



# Child Protection & Safeguarding Children in Education Policy

## Llywodraeth Cymru Model Policy

Ysgol Bro Dinefwr – Document Control	
Date Created	26/10/2020
Date Ratified by Governors	05/10/2022
Next Review Due	01/09/2023 or before

## Introduction

**Ysgol Bro Dinefwr** fully recognises the contribution it makes to child protection.

There are three main elements to our policy:

- prevention through the culture, teaching and pastoral support offered to learners
- procedures for identifying and reporting cases, or suspected cases, of abuse – because of our day-to-day contact with children our staff are well placed to observe the outward signs of abuse
- support to learners who may have been abused.

Our policy applies to **all** staff and volunteers working in the education setting and governors. Learning support assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

Our school will annually review the policy and is committed to following any new guidance received from the LA/ERW/WG.

### 1(a). Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being 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 have 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 that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the Designated Safeguarding Person, Deputy Designated Safeguarding Person and the Headteacher, have access to the child protection records. At all other times they should be securely stored on myconcern safeguarding software <https://www.myconcern.co.uk> or securely locked and separate from the child's main file.

The **Designated Safeguarding Person (DSP)** for child protection in this school is:

**Mr Stuart David Thomas**

[stuart.thomas@brodinefwr.org.uk](mailto:stuart.thomas@brodinefwr.org.uk)

The **Deputy Designated Safeguarding Person** for child protection in this school is:

**Mr David Leyshon**

[david.leyshon@brodinefwr.org.uk](mailto:david.leyshon@brodinefwr.org.uk)

In their absence please liaise with the **Headteacher**:

**Mrs Ionwen Spowage**

[ionwen.spowage@brodinefwr.org.uk](mailto:ionwen.spowage@brodinefwr.org.uk)

In the Headteacher's absence please refer concerns to:

**Central Referral Team**

☎ 01554 742322

☎ 01558 824283 (out of hours)

✉ [CRTChildren@carmarthenshire.gov.uk](mailto:CRTChildren@carmarthenshire.gov.uk)

## 2. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard learners.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- ensure children know that there are adults in the education setting whom they can approach if they are worried or in difficulty.
- include in the curriculum, activities and opportunities for relationships and sexuality education 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 that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate.
- take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

### 3. Procedures

**These should be followed in the event of a child protection disclosure/concern (Please refer to Annex 1 for additional guidance)**

We will follow the **Wales Safeguarding Procedures** <https://www.safeguarding.wales/> that have been endorsed by the SCBs. The school will:

- ensure it has a **Designated Safeguarding Person** for child protection who has undertaken the appropriate training. This person/people is/are:

**Stuart David Thomas & David Leyshon**

Nominated Governor for Child Protection/Safeguarding:

- recognise the role of the DSP and arrange support and training (The principles outlined in paragraphs 2.15–2.29 should be adopted as effective practice in all education settings: *Safeguarding roles and responsibilities in the education system* <https://gov.wales/sites/default/files/publications/2020-10/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act.pdf>)
- ensure every member of staff and every governor knows:
  - the name of the DSP and their role, the local authority point of contact and the designated governor for safeguarding.
  - that they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board.
  - how to take forward those concerns when the DSP is unavailable.
- ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect.
- ensure that members of staff who are EWC registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council, see [www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html](http://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content.
- ensure that parents/carers have an understanding of the responsibility placed on the school/education setting and staff for safeguarding and child protection by setting out its obligations in the school prospectus and on the school website.
- provide termly training for all staff so that they:
  - understand their personal responsibility
  - know the agreed local procedures and their duty to respond

- are aware of the need to be vigilant in identifying cases of abuse and neglect
  - know how to support a child who discloses abuse or neglect
  - understand the role online behaviours may have in each of the above
- notify the local authority's social services team if:
    - a learner on the child protection register is excluded, either for a fixed term or permanently
    - there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend)
- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences.
- keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately.
- ensure all records are kept secure and in locked locations.
- adhere to the procedures set out in the Welsh Government's Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies, see <https://gov.wales/disciplinary-and-dismissal-procedures-school-staff>
- ensure that recruitment and selection procedures are made in accordance with Welsh Government's Keeping learners safe guidance.
- designate a governor for safeguarding who will oversee the school's child protection policy and practice.

#### 4. Supporting those at risk

We recognise that children/young people who are at risk, suffer abuse or experience violence may be deeply affected by this. This school/education setting may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at the school setting their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the learner through:

- the content of the curriculum to encourage self-esteem and self-motivation.
- the school ethos which:
  - promotes a positive, supportive and secure environment
  - gives learners a sense of being valued (see section 2 on Prevention)
- the school's setting's behaviour policy, which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The school/educational setting will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.

