

CHILD PROTECTION POLICY

Signed by chair of governors: Cllr J Tremlett
Date ratified: (by full governing body) 10/10/16
Date of review: October 2017

October 2016

**“Living and Learning Together. Always trying our best”
“Byw a Dysgu Gyda’n Gilydd. Bob Amser Yn Gwneud Ein Gorau.”**

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Introduction & Aims

“We all share a responsibility for safeguarding and promoting the welfare of children and young people, whether as a parent or family member, a friend or neighbour, an employer or as a paid or volunteer worker. All members of the community can help to safeguard and promote the welfare of children and young people and should act to do so if they have concerns about a child’s welfare.” (*Safeguarding Children: Working Together under the Children Act 2004*)

1. Introduction

1.1 Ysgol Tremoilet VCP School fully recognises the contribution it makes to child protection.

1.2 Our school is committed to ensuring the safety and protection of all children and will take action to safeguard their well-being, and acknowledge that children have a right to protection.

1.3 Our school acknowledges the importance of its role in the welfare of children and young people and, through the general ethos of the school, will seek to encourage children in need of support to come forward.

Ysgol Tremoilet VCP School will work with multi-disciplinary partners within the statutory framework established by:

- Carmarthenshire Safeguarding Children Board (CSCB)
- The All Wales Child Protection Procedures 2008
- Safeguarding Children: Working Together under the Children Act 2004 Section 28
- Safeguarding Children in Education – the role of local authorities and governing bodies under the Education Act 2002
- CSCB – Handling Allegations of Abuse Made against Adults who Work with Children and Young People.

Our policy applies to **all** staff and volunteers working in the school and governors. This includes staff working in the school, such as the catering and cleaning staff, who may not be employed by the governing body – for example, staff employed by contractors. Teaching assistants, lunchtime supervisors, caretakers, administrative and support staff, governors, as well as teachers, can be the first point of disclosure for a child or a concerned parent.

The policy will be reviewed annually under the direction of the Local Authority Designated Officer for Safeguarding in Education and/or the consortia ERW, taking into account any new policy documentation and/or guidance.

2. Aims

Our school aims to provide an environment in which children and young people feel safe, secure, valued and respected, and know how to approach adults if they are in difficulties believing they will be effectively listened to.

There are four main elements to our policy in implementing the above aim:

- (a) Prevention through the teaching and pastoral support offered to pupils;
- (b) Procedures for identifying and reporting child protection/welfare concerns. Due to our day-to-day contact with children all staff are well placed to observe the outward signs of abuse;
- (c) Support to pupils who have/may have been abused;
- (d) Prevention of unsuitable people working with children through robust vetting and safe recruitment processes and through safe working practice and a clear code of conduct for all staff

Confidentiality

3. 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 Senior Person and the Headteacher, 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.

The Designated Senior Persons for child protection in this school are:

**Name- Jayne Phillips Acting Headteacher
(in her absence Mr Bryn Jones -Teacher**

Prevention

Prevention

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

In particular, through the programme of the Healthy Schools scheme and the PSE curriculum, our school will:

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 (PSE) 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.

Procedures

4. Procedures

These should be followed in the event of a child protection disclosure/concern

We will follow the All Wales Child Protection Procedures that have been endorsed by the Regional Safeguarding Children Board.

The school will:

- ensure it has a **Designated Senior Person (DSP)** for child protection who has undertaken the appropriate training. These people are **Jayne Phillips and in her absence, Bryn Jones**
- 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](http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf)

The role of the DSP

- The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant investigating agencies. The role involves providing advice and support to other staff, making referrals and working with other agencies as necessary. The DSP's role is not to investigate allegations, but they must keep the Headteacher informed of all child protection issues in the establishment.
- 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
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board.

- 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; including attendance at strategy meetings, initial/review child protection conferences and core group together with 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
- ensure all records are kept secure and in locked locations
- adhere to the procedures set out in the Welsh Government circular <http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>
- ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance 'Keeping Learners Safe' <http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf>
- designate a governor for child protection who will oversee the school child protection policy and practice. (See pages Appendix A-Responsibilities of Governing Bodies/Proprietors). The designated governor for Child Protection is **Mr. Timothy McDermott.**

Making a child protection referral

5. Making a Referral

6.1 Making a Referral/IMMEDIATE ACTION

(a) Where a member of staff has concerns about the welfare of a child, the Designated Child Protection Teacher should be informed immediately.

