staff disciplinary procedures (see separate policy),

All safeguarding incident log sheets and child protection records (referrals, Conference reports, minutes etc) must be treated as confidential sensitive information and will therefore be kept in a secure place within the school, with access to these only granted to the Designated Teacher, their Deputy in this role, and the Headteacher.

Child Protection(CP) Case Conferences and Core Group meetings.

Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect at an early stage; referring those concerns to the appropriate agency,

and contributing to the assessment of a child's needs. When a child has additional needs, or is disabled, the school will have important information about the child's level of understanding and the most effective means of communicating with the child, thus ensuring the child's voice is heard throughout this process. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour, therefore contributing to assessments, participating in child protection conferences, supporting Child Protection Plans and monitoring and reviewing progress made by the child is vital in supporting the child optimise their life chances.

The Designated Child Protection Teacher (Safeguarding Lead) will:

- Attend all Child Protection Case Conferences with the appropriate member of staff;
- Attend all Core Group meetings once a child has been placed on the CP Register;
- Ensure that documentation is prepared and submitted to the Case Conference detailing:
 - attendance and punctuality data
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents/carers
- Ensure the school's role and responsibilities in terms of actions to safeguard the child and promote their welfare are clearly identified, appropriate and timely within the CP Plan.
- Ensure all records are stored safely and securely in line with this policy.

Pupils transferring to another School

The Designated CP Teacher will be responsible for supporting the transfer of information relating to children on the Child Protection register once informed by the case social worker to do so. If the receiving school is within the same Local Authority, then the information will be transferred to the Designated CP Teacher in the receiving school, however, if the receiving school is outside of the LA, then limited information will be transferred relating to the details of case conferences and actions agreed.

Dealing with Allegations against School Personnel, School Volunteers or a Governor.

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

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

We will apply the same principles as in the rest of this document and we will always follow Flintshire LSCB procedures and inform the Headteacher who will then take advice from the LADO on such events. The Designated CP Teacher or the Headteacher will inform the Chair of Governors of any such allegations; they in turn will then lead the subsequent investigation alongside the Local Authority and any other relevant agencies. Detailed records will be made

to include decisions, actions taken, and reason for these. All records will be retained securely in line with this policy.

Consideration will be given throughout to the needs of the pupils, parents and staff involved, with appropriate support being made available.

Dealing with Allegations against the Headteacher

Where an allegation is made against the Headteacher that he or she has:

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

We will apply the same principles as in the rest of this document and we will always follow Flintshire LSCB procedures. Staff would immediately inform the Chair of Governors and the nominated Child Protection Governor who will then take advice from the LADO on such events. The Chair of Governors will then lead the subsequent investigation alongside the Local Authority and any other relevant agencies. Detailed records will be made to include decisions, actions taken, and reason for these. All records will be retained securely in line with this policy.

Consideration will be given throughout to the needs of the pupils, parents and staff involved, with appropriate support being made available.

Section 4

Training

Training available through the Local Authority, the LSCB or in-house within the School should be accessed by all school personnel, volunteers and Governors on induction and then renewed every three years. This should include:

- child protection issues
- recognising signs of abuse
- handling disclosures/ listening to children
- restraint training if appropriate

Furthermore, all school staff and volunteers should:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Keeping Children Safe
 - Working Together to Safeguard Children
 - Female Genital Mutilation
 - Safeguarding pupils who are vulnerable to extremism
 - Child Sexual Exploitation
 - Listening to Pupils
 - The Safe Use of the Internet and Social Media
 - Equal opportunities

- Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Safer recruitment

At Ysgol Bryn Deva we follow Flintshire's Safer Recruitment procedures. All teaching and support staff and volunteers are checked via DBS checks at least every three years, new appointments are checked on the EWC website for disciplinary issues.

Preventing Students from being drawn into terrorism

The School will ensure that the Prevent Duty as outlined in the Counter Terrorism and Security Act (2015) is implemented, taking into account the Local 'Prevent' policies, protocols and procedures. Detailed procedures to protect students from radicalisation and extremism are outlined in Preventing Radicalisation and Extremism Policy 2016.

In safeguarding students from extremism and radicalisation school governors, staff and volunteers will be alert to:

- Disclosure by pupils of their exposure to extremist actions, views or materials
- Graffiti, symbols, writing or artwork promoting extremist messages or images
- Reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services and police reports of issues affecting pupils in other schools or settings
- Pupils, staff, parents or visitors voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or hate terms to exclude others or incite violence
- Intolerance of difference
- Attempts to impose extremist views or practices on others
- Anti-Western or anti British views

All concerns should be reported immediately to the school's designated Safeguarding lead officer.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel

- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Designated CP Teacher, Headteacher and nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement and to the School Council for their consideration.