- liaison with other agencies who support the learner such as local authority officers – for example the educational psychology service, behaviour support services or the Education Welfare Service – child and adolescent mental health services, and advocacy services.
- keeping records and notifying the local authority as soon as there is a recurrence of a concern. When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform social services.

## 5. Anti-bullying

Our policy on anti-bullying is set out in the Bro Dinefwr Anti-bullying policy and is reviewed annually by the governing body.

## 6. Physical Intervention

Our policy on physical intervention is set out in an intervention policy and is reviewed annually by the governing body, and is consistent with the Welsh Government's guidance Safe and effective intervention - use of reasonable force and searching for weapons.

<https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>

## 7. Children with additional learning needs

We recognise that statistically children with additional learning needs are most at risk of abuse. Staff who work with children with an additional learning need, such as a profound and multiple disability, sensory impairment or emotional and behavioural problem, need to be particularly sensitive to signs of abuse.

## 8. Review

This policy and Annex 1 will be reviewed and ratified annually at a full governing body meeting at least once a year and recorded in the minutes. In preparation for this review, the Designated Safeguarding Person for Child Protection may wish to provide the Governing Body with information on the following:-

- changes to Child Protection procedures;
- training undertaken by all staff and governors in the preceding 12 months;
- the number of incidents of a Child Protection nature which arose in the school within the preceding 12 months (without details or names);
- where and how Child Protection and Safeguarding appear in the curriculum;
- lessons learned from cases

	Name	Signature	Date
<b>Chair of Governors</b>	Mr Edward Thomas		
<b>Headteacher</b>	Mrs Ionwen Spowage		

<b>Review Date</b>	November 2021
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## Annex 1

### 1. Dealing with a disclosure made by a child

#### Receive

- Listen carefully to what is being said, without displaying shock or disbelief.
- Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However, do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation.
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

#### Reassure

- Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: "I'll stay with you", or, "Everything will be all right now".
- Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
- Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

#### React

- You can ask questions and may need to in certain instances. However, this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making. Any questions must be open and not leading.
- Do not criticise the perpetrator as the pupil may still have a positive emotional attachment to this person.
- Do not ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it they may feel that they are not being believed and / or their recollection of what happened may change.

#### Record

- Take notes as soon as it is practical to do so and record on **myconcern** safeguarding software. Record the actual words spoken by the child – do not re-translate them into the way that adults speak or try to make sense of the structure of what was said. Do not be offended by any offensive language or words used to describe the abuse.



- Record statements and observable things, rather than your interpretations' or assumptions.

## Final Steps

- Once you have followed the above guidelines, pass the information on **immediately** to the **Designated Safeguarding Person** or the **Deputy Designated Safeguarding Person** or in their absence the **Headteacher**. In the unlikely event that none of the above are available please contact the **Central Referral Team**.

## 2. Recording a safeguarding concern that you may have about a child

If you have general concerns about a child's physical, emotional or mental well-being you must use the **myconcern** safeguarding software to record that concern. Once the concern is submitted, the DSP will take responsibility for the care and support of that child.

**However, if at any point, there is a risk of immediate serious harm to a child you must inform your Safeguarding Lead(s) IMMEDIATELY. No meeting is ever too important to disturb if there are concerns of child protection and safeguarding.**

**Report a Concern**

Name(s) of Pupil(s)  
Please enter at least 3 characters to search

Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

Concern Summary  
e.g. Injury – Megan arrived at School this morning with a badly bruised right eye.

Concern Date/Time  
DD/MM/YYYY HH:mm

Details of Concern  
There is no need to repeat the Concern Summary.

Location of Incident  
Not Applicable

Is this Concern urgent?

Action taken

Attachment  
Select File

Please attach any media that is relevant to this concern.

Submit Concern

The image illustrates the required data capture fields that must be completed when submitting a child protection or safeguarding concern using myconcern safeguarding software.

<https://www.myconcern.education/Account/Login?ReturnUrl=%2f>



### 3. Managing allegations against adults who work with children

In the event of a child protection allegation being made against a member of staff, the person in receipt of that allegation must **immediately** pass details of the concern to the **Headteacher** or in their absence the **member of staff with Headteacher responsibilities**. The Headteacher will then contact the **Central Referral Team** to discuss the next steps in accordance with local arrangements.

If a potential child protection allegation is made against the Headteacher the member of staff in receipt of that allegation must contact the **Chair of Governors, Mr Edward Thomas**. The Chair of Governors will then-

- Contact the **Central Referral Team** to discuss the next steps in accordance with local arrangements.

☎ 01554 742322

✉ CRTChildren@carmarthenshire.gov.uk

☎ 01558 824283 (out of hours)

- Contact the **Chief Education Officer**

☎ 01267 246450

✉ EDGMorgans@carmarthenshire.gov.uk

#### ***Abuse of position of trust***

*Welsh Assembly Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.*

**Signed:**

**Chair of Governors:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Head teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_