

YSGOL Melyd SAFEGUARDING POLICY

Name of Teachers with specific responsibility: **Miss L.H. Evans** 01745 852782

In the absence of the Head Teacher, the two staff members named below will address any safeguarding issues in school:

Mrs Georgina Newnham Assistant Head Teacher

Mrs Andrea Ellis-Williams Additional Learning Need Co-ordinator

In the absence of the above please contact:

- the Safeguarding Officer in Denbighshire County Council with responsibility for Child Protection: **Mr. Wayne Wheatley** 01824 712084 / 07884268174

- The educational social worker: Mandy Butterworth 07884268172

- First Response Team, Denbighshire Social Services: 01824 712800

The name of the governor with specific responsibility: Mrs Mellor

Description of policy formation and consultation process

This policy was written following a review of our previous policy and following whole staff training with Mr. Wayne Wheatley, Safeguarding Officer for Denbighshire County Council. The policy was written with due regard to the 'All Wales Child Protection Procedures 2008' and the 'Safeguarding Children in Education' (Guidance August 2013).

The model policy for 'Child Protection in Schools' was used as a guide

This policy was presented to the School's Governing Body in September 2014. It will be reviewed in the Autumn Term of each new academic year.

Introduction

Ysgol Melyd fully recognises the contribution it makes to safeguarding. There are three main elements to our policy:

- Prevention through the teaching and pastoral support offered to a child fostering security, confidence and independence
- 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 outwards signs of abuse.
- Support to pupils who may have been abused.

Our policy applies to all staff and volunteers working in the school and governors. Learning support assistants, midday supervisors, the caretaker, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors. All staff are aware of the content and responsibilities they have as individuals in relation to safeguarding children in the school daily. A copy of this policy is available on request.

The school is aware of its duty to exercise its function with a view to safeguarding and promoting the welfare of children in its care. (Section 175 of the Education Act 2002).

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Ensure that they know there are adults in the school whom they can approach if they are worried or in difficulty
- 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 who to turn to for help.

Reporting and Recording Procedures

We will follow the procedures set out in the guidance by our Local Safeguarding Children Board, which are in line with the 'All Wales Child Protection Procedures 2008).

The school will:

Ensure that it has a designated senior member of staff, who has undertaken the appropriate training provided by the local authority

- Recognise the role of the designated person and arrange support and training. (The designated teachers have attended all relevant courses organised by the local authority.)
- Ensure every member of staff and every governor knows:
 - the name of the designated person and their role
 - that they have an individual responsibility for referring child protection to the school Child Protection Coordinator without delay
 - that there is an electronic referral process to Children Services, copied to the Safeguarding Officer on every occasion
 - how to take forward those concerns where the designated person is unavailable i.e. report to a second named person.
- Ensure that 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 tell of abuse
- Provide training for all staff that they know:-
 - their personal responsibility
 - the agreed local procedures
 - the need to be vigilant in identifying cases of abuse
 - how to support the child who tells of abuse
- Notify the local social service team if:-
 - it should have to exclude a pupil on the child protection register, either for a fixed term or permanently
 - 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)
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at initial case conferences, core groups and child protection review conferences
- Keep written records of concern about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately
- Ensure all records are kept secure and in locked locations
- Adhere to the procedure set out in the Welsh Government guidance circular when an allegation is made against a member of staff

- Ensure the criminal background of applicants for vacant posts are checked in accordance with the Welsh Government guidance 'Child Protection : Preventing unsuitable people from working with children in the education sector'
- Designate a governor for child protection who will oversee the schools child protection policy and practice.

Educational / Curricular Objectives

Child Protection concepts can be linked to a variety of aspects of the curriculum. There is a close connection between matters relevant to safeguarding and the following:- health education, personal and social education, religious education, drama, music, science, physical education and linguistic work (oral and written).

The main concepts that should be promoted are the following:-

1. Children's understanding of relationships
2. Developing self-worth and awareness
3. Awareness of the individual's basic rights
4. The ability to express an opinion and solve problems
5. The ability to be firm.

How to deal with a child making a disclosure of abuse

If a child discloses, there are a number of actions to support the child:

- Stay calm and be available to listen.
- Listen with the utmost care and sensitivity.
- Do not put words into the child's mouth.
- Only ask 'open' questions do not lead the child or make suggestions.
- Explain to the child that you will need to write down what they are saying.
- Keep a full record of date time and what the child did, said etc.
- When recording what a child says, ensure that it is done so as accurately as possible and with actual quotes where possible.
- Do not promise confidentiality. Inform the child that the information will have to be passed on to someone who can help.
- Reassure the child and let them know they were right to inform you.
- Follow referral procedures.
- Do not send the child back to class. Ensure they are not left alone but have an adult to take care of them and continue to reassure them.