Linked Policies

<ul style="list-style-type: none"> • Anti-radicalisation • Additional Needs • Administration of Medicines • Anti-bullying • Behaviour • Equality & Diversity • E-Safety 	<ul style="list-style-type: none"> • Health and Safety • Information Management • Safer Recruitment 	<ul style="list-style-type: none"> • School Personnel Code of Conduct • Sex Education • Staff Disciplinary Procedure • Toileting • Whistle Blowing
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Important Telephone Numbers

Children's Social Services Duty & Assessment Team	01352 701000
Out of Hours Children's Social Services Duty	0845 0533 116
LADO	01352 702121
Flintshire Child Health Centre	01244 538 883
Police	01352 711669 or 999

Headteacher:	T Croston	Date:	
Chair of Governing Body:	R Edwards	Date:	

Appendix 1

Roles and responsibilities for implementation of the Policy

Whilst safeguarding children is everyone's responsibility, within the school environment there are a number of specific roles that have defined responsibilities for the implementation of this Policy and subsequent procedures.

1. Role of the Governing Body

- Regularly review the implementation of this policy and revise/ amend according to need and/or new legislation and practices;
- Appoint a senior member of staff to act as the Designated Child Protection Teacher
- Nominate governors to act as lead governor around child protection and safeguarding. These Governors will liaise with the Designated Child Protection Teacher and Headteacher who maintains overall Safeguarding responsibility.
- Delegate powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy;
- Ensure safe recruitment procedures are in place, including appropriate use of reference checks on new staff and volunteers;
- Ensure procedures are in place to deal with allegations of abuse against members of staff and volunteers;
- Nominate the Chair of Governors to liaise with the Local Authority to deal with any allegations of abuse made against the Headteacher;
- Undertake appropriate training about the ways of safeguarding children which will be updated every three years;
- Ensure that the Headteacher, school personnel and volunteers undertake safeguarding training every three years;
- Annually review all safeguarding policies and procedures;
- Receive termly reports from the Headteacher on safeguarding pupils in the school;
- Receive an annual report from the Headteacher on safeguarding pupils in the school;
- Has the responsibility to ensure that the school complies with all equalities legislation;
- Has nominated a designated Equalities governor to ensure that the appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Has responsibility for ensuring funding is in place to support this policy;
- Has responsibility for ensuring this policy is made available to parents;
- Has responsibility for involving the School Council in the development, approval, implementation and review of this policy;

2. The Headteacher

- Retains overall responsibility for Safeguarding within the school
- Ensure the implementation of this policy, all procedures and other related policies;
- Ensure everyone connected with the school is aware of this policy;
- Work closely with the Designated Child Protection teacher and nominated governors;
- Ensure that there is a smooth transition of responsibilities and information when a new Designated Child Protection teacher takes over the role;

- Nominate a deputy Designated Child Protection teacher;
- Provide adequate resources for the Designated CP teacher to undertake their role;
- Ensure DBS checks are undertaken for everyone working with children in the school;
- Ensure that all school personnel are able to highlight improvements to the safeguarding policies, procedures and practices;
- Ensure that all new staff undertake training in safeguarding children;
- Regularly report (termly and annually) to the governing body and keep them updated;
- Undertake training in safeguarding and child protection, updating this at least every three years;
- establish an environment where children feel safe to talk and a culture where school personnel listen to children;
- not promise confidentiality to any child but always act in the interests of a child;
- have in place effective anti-bullying strategies;
- encourage pupils to assess risks to themselves;
- ensure school personnel are constantly encouraging pupils to assess risks to themselves;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Notify the local Children's Services team if there is an unexplained absence of a pupil on the Child Protection register of more than two days duration from school (or one day following a weekend);
- Monitor the effectiveness of this policy;

3. **The Designated and Deputy Child Protection Teacher**

Raising awareness

- Ensure the implementation of this Policy;
- Alongside the Headteacher, ensure everyone connected with the school is aware of this policy
- Work closely with the Headteacher and nominated governors to continually monitor and improve practice
- Familiarise school personnel with this policy and procedures and support understanding and implementation;
- Alongside the Headteacher, ensure Safeguarding and Child Protection are standing items during staff meetings and lead the discussions/ action learning exercises as appropriate;
- Raise awareness of the need to protect children who might be vulnerable to issues of radicalisation and involvement in terrorism or female genital mutilation (FGM) and the need to report concerns immediately;
- Support the annual review of this policy.

Referrals

- Investigate and deal with all cases of suspected or actual issues associated with child protection;
- Be responsible for making and recording all referrals made to Children's Services Duty and Assessment team and co-ordinate actions within the school;
- Ensure that parents are aware that referral about suspected abuse may be made with or without their consent

- Liaise and seek advice from the LADO when the need arises; Report back to the appropriate school personnel when necessary/ appropriate;

Record keeping

- Keep confidential information relating to those children on the Child Protection Register held by Children's Services;
- Ensure safe transfer of confidential child protection files relating to pupils at point of transition to another school within the LA
- Ensure all incidents are recorded, reported as appropriate and kept confidential;
- Inform parents that information is kept on their children;
- Ensure that no information is disclosed to a parent if this would put a child at risk of significant harm;
- Keep all paperwork up to date and in line with case recording principles;

Training & Support

- Update their Safeguarding Children training at least every three years to ensure high level of understanding of this Policy and its procedures;
- Be trained in Working Together (a multi-agency approach to safeguarding children);
- Liaise with Children's Social Services and other agencies as necessary and appropriate;
- Act as a source of advice and support within the school;
- Keep up to date with all new guidance and legislation relating to safeguarding children and disseminate information to all school personnel;
- Organise appropriate training for school personnel and governors;
- Ensure that there is a smooth transition of responsibilities and information when a new Designated Child Protection teacher takes over the role;
- Annually review the policy with the Headteacher.

