

Penllergaer Primary School

"Our School is for Everyone"



Safeguarding and Child Protection Policy

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships - Linked to Articles 3, 16, 19, 20, 21, 25, 27, 34, 36, 39 (CRC)

This policy has been guided by West Glamorgan Safeguarding Board Model Safeguarding and Child Protection Policy for Schools Aug 2021

Please see school office for up-to-date staff signatures of acknowledgment by staff of reading this policy.

Emergency Contact Numbers (quick reference):

- Jayne Woolcock (Headteacher)
Designated School Child Protection Officer
- Helen Roberts (Chair of Governors)
Designated Governor Child Protection Officer
- School Nurse – Helen Jones c/o **Vicky Bailey, Operational Team Leader, Swansea 01792 516588** Victoria.bailey@wales.nhs.uk
- Lisa Collins (Child Protection and Safeguarding Officer)
School & Governor Unit – 01792 637148 / 07827822700
e-mail: lisa.collins@swansea.gov.uk
- Social Services, Access and Initial Advice Team – 01792 635700
Social Services Child & Family - 07919626550
Emergency out of hours duty Social Worker: 01792 775501
Julie Thomas (Head of Children’s Services) – 01792 635700

Introduction

Penllergaer Primary School fully recognises the contribution it makes to child protection. There are three main elements to our policy:

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

Our policy applies to **all** staff, governors and volunteers working in the school. It is annually reviewed. Our school will annually review the policy and is committed to following any new guidance.

Child protection statement

At PPS, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. Our Children have the right to protection, regardless of age, gender, race, culture or disability. They have the right to be safe in our school. Penllergaer promotes the UN convention for Children’s Rights. In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. In order to do this, and acknowledging the scope of safeguarding, a wide range of measures and policies have been put in place including adopting the Wales Safeguarding Procedures and Keeping Learners Safe.

The Governors and staff of PPS are fully committed to adhering to section 175 of the Education Act, 2002, which requires Local Authorities and Governing Bodies of maintained schools and institutions to have arrangements for exercising their functions with a view to safeguarding and

promoting the welfare of children. PPS Governing Body responds to the objective of keeping children and young people safe by:-

- creating and maintaining a safe learning environment for children;
- identifying where there are child wellbeing concerns and taking action to address them, where appropriate, in partnership with other agencies;
- ensuring that children are listened to if they are expressing concerns; and
- the development of children's understanding, awareness and resilience through the curriculum.

The Governing Body recognises that achieving this objective requires a system designed to:-

- prevent unsuitable people from working with children and young people;
- promote safe practice and challenge poor and unsafe practice;
- identify incidents in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- contribute to effective partnership working between all those involved in providing services for children.

Governors and staff in PPS will work together with other agencies in order to achieve the above objective.

PPS recognises the value of early intervention and prevention services in order to safeguard and promote the wellbeing of children. We are committed to working collaboratively with families and early intervention services. It is essential that regular communication with families is maintained to identify, as early as possible, when other services may be able to offer support. The Governing Body and school staff will work with families to make appropriate and timely referrals for early intervention services.

Prevention

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

At PPS we acknowledge our safeguarding responsibilities to prevent impairment of health and development of pupils and ensure they receive safe and effective care. This is why we ensure that safeguarding features throughout all our school policies and procedures.

In addition, 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 school whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities for Personal Social Education/ Health and Wellbeing which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

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 statutory agencies when a child is experiencing harm.

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.

We remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the Designated Safeguarding Person (DSP) and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file or where electronic systems such as my concern are used, appropriate restrictions in place to ensure confidentiality.

The Designated Senior Person for child protection in this school is: Jayne Woolcock, or in her absence Sarah Burns/Helena Griffiths.

Procedures

In the event of a child protection disclosure/concern.

We follow the Wales Child Protection Procedures that have been endorsed by West Glamorgan Safeguarding Children Board. The school will:

- ensure it has a Designated Senior Person for child protection who has undertaken the appropriate training. These people are Jayne Woolcock / Sarah Burns / Helena Griffiths.
- recognise the role of the Designated Senior Person and arrange support and training. (See Appendix A) <http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf>
- ensure every member of staff and every governor knows:
 - the name of the Designated Senior Person and their role and the designated governor for child protection (via training and Green posters around school)
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed within Wales Safeguarding Procedures
 - how to take forward those concerns where the Designated Senior Person is unavailable.