Referral Procedure

- Inform the designated person using school proforma – located in Head teacher's filing cabinet.
- The designated person to contact social services **First Response Team** or Safeguarding Officer or ESW if initial advice is to be sought regarding the need for an official referral.
- If we are to proceed to a referral, verbal information should be provided about the child's name, address, DOB, name and address of those with parental responsibility and reasons for the concern. Also, if known, details of any other children living in the household.

- The referral should then be confirmed in writing using the social services 'Common Referral Form' and marked confidential via e-mail. This can be found on the 'DESK TOP' of the main admin PC.

After a Referral is made

A school staff member may be asked to do any of the following tasks and should be prepared and willing to carry these out in accordance with the 'All Wales Child Protection Procedures (2008)' :

- Contribute to a strategy discussion
- Assist with an investigation by Children Services / Police
- Write a report for a child protection conference
- Attend a Child Protection conference
- Ensure that 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 tell of abuse.
- Provide training for all staff that they know:
 - their personal responsibility
 - the agreed local procedures
 - the need to be vigilant in identifying cases of abuse
 - how to support the child who tells of abuse
- Notify the Children Services Team if:
 - it should have to exclude a pupil either on the child protection register or a Looked After Child, either for a fixed term or permanently
 - 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).
- Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at initial case conferences, core groups and child protection review conferences.
- Keep accurate written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately.
- Ensure all records are kept secure and in locked locations
- Adhere to the procedure set out in the Welsh Government guidance circular when an allegation is made against a member of staff.
- Ensure the criminal background of applicants for vacant posts are checked in accordance with the Welsh Government guidance circular 'Child Protection: Preventing unsuitable people from working with children in the education sector'.
- Designate a governor for safeguarding who will oversee the schools safeguarding policy and practice.

Allegations against staff process

Where allegations are made against a member of staff, all staff aware of these concerns (either as a witness or from shared information) must report these concerns immediately to the Headteacher.

Where the concern is regarding the Headteacher, these concerns must be reported by staff to the Head of Education and the Safeguarding Officer based in County Hall Ruthin on the day of the concern.

Supporting the pupil at risk

- We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.
- 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 and defiant or they may be withdrawn.
- The school will endeavour to support the pupil through:
 - The content of the curriculum to encourage self-esteem and self-motivation
 - The school ethos will promote a positive, supportive and secure environment and give pupils a sense of being valued
 - The school's behaviour policy is aimed at supporting vulnerable pupils in school. All staff will agree on 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 s/he is valued and not to be blamed for any abuse that has occurred.
 - Liaison with other agencies who support the pupil such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the **Education Social Work Service**
 - Keeping records and notifying Social Services as soon as there is a recurrence of concern
- When a pupil on the Child Protection register leaves, we will transfer information to the new school immediately and inform Social Services.

Children with Statements of Special Educational Needs

- We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with varying disabilities, sensory impairment and/or emotional and behaviour problems will be particularly sensitive to signs of abuse.

Warning signs for all staff to be aware of:

Children being bullied could be under considerable stress and indicate this by behaving in a way which is out of character. The following are some common warning signs of anxiety or stress which may be related to bullying:

- flinching, jumpiness, forgetfulness, distractibility
- under-achievement
- personality changes – snappy, withdrawn, tired, indications of not sleeping, weepiness, outbursts of crying, loss of appetite
- not wanting to go to school
- wish to change routines, routes to school
- lack of confidence, withdrawal from social activities
- temper flare-ups, abusive language, impulsive hitting out
- late for school, hanging back, staying behind late at school
- torn and damaged clothing and belongings
- bruises and cuts
- avoidance of specific lessons or days, e.g. swimming, games

- Psychosomatic illness, non-specific pains, headaches, tummy upsets.

If staff become aware of changes of character they should inform the designated Child Protection teacher or a member of the Senior Leadership Team.

See following Definitions of Abuse

Definition of Child Abuse.

The Children's Act 1989 states that "**harm** means **ill treatment or the impairment of health** (physical or mental) **OR development** (that is physical, intellectual, emotional, social, behavioural development)".

In the "All Wales Protection Procedures" an abused child is defined as "a young child or person under the age of 18 years of age who is suffering or is likely to suffer abuse or neglect and require protection via an inter-agency Child Protection Plan. The signs of any impairment of a child's health and development is to be determined by comparison with what could reasonably be expected of a similar child."

Below are definitions of child abuse taken from the "All Wales Protection Procedures".

Physical Abuse

May involve hitting, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after. This situation may be described as fabricated or induced illness by carer.

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 and unloved, inadequate or valued only in as much 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, or the exploitation or corruption of other children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

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 and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of pornographic material or in watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 and development? It may involve a parent or carer failing to provide adequate food, shelter and clothing failing, to protect a child from physical harm or danger, or the

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

This policy was adopted at a meeting of the Governing Body in September 2014

Signed _____ (Chair of the Governors)

To be reviewed September 2015 following completion of the Annual Safeguarding Audit.