(b) The Designated Child Protection Teacher will take responsibility for making an appropriate referral to the Child Care Assessment Team (CCAT):

Llanelli area: 01554 742322

Carmarthen/Dinefwr area: 01558 825485

Out of hours: 01558 824283).

(c) However, if the Designated Child Protection Teacher is unavailable THIS MUST NOT DELAY ACTION. The member of staff should ask for advice directly from the CCAT.

(d) Where there are differences of opinion, the member of staff SHOULD SEEK ADVICE DIRECTLY FROM THE CHILD CARE ASSESSMENT TEAM.

(e) The Designated Child Protection Teacher should be notified of all referrals to the CCAT as soon as possible.

(f) If the child is about to leave the school premises, the Headteacher should be informed. The Headteacher, in consultation with the CCAT, will decide on the next step to be taken.

6.2 If a child in school has an injury and there is reason to believe that it has been caused by abuse, the following action should be taken:

(a) If the injury is serious and warrants urgent medical attention, the child should be taken to the Casualty Department. In an emergency the 999 service should be used.

(b) The Child Care Assessment Team (CCAT) must be informed of this course of action IMMEDIATELY as the CCAT may wish to make arrangements for the child to be examined by a Pediatrician on arrival at Hospital. It should be made clear that it is a case of suspected child abuse.

(c) In cases where there is reasonable cause to believe that the injury or abuse is caused by the parent or carer, all staff must remember that the interests of the child are paramount and should, therefore, discuss their concerns with the CCAT or the Police who will make the decision as to when the parents/carers will be notified.

(e) The Designated Officer for Safeguarding in Education must be immediately informed of this course of action.

6.3 In cases where a child tells you about possible abuse

- (a) When a disclosure is made directly by a child, you must explain that you have a duty to pass the information to the Child Care Assessment Team (CCAT) or the Police.
- (b) DO NOT give absolute pledges of confidentiality.
- (c) Listen to the child rather than directly questioning him or her.
- (d) Never stop a child who is freely recalling significant events.
- (e) Make a note of the discussion, taking care to record the timing and setting, as well as what was said.
- (f) Inform the Designated Child Protection Teacher IMMEDIATELY.
NB: The Designated Child Protection Teacher MUST NOT take the child through a formal interview to confirm the staff member's concerns, but must IMMEDIATELY refer the matter to the CCAT.

If the Designated Child Protection Teacher is not available, DO NOT DELAY – CONTACT THE CCAT DIRECTLY.

6.4 Subsequent Action

- (a) All referrals to the Child Care Assessment Team (CCAT) must be confirmed in writing, by completion of a child protection inter-agency referral form.
- (b) The Designated Child Protection Teacher should seek feedback from the Duty Manager of the CCAT, if none is received.
- (c) In a case of suspected child abuse, if it is in the best interests of the child, the Headteacher can allow a child to be interviewed on the school premises at the request of the Police and/or the CCAT.

6.5 Where there is an allegation of abuse made against a member of staff or volunteer in the school, the following action should be taken:

- (i) Assessment of the presenting risk:

The Headteacher or Designated Child Protection Teacher or appropriate senior teacher should simply confirm:

- that an allegation has been made;
- the general nature of the allegation;
- when and where the incident is alleged to have occurred;
- who was involved;
- any other persons present.

- (ii) An immediate referral should be made to the Duty Manager of the Child Care Assessment Team.

- (iii) In the event of the allegation being made directly or indirectly about the Headteacher, the staff member should report the allegation direct to the Child Care Assessment Team or the Police.

(iv) The Headteacher/Designated Child Protection Teacher/line manager/staff member can seek advice from the Designated Officer for Safeguarding in Education.

REMEMBER:

- do not delay;
- do not investigate the allegation;
- do not discuss the allegation with the member of staff;
- do not question the child/parent further.

NB: the immediate priority will be to ensure the protection and safety of any children and to manage the issues in respect of the individual employee.

When managing allegations of abuse against staff or volunteers in school, the Carmarthenshire Safeguarding Children Board Procedures 2012 – ‘Handling allegations of abuse made against adults who work with children and young people’ Click to view document will be followed and adhered to.