Supporting children and parents

- help create a culture within the school of listening to children;
- Provide support for any child at risk;
- Not promise confidentiality to any child but always act in the interests of a child;
- will ensure that parents are aware of this policy;
- will respect parents and children's need for privacy;
- will respect families from different backgrounds and cultures as long as it does not put the child at risk;
- when making a referral will share all information with parents **unless** it places the child at risk.

4. The Nominated Governors

- Work closely with the Headteacher and Designated Child Protection Teacher to ensure appropriate implementation of this Policy;
- Ensure Policies and procedures fulfil all safeguarding and child protection responsibilities and are consistent with the Local Authority guidelines and Local Safeguarding Children Board's (LSCB) procedures;
- Ensure that everyone connected with the school is aware of this policy;

- Support the Chair of Governors and Local Authority where there are allegations against the Headteacher;
- Ensure that 'Safer Recruitment' principles are applied in the recruitment of all school personnel and volunteers;
- Undertake safeguarding training at least every three years
- Ensure that the Governing Body is informed in every Headteachers report of all safeguarding and child protection issues within the school

5. School personnel and volunteers

- Recognise and accept that safeguarding children is a paramount responsibility;
- Treat children's welfare with utmost importance;
- Be aware of the background of the children in their care;
- Familiarise themselves with this policy and any other related policies and procedures within the school personnel handbook during their induction;
- Undertake safeguarding training at least every three years, including basic awareness and responding to a child;
- Be aware of the names of the Designated and Deputy Child Protection Teacher and nominated Governor;
- Participate in discussion and action learning exercises within staff meetings to ensure continued professional development;
- Be aware of how to report any safeguarding concerns, who to report them to and what actions to take when;
- Respond immediately to any child and know what to do if a child makes a disclosure;
- Not promise confidentiality to any child but always act in the interests of a child;
- Access support including counselling if they feel distressed from being involved with a case or incident;
- Be prepared to attend and contribute to a Strategy Meeting, Child Protection Case Conference or Core Group meeting;
- Remain professional at all times, do not put themselves at risk;
- Implement the school's equalities policy and procedures;
- Report any concerns they have on any aspect of the school community.

6. The Pupils

- Should have an age appropriate awareness of safeguarding procedures in school such as visitors signing in and wearing visitors badges;
- Have an age appropriate awareness of how to keep themselves safe
- Have an age appropriate awareness of how to assess risk.

7. The School Council and e-Cadets

- Be involved in monitoring and reviewing the effectiveness of this Policy and associated policies
- Every year the School Council will ask the views of all pupils by issuing a questionnaire and asking:
 - Do they feel safe in school?
 - Are they aware of basic safeguarding procedures in school?
 - Are pupils aware of how to keep themselves safe?

- Do they know who to go to if they are concerned about their own safety or that of others?
- Are they are aware of e-safety?
- Do they know how to keep themselves safe outside school?
- Do they know how to keep themselves safe when using the internet?

8. Parents

- Establish home-school relationships in order that honest open discussions can be had;
- Inform school personnel of concerns they may have about their child or any child within the school;
- Be aware of the existence of the safeguarding policy and the responsibilities contained within, including the duty on the school to inform Children’s Services of any child at risk of significant harm under the child protection procedures;
- Participate in an annual survey relating to safeguarding during which they will be asked:-
 - Do they have any concerns about the safety of their child when in school?
 - To they feel enough time is given for children to learn how to keep safe?
 - Do they know who to talk to if they have any concerns?
 - To they feel their views are listened to and acted upon?

9. Local Authority Designated Officer (LADO)

- Ensure safeguarding procedures are correctly applied and implemented throughout the Local Authority (LA);
- Provide advice, information and guidance to personnel in the LA;
- Be responsible for updating the LA policy for safeguarding and child protection;
- Work closely with all agencies working with children and families;
- Be the key link to Children’s Service or the Police during and following formal investigations;
- Monitor the progress of cases to ensure that they follow the appropriate procedures;
- Keep up to date with all changes in legislation;
- Be the LA representative on the LSCB.

10. The Local Authority

- be responsible for safeguarding and promoting the welfare of children by working in partnership with schools and other organisations;
- establish a Local Safeguarding Children Board and monitor its effectiveness;
- have in place a Local Authority Designated Officer;
- ensure schools undertake their responsibilities for the safeguarding of children;
- provide advice, information and guidance to families in the Local Authority.

Appendix 2

Signs and symptoms of abuse (taken from All Wales Child Protection Procedures 2008)

Definitions

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

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an interagency Child Protection Plan.

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

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, 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 or 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). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

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

- provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision;

- ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