- 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 disclose abuse
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- ensure all staff undertake any agreed local authority child protection training relevant to their role
- provide a child protection briefing at least termly for all staff so that they know:
 - their personal responsibility
 - the agreed local procedures
 - the need to be vigilant in identifying cases of abuse
 - how to support a child who discloses abuse
 - any new child protection issues or changes in procedures
- notify local social services if:
 - a pupil on the child protection register is excluded 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
- attend strategy meetings, initial/review child protection conferences and core groups including 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 social services immediately
- Contribute and be responsible for school actions within children’s safety & care and support protection plans
- 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 social services immediately
- ensure all records are kept secure and in locked locations
- adhere to the procedures set out in the Welsh Government guidance ‘Keeping Learners Safe’ 2015 and any revisions of the guidance.
<http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf>
- ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance ‘Keeping Learners Safe’
- designate a governor for child protection (Helen Roberts) who will oversee the school child protection policy and practice.

Making a report/referral to Children’s Services

Should a pupil make a potential child protection disclosure to a member of staff, then that concern or disclosure must be passed on to the DSP without delay.

All child protection reports must be made via telephone in the 1st instance on 01792 635700 (Swansea), your telephone report will be followed up within 24 hours on a Integrated

Report/Referral form, this to be submitted via email to the Integrated Information, Access & Advice Services – singlepointofcontact@swansea.gov.uk (Swansea).

For concerns regarding a child who may be ‘at risk’ or in need of care and support a SPOC can be submitted without a prior telephone call. All SPOC reports/referrals will be screened and may be allocated for assessment or transferred to the Early Intervention Panel (EIP) for discussion and consideration of the most appropriate services.

For concerns outside of office hours e.g. parents evenings, trips away etc you will telephone your report to the Emergency Duty Team (EDT) on 01792 775501. Our written referral form will still be submitted to the SPOC / IIAA team within 24 hours. Should a social worker not be available on this number, we can pass our child protection concern directly to the police on 999. A child protection report must not be left until the next working day.

The LA Child Protection and Safeguarding Officer Lisa Collins and LA Manager of School and Governor are always available for advice and support. Tel: School and Governor Unit 01792 637148 / 07827 822700 e-mail: lisa.collins@swansea.gov.uk
The LA School and Governor Team Tel: 01792 636550

A written record is kept by the school of any phone call or referral made.

e-Safety

Most of our pupils will use computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school’s e-safety policy explains how we try to keep pupils safe in school. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be ‘chatting’ on mobiles or social networking sites at home and we have produced a short factsheet to help parents and pupils understand the possible risks. This can be found in the Safeguarding Information for Parents.

All staff and pupils are made aware of internet safety. Staff have received school based training regarding this and sign to say they have received the training and accept the school’s written policy. Pupils are made aware through the curriculum and an annual Safety day. See also Anti-bullying policy.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children

through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

A consent form is sent out at the beginning of a school year.

Absence during Term Time

The school's 'absence during term time' application form has been updated to request parents give an address and/or contact number of where the child will be whilst away from school. This allows the school to contact the parent should the child not return on the designated date.

Holidays during Term Time

The school's 'holiday during term time' reporting form has been updated to request parents give an address and/or contact number of where the child will be whilst on holiday. This allows the school to contact the parent should the child not return on the designated date.

Definitions of child abuse, protecting children in specific circumstances:

The definitions of abuse are found in the Wales Safeguarding Procedures but can also be found for easy reference in appendix C, Definitions and Indicators of Child Abuse.

Our school acknowledges that some children can be more vulnerable to abuse and we have specific child protection duties and responsibilities in relation to these. The specific circumstances are outlined in more details in Chapter 4 of the Welsh Government 'Keeping Learners Safe' n2020 statutory guidance. <http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf>

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 criticize 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. 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.
- Name, time and date your notes and do not destroy them in case they are required by a court.
- If you are able to do so then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.
- Record statements and observable things, rather than your interpretations’ or assumptions.
- Complete the school’s MyConcern online record

Final Steps

- Once you have followed the above guidelines, pass the information on immediately to the Designated Senior Person or the person with responsibility for Child Protection. They will then have a number of options open to them, including contacting the local Social Services Team to seek their advice as to what should happen next.

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 a member of staff with Headteacher responsibilities. The Headteacher will then contact the LA Education Safeguarding Officer on 01792 637148/07827 822700 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 or the LA Education Safeguarding Officer on 01792 637148/07827 822700. If the Chair of Governors receives the report they will then contact the LA Education Safeguarding Officer on 01792 637148/07827 822700.