6.6 Record Keeping

The school will follow the Local Authority ‘Guidance on the Retention and Transfer of Safeguarding Records within and between Educational Establishments’.

All child protection referrals go to the

Central Referral Team-

01554 742322

CRTChildren@carmarthenshire.gov.uk

Out of Hours- 01558 824283.

Definitions of child abuse, protecting children in specific circumstances:

6. Definitions of Abuse

The definitions of abuse are found in the All Wales Child Protection Procedures but can also be found for easy reference in Appendix A- 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’ guidance. <http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf>

Teachers and other adults in schools are particularly well placed to detect signs of child abuse. It is important, therefore, that any case of suspected abuse is taken seriously and there is a clear system of communication within the school, between schools and the Education Service, and between schools and other agencies, such as Social Care and the Police.

Responsibility of the Governing Body

7. Responsibility of the Governing Body

- 7.1 The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.
- 7.2 All our governors undergo an enhanced DBS check on appointment or re-appointment. The Governing Body will designate a governor with responsibility for child protection, who will oversee the implementation of the child protection policy and champion safeguarding issues.
- 7.3 Our Child Protection Link Governor is Tim McDermott who attended the Safeguarding Training on the 08/11/16 and provided feedback to the full Governing Body on the 06/03/17
- 7.4 The Governing Body will ensure that the Headteacher makes a brief termly report of safeguarding cases, to inform governors of processes such as child protection conferences, multi-agency meetings, disciplinary actions and the impact on the workload of staff at the school. However, it is imperative that confidentiality is not breached and individual children are not identified. Similarly, whilst investigations are ongoing into any potential disciplinary matter, it is imperative that full discussion is not entered into by the governing body, thus allowing sufficient members of the governing body to be available in the event of any subsequent appeal.
- 7.5 The Governing Body will ensure that a more detailed safeguarding report is made by the headteacher annually in the summer term. Matters to include:
 - reports on staff training in child protection and safeguarding
 - review of relevant policies
 - report on allegations against staff
 - feedback on issues affecting this child protection policy.

Responsibility of the Child Protection Link Governor

8. Responsibility of the Governing Body

- Ensure that the school has a Child Protection Policy in place, which is consistent with the All Wales Child Protection Procedures and is readily accessible to all members of staff, both teaching and non-teaching.
- Ensure that the implementation and effectiveness of the policy and any associated policies – eg: bullying – are reviewed periodically by the governing body.
- Ensure that designated and other staff have the opportunity to attend appropriate training and that records of training are kept.
- Monitor the school's compliance with CCC policies on CRB checks and references for staff and volunteers.
- Ensure correct procedures are followed in the event of allegations being made against school staff that relate to child protection.
- Ensure that the school prospectus contains a section on the Child Protection Policy, in order to make parents aware of the school's responsibilities.

The Child Protection Link Governor's role is not to:

- receive details of individual cases
- know the identity of children for whom there are child protection concerns.

The Designated Child Protection Teacher

9. The Designated Child Protection Teacher

The Designated Child Protection Teacher is a senior member of staff with authority within the school.

The Designated Child Protection Teacher is Jayne Phillips.

The senior member of staff who provides cover for this role is Bryn Jones.

10.1 Responsibility of the Designated Child Protection Teacher

- Ensure all staff members are aware of how to report any concerns they have about the welfare of a child.
- Ensure each member of staff and any volunteers have access to and understand this child protection policy, including new or part-time staff.
- Ensure that all staff are aware of their responsibility to refer any concerns about the welfare of a child to the Child Care Assessment Team (CCAT) within the Social Care Department of Carmarthenshire County Council.
- Ensure that all staff members are aware of the role of the designated senior member of staff for child protection in providing a source of support, advice and expertise in making appropriate referrals to the CCAT.
- Keep detailed, accurate, secure written records of referrals and concerns.
- Liaise with the Headteacher (where the role is not carried out by the Headteacher) to inform them of any issues and ensure there is always cover for this role.
- Liaise with the Designated Officer for Safeguarding in Education as appropriate.
- Attend child protection conferences and core groups relating to children within the school, and provide appropriate written reports to the conferences.
- Ensure parents are aware of the child protection policy, which alerts them to the fact that referrals may be made and the school's role in safeguarding.
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters.
- When a pupil on the child protection register leaves, ensure information is transferred immediately to the new school, and that the CCAT are informed.

10.2 School's Responsibility to the Designated Child Protection Teacher

Ensure the Designated Child Protection Teacher has the time and training to undertake his/her duties to act as a source of support, advice and expertise in making appropriate referrals to the CCAT.

Child Protection Training

10. Child Protection Training

All staff, both teaching and non-teaching, and regular volunteers in the school will complete the Carmarthenshire's Foundation Training Child Protection As Part Safeguarding, and follow this with a refresher training after three years.

The Designated Child Protection Governor will also need to attend a lead Governors Training in Child Protection.

The Designated Child Protection Teacher and any senior staff who provide cover for this role must attend the Designated Child Protection Teacher's Training. These senior members of staff will complete further training as required by the CSCB and Local Authority.

The school takes responsibility for keeping robust training records, in order to ensure that there are no staff working within the school, who have NOT undergone Carmarthenshire's Foundation Training Child Protection As Part Safeguarding. Newly appointed staff, who have not completed the Carmarthenshire's Foundation Training Child Protection As Part Safeguarding, are expected to undergo the training as soon as possible, preferably in the term they begin work in the school. New members of staff are also taken through a safeguarding induction process by the Designated Child Protection Teacher.

If you require advice or need to arrange training contact:
Bethan Tinney: Safeguarding Officer –Senior Practitioner
01267 246154/ 07964 122025

Dealing with a disclosure made by a child.

Also see Appendix B Model note for staff

11. 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). Use the ‘notes of concern’ sheets held in each classroom and the Safeguarding handbook file located in the office.
- 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.

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

12. 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**. 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
- Contact the **Chief Education Officer**
01267 246450 EDGMorgans@carmarthenshire.gov.uk

In addition the following will be able to advise when these situations arise-
Bethan Tinney, Senior Practitioner Schools

- 01267 246154 BJTinney@carmarthenshire.gov.uk

Rebecca Copp, Local Authority Designated Officer

- 01267 246595 RCopp@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. (See Appendix D – Abuse of Trust)

Supporting the pupil at risk

13. Supporting the pupil 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

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

- 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.

- liaison 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 Designated Senior Person for Child Protection will make immediate contact with the Designated Senior Person for Child Protection in the new school in order to inform them that the child is on the Child Protection register and will seek urgent agreement from the Child Protection Conference Chair for the transfer of minutes of Child Protection Conference meetings and Core Groups, together with other relevant Child Protection information, to the new school.

Use of physical intervention

Our policy on physical intervention 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>

A model note for staff- what to do if a child tells you they have been abused by someone other than a member of staff is set out in Appendix D

Additional Vulnerability for Children and Young People

14. Additional Vulnerability for Children and Young People

The school recognises that the following groups of children and young people are additionally vulnerable:

- children with disability;
- Looked After Children;
- children who live in a household where there is domestic abuse;
- Children who live in a household where parenting is compromised by substance misuse.

Preventing Unsuitable People from Working with Children

15. Preventing Unsuitable People from Working with Children

The school will operate safe recruitment practices ensuring that all staff and volunteers in “regulated activity” have appropriate Criminal Records Bureau/list 99/POCA list and reference checks undertaken according to National Assembly of Wales circular 34/2002 ‘Child Protection: Preventing Unsuitable People from Working with Children and Young People in the Education Service’. The circular emphasises:

“It is important that thorough checks are made on anybody who will be working in a school or further education institution or other educational settings, eg: young centres (including sixth form colleges), both the prevent unsuitable people from gaining access to children and young people and to maintain the integrity of the teaching profession.”

Recruitment and selection to positions in our school will be conducted in accordance with the principles and provisions of the Equality Act 2010 and HR Division 'Guidance for Headteachers and Governors on Appointments and Safe Recruitment Practice' (August 2011).

The school observes the requirements of the Council's policy 'Safe Recruitment: Statement of Policy and Practice on the use of criminal information in employee selection' 'Vetting of Volunteers: Guidelines for Headteachers' and other managers'.

The school ensures that at least one member of all recruitment panels to appoint staff within school has undergone the Local Authority recommended Safer Recruitment training.

All basic personnel information about school staff which comes to light is shared with the Human Resources Department of the Local Authority.