In addition, local the Social Services SPOC 01792 635700 will be able to advise when these situations arise.

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. (See Appendix D – Abuse of Trust)

Supporting the child at risk

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- keeping records and notifying Social Services as soon as there is a recurrence of a concern
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- cooperating fully with relevant statutory agencies
- providing nurture and wellbeing support in accordance with our individual wellbeing strategy

The content of the curriculum encourages self-esteem and self-motivation as outlined in Chapter 2 of the Welsh Government 'Keeping Learners Safe 2020' statutory guidance.

- promote a positive, supportive and secure environment
- give pupils a sense of being valued

The school will support positive behaviour strategies aimed at supporting vulnerable pupils in the school; we recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

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 which has occurred.
- Ensure all staff follow 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.
- Liaise with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and advocacy services.

When a pupil on the Child Protection Register leaves the school, in addition to the standard transfer of information to the new school, the DSP will make immediate contact with the DSP in the new school in order to inform them that the child is on the Child Protection register. The Care and Support Protection Plan Coordinator (Social Worker) will inform the relevant local authority and request a transfer in conference within 3 days. The DSP must share all child protection records held by the school with the receiving DSP in accordance with Welsh Government Circular 10/2006.

Use of physical intervention

Our policy on physical intervention (see positive handling/use of reasonable force policy) is set out in a separate document and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 097/2013

<http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf>

Violence Against Women, Domestic Abuse & Sexual Violence (VAWDASV) / Operation Encompass

Penllergaer school is aware of the domestic abuse legislation in Wales – Violence Against Women, Domestic Abuse & Sexual Violence (Wales) Act 2015 as well as the Home Office guidance under the Domestic Abuse Act 2021 where children living with domestic abuse should be considered victims. We recognise that pupils living in domestically abusive situations are likely to be suffering trauma, may be feeling scared or nervous and are less likely to achieve in the same way as pupils not living in such circumstances. Our school is committed to responding to such pupils with child protection and safeguarding policies in mind. Most staff have completed an eLearning Domestic Violence module in April 2020.

All staff understand that they cannot keep disclosed information confidential even if the child requests this. All staff sign to confirm they have received a copy of, read and understood the child protection policy.

Our school works closely with South Wales Police officers to respond to pupils who may have experienced domestic abuse at home under Operation Encompass processes. If police officers attend a dwelling where domestic abuse is identified and children are in attendance or recorded as living at the address they will submit an operation encompass report to the child's school, the following morning. The report contains details of the alleged perpetrator and victim alongside a brief summary of the reason for police contact. The purpose of this report is to allow schools to understand why pupils may be feeling worried and or low and provide appropriate wellbeing and nurture support at the time when it is most needed. To find out more about Operation Encompass click: [Home : Operation Encompass](#)

Radicalisation

The Counter Terrorism and Security Act 2015 came into force on 1 July 2015 and has placed a number of duties on specified authorities, eg., Local Authorities, childcare providers, providers of holiday care schemes, schools, etc. Within the Act, the Prevent Strategy, has 3 specific strategic objectives, to:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

The Strategy is about safeguarding vulnerable people. It aims to protect young people and vulnerable adults from harm, abuse or exploitation and stop radicalisation. Prevent awareness training is a key part of raising awareness and takes the form of WRAP, which is delivered by Home Office trained and accredited facilitators. The staff took part in this training in January 2017 and completed an eLearning module in May 2020.

Staff training

All adults in the school receive regular training to raise their awareness of abuse and their knowledge of agreed local child protection procedures. This is provided by the LA Child Protection Officer Lisa Collins, the Head teacher or ALNCo. The last training for staff and Governors 1st September 2020 with LA Safeguarding Officer Lisa Collins. The Headteacher and ALNCo has also completed Level 2 DSP training in October 2017, and Level 3 in Oct 2019 commissioned by the LA.

In the last three years, the Head teacher and ALNCo have undertaken training regarding the Social Services Course for outside agencies (initial 3 day course and regular refresher training as available), Signs of Safety, Good enough parenting, Signs of neglect, Vulnerable Children, Family Signatures and Restorative Practices. The Head teacher has undertaken training in –TAF (team around the child, all 3 modules); Working with un-cooperative and evasive families, Forced marriage and honour based violence, and Domestic Violence. Courses are run by the LA Social Services Department and Local Safeguarding Board. The Head teacher/ALNCo also attends the Local Safeguarding Board's 'Annual Serious Case Reviews Conference'.



Review

This policy and Appendices 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 Senior 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.

Complaints

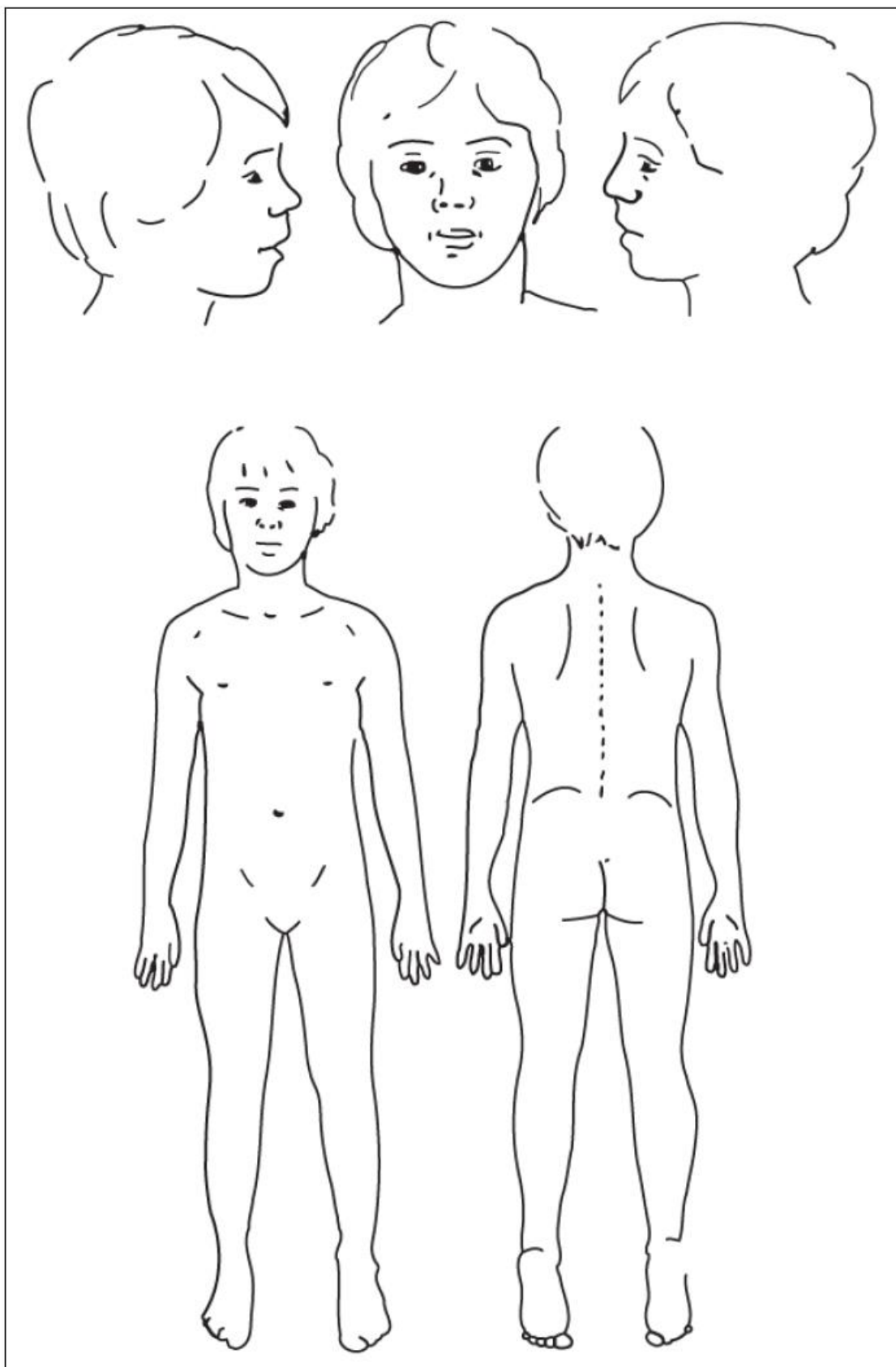
The school has in place a Complaints Procedure, which is based on the model included in Welsh Government Circular: 011/2012, Complaints Procedures for School Governing Bodies in Wales, and, in addition, has complaints information for children so that children, staff and the public are able to submit their complaints, in respect of the school, including Safeguarding complaints and concerns that Safeguarding action has not been taken.

	Name	Signature	Date
Chair of Governors	H Roberts	Helen Roberts  Chair of Governors Penllergaer Primary School	Oct 2021
Head Teacher	J Woolcock		Oct2021

Review Date	Sept 2022
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Data protection law describes the legal basis for our processing your data as one based on consent. For further information about how Penllergaer Primary School uses your personal data, including your rights as a data subject, please see our privacy notice, our data protection policy and retention schedule which can be obtained from our school office and found on our school website. www.edunet.link/penllergaer/

Body map



Appendix i

As of September 2019 – All staff complete an electronic online Health and Safety Form as school records of reading main policies. See list and signatures kept in school office. Last one completed 3rd September 2021.

Penllergaer Primary School

Code of ethical practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

All school staff should:

- place the safety and welfare of pupils above all other considerations
- treat all members of the school community, including pupils, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each pupil as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a pupil, even over the age of 16, may be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm
- encourage all pupils to reach their full potential
- never condone inappropriate behaviour by pupils or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Staff name _____

Signature _____

Appendix ii

Penllergaer Primary School

Visiting staff child protection information leaflet

School statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our pupils and follow our procedures.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with ALN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.
-

If you are concerned for a child's health, welfare or safety in any way you must speak to the designated senior person (DSP) Mrs Woolcock or a senior member of staff (Helena Griffiths/Sarah Burns) before you leave the school site.

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSP.

If you become concerned about a pupil's immediate safety, notify the nearest member of staff immediately and tell them why you are concerned.

Appendix A

Responsibilities of the Designated Senior Person (DSP) for child protection

Each school should identify a Designated Safeguarding Person (DSP) with lead responsibility for managing child protection issues and cases. The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a report to the relevant investigating agencies. The role involves providing advice and support to other staff, making reports to and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the head teacher informed of all child protection issues in the establishment.

The DSP need not be a teacher, but must be a senior member of the school's leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to child protection matters, and where appropriate directing other staff. Dealing with individual cases may involve the education welfare officer or other student support arrangements however this area of work remains the responsibility of the DSP.

All schools should ensure there is a deputy available to act in the absence of the DSP. In schools which are organised on different sites or with separate management structures, there should be a Designated Safeguarding Person for each part or site. In large organisations, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

The School must also make arrangements to cover the role of the DSP when that person is unavailable. In all cases, there will be a deputy DSP in place and larger schools may have a team of staff working together who will be expected to deputise for the DSP when necessary.

The DSP will take responsibility for the school's child protection practice, policy, procedures and their own professional development working with other agencies as necessary. The head teacher should ensure that the DSP:

- is given sufficient time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description
- has attended enhanced levels of training including DSP/Named Safeguarding Person training
- has access to appropriate support to undertake the role
- has time to attend and provide reports and advice to child protection conferences, core groups and other interagency meetings as required
- contributes and takes responsibility for school actions within a safety or care support and protection plan

Reports

The DSP should act as a point of contact and a source of support, advice and expertise within the school when deciding whether to make a report by liaising with relevant agencies.

The DSP is responsible for making reports about allegations of suspected abuse to the relevant investigating agencies. Where these relate to cases of suspected abuse or allegations of abuse against

staff, the responsibility lies with the headteacher (Chair of governors) and the process is set out in [Disciplinary and Dismissal Procedures for School Staff \(002/2020\)](#) and [Safeguarding Children in Education: handling allegations of abuse against teachers and other staff \(009/2014\)](#)

Record keeping

It is the responsibility of the DSP to ensure detailed, accurate and secure written records of children are kept where there are safeguarding and child protection concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, reports, meetings, phone calls and emails.

Where children leave the establishment, the DSP should ensure their child protection file is sent to the new school as soon as possible but transferred separately from the main pupil file.

Raising awareness

The Headteacher/DSP is responsible for ensuring that parents and carers see copies of the child protection policy. This avoids potential for later conflict by alerting them to the role of the legal requirements of the school and the fact that reports may be made. Many schools include information about this at induction meetings for new parents, in their prospectus and on their website.

It is good practice for the DSP to provide an annual briefing and regular updates at staff meetings on any new safeguarding and child protection issues or changes in local/regional/national procedures. This ensures that all staff are kept up-to-date and are regularly reminded of their responsibilities, and the school's policies and procedures. Many schools find it helpful to discuss safeguarding and child protection regularly at staff meetings so that awareness remains high.

The Headteacher/DSP should liaise with the Designated Governor for child protection, so that the Designated Governor can report on safeguarding issues to the governing body. Reports to the governing body should not be about specific child protection cases, but should review the safeguarding policies and procedures. It is good practice for the designated governor and the DSP to present the report together.

The DSP should ensure the school's child protection policy is updated and reviewed annually, and work with the governing body or proprietor regarding this.

Policy review

As well as the school policy for child protection, there are other policies which have relevance to safeguarding and the DSP may be involved in monitoring the effectiveness of these other policies to ensure the school safeguards its pupils. Other relevant policies include:

- attendance
- behaviour
- staff code of conduct
- anti-bullying
- intimate care
- safe recruitment and selection
- e-safety

- physical intervention
- confidentiality
- Appropriate use of ICT and social media policy for parents, pupils and staff

Further support and guidance on the role of the DSP may be obtained from the Child Protection & Safeguarding Officer Education in the Local Authority. Helpful resources and guidance are also available on Hwb.

Child protection and multi-agency training

It is the role of the DSP, working with the head teacher, to ensure all staff and volunteers:

- have access to and understand the school's child protection policy especially new or part-time staff & volunteers as well as catering and cleaning staff
- have induction and refresher training covering child protection, an understanding of safeguarding issues including the causes of harm, abuse and neglect
- are able to recognise the signs and indicators of harm
- know how to respond effectively when they have concerns
- know how to respond to a disclosure appropriately
- know that they have a responsibility to report any concerns immediately as they arise

Records should be kept by the DSP of the dates of the training, details of the provider and a record of staff attendance at the training and this information should be made available to the local authority Safeguarding Officer Education.

Teachers should receive training in child protection and safeguarding as part of the course of training leading to Qualified Teaching Status (QTS), but this will need to be reinforced by further training, or refresher training, when they are first appointed. The QTS Standards are a set of outcome statements that trainee teachers have to meet which are linked to other publications and statutory requirements as appropriate. Trainees must be able to evidence that they establish a purposeful learning environment for all children where learners feel secure and confident. All Staff should be regularly reminded of the EWC's [code of conduct](#) and its relation to safeguarding practice.

Trainees are also required to demonstrate professionalism to ensure that relationships with learners are built on mutual trust and respect, and to recognise that this will help maximise their learning potential. Trainees are expected to evidence this standard by being able to demonstrate knowledge and awareness of the rights and entitlements of all learners, as laid out in the United Nations Convention on the Rights of the Child (UNCRC) and key Welsh Government policies.

Other staff and governors should receive training when they are first appointed. All staff who do not have designated responsibility for safeguarding/child protection, including teachers, should undertake suitable refresher training at regular and appropriate intervals thereafter, to keep their knowledge and skills up-to-date.

Individual agencies are responsible for ensuring that staff have the competence and confidence to carry out their responsibilities for safeguarding and promoting children's welfare. West

Glamorgan Safeguarding Board will be able to provide advice on the minimum levels of training required by staff to ensure they are able to comply with locally agreed procedures.

The purpose of multi-agency training is to achieve better outcomes for children and young people including:

- a shared understanding of the tasks, processes, principles, and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare
- more effective and integrated services at both the strategic and individual case level
- improved communications between professionals including a common understanding of key terms, definitions, and thresholds for action
- effective working relationships, including an ability to work in multidisciplinary groups or teams
- sound decision-making based on information sharing, thorough assessment, critical analysis, and professional judgement.

The DSP should receive prompt training in inter-agency procedures that enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfill their responsibilities. They should also undertake refresher training to keep their knowledge and skills up-to-date.

Other staff should receive training when they are first appointed and undertake suitable refresher training to keep their knowledge and skills up to date.

Appendix B

Responsibilities of governing bodies/proprietors

Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children and monitoring its compliance with these policies. This responsibility is in accordance Keeping Learners Safe guidance and Local Authority policy.

Governing bodies of maintained schools and proprietors of independent schools should ensure that their respective organisations:

- have effective child protection policies and procedures in place that are:
 - in accordance with Local Authority guidance and locally/regionally agreed interagency procedures
 - inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.)
 - reviewed at least annually
 - made available to parents or carers on request
 - provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs
- operate safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate

checks are carried out on new staff and volunteers who will work with children, including relevant references and DBS checks where appropriate

- ensure that the head teacher and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for safeguarding and child protection effectively, which is kept up-to date by refresher training
- give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children and young people on the School's arrangements for safeguarding and child protection and their responsibilities
- ensure that the governing body remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention with support and advice from the Local Authority's education safeguarding officer
- ensure that the Designated Safeguarding Person (DSP), the designated governor and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the West Glamorgan Safeguarding Board and refresher training to keep their knowledge and skills up to date, in addition to basic safeguarding/child protection training.

Designated governor

Identify a Designated Governor for child protection to:

- take responsibility for child protection matters
- ensure the governing body reviews the school's policies and procedures annually
- Ensure that the governing body/proprietor undertakes an annual review of safeguarding policies and procedures and how the above duties have been discharged.

While governing bodies have a role in exercising their disciplinary functions in respect of child protection allegations against a member of staff, they do not have a role in the consideration of individual cases which will be investigated under arrangements set out in [Safeguarding children in education: handling allegations of professional abuse against teachers and other staff](#) (Welsh Government circular 009/2014).

For the governing body to have an effective policy in place and for the Designated Governor to have confidence in their role, it is important for all members of governing bodies undertake relevant safeguarding and child protection training. This ensures they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities. Other useful information on the role of governors in safeguarding and child protection can also be found on the [Governors Wales website](#).

Appendix C

DEFINITIONS AND INDICATORS OF CHILD ABUSE

What is child abuse?

Abuse and neglect are forms of maltreatments of a child. A child is abused and neglected when someone inflicts significant harm, or fails to act to prevent harm. Children may be abused in a family, or

in an institutional or community setting, by those known to them, or more rarely, by a stranger. A child is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently does not change their status or their entitlement to services or protection under the Children Act, 1989.

Significant harm is defined in legislation as serious ill treatment or the impairment of health and development of a child, compared with that which could be reasonably expected of a similar child.

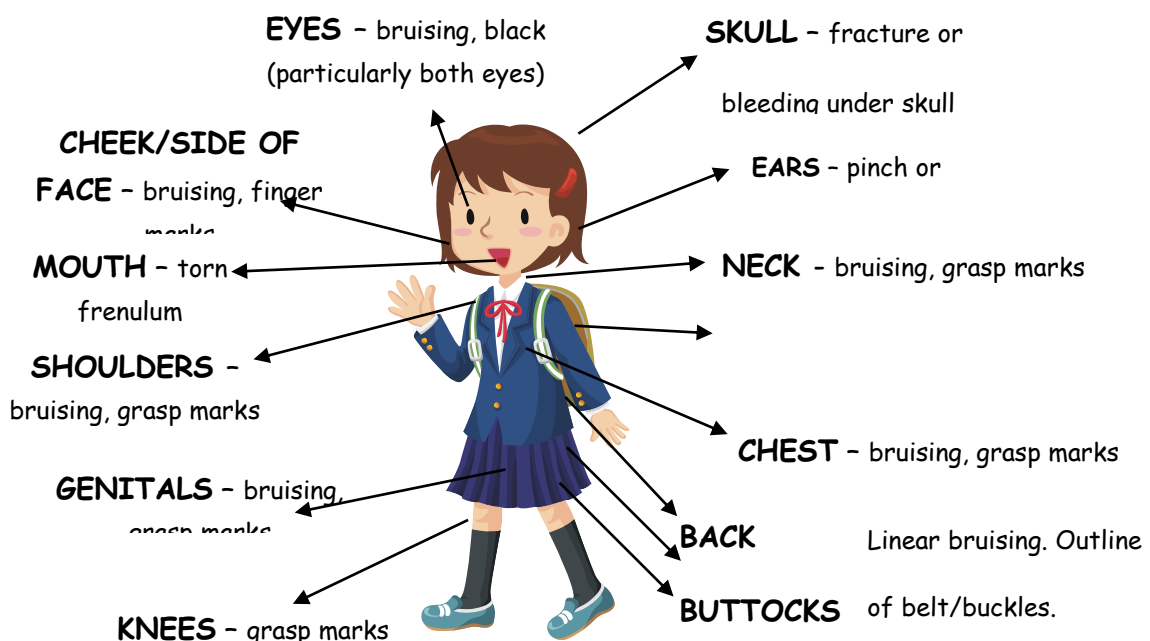
Everybody should:

- be alert to potential indicators of harm, abuse and neglect;
- be alert to the risks that abusers may pose to children;
- share their concerns so that information can be gathered to assist in the assessment of the child's needs and circumstances;
- work with agencies to contribute to actions that are needed to safeguard and promote the child's welfare
- Continue to support the child and their family.

Classifications of Abuse:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Financial abuse

Please note: Staff cannot diagnose a non-accidental injury. This is for a paediatrician to decide.



Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise 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 is commonly described using terms such as fabricated or induced illness.

Indicators of Physical Abuse:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

Sexual abuse

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, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They 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.

Indicators of Sexual Abuse:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar 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 a child.

Indicators of Emotional Abuse:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Changes in behaviour which can also indicate neglect may include:

- extremes of passivity or aggression
- overreaction to mistakes
- self-depreciation ('I'm stupid, ugly, worthless, etc')
- inappropriate response to pain ('I deserve this')

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; not ensuring adequate supervision (including the use of inadequate care-givers); or failing to provide access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Neglect:

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

Financial Abuse

Includes:

- having money or other property stolen;
- being defrauded
- being put under pressure in relation to money or other property
- having money or other property misused
- not meeting their needs for care and support which are provided through direct payments
- complaints that personal property is missing

Appendix D

Abuse 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.

In the Education Service, all relationships between staff and pupils are founded on trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of trust or influence over the other, by virtue of their work or the nature of their activity. The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power it gives them over those they care for and the responsibility they must exercise as a consequence. While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal in a relationship of trust, and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.

The Sexual Offences (Amendment) Act, 2000, set out a series of occupations to which the Abuse of Position of Trust laws apply. This includes anyone working in an educational institution.

The primary purpose of the Abuse of Trust provisions is to provide protection for young people aged 16 and 17, who are considered particularly vulnerable to exploitation by those who hold a position of trust or authority in their lives.

Subject to a number of limited definitions, it is a criminal offence for a person, in a position of trust, to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis of their relationship is consensual.

A relationship exists where a member of staff or volunteer is in a position of power or influence over young people aged 16 or 17 by virtue of the work or nature of the activity being undertaken.

The principles apply irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. They apply equally to all, without regard to gender, race, religion, sexual orientation or disability. This is an area where it is very important to avoid any sexual or other stereotyping. In addition, it is important to recognise that women as well as men may abuse a position of trust.

All staff should ensure that their relationships with young people are appropriate to their age and gender, and take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

Appendix E

Wales Safeguarding Procedures

Wales Safeguarding Procedures replace the All Wales Child Protection Procedures 2008 and incorporate safeguarding and child protection in one place. The procedures are designed to be online only with the following website or downloadable app for mobile devices.

<https://safeguarding.wales/>

Within the Wales Safeguarding Procedures you will find a further 10 updated safeguarding practice guidance documents. These can be found under Section 6 of Children & Young People at Risk of Harm and include:

- Safeguarding Children from Child Criminal Exploitation
- Safeguarding Children from abuse related to cultural and religious beliefs
- Safeguarding Children who may be trafficked
- Safeguarding Children from Domestic Abuse
- Safeguarding Children from Neglect
- Safeguarding Children from online abuse
- Safeguarding Children where there are concerns about harmful sexual behaviours
- Safeguarding Children who are Home Educated
- Safeguarding Children who go missing from home or care
- Safeguarding Children from Child Sexual Exploitation

What's different? - The following document has been put together by Gwent Safeguarding Board however is an acknowledged easy guide to "what's different" in the new Wales Safeguarding Procedures.



'What's Different'
Quick Guide Childre

Keeping Learners Safe: This document has been reviewed and revised to meet with up to date legislation and procedure and published in the Autumn (October) 2020.

<https://gov.wales/keeping-learners-safe>

Responding to disclosures of abuse (2-minute video) for staff.

<https://www.youtube.com/watch?v=bvJ5uBIGYgE> - English

Codes of Professional Conduct: The EWC updated and published new guidance on professional conduct and practice for Education and School staff. Please see the attached link to access the Code as well as posters and other resources for staff information:

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf>

Report Harmful content:

News article: <https://hwb.gov.wales/zones/online-safety/news/articles/0165ae84-0055-49b4-9bf2-0aedc29c5582>

Report Harmful Content service - <https://reportharmfulcontent.com/>

Modern Slavery pathway:



Wales Modern
Slavery Safeguarding

Online safety for parents

Here's a link to the new Online safety playlist for parents....<https://hwb.gov.wales/zones/online-safety/news/articles/21e491a7-e417-4570-92dd-12bd7ba05747>

Access to Keeping Safe online Posters:

English - <https://hwb.gov.wales/zones/online-safety/repository/discovery/resource/e92f5313-2896-43d1-9ce0-e03ed411d08f/en>

Helen Roberts



Chair of Governors

Penllergaer Primary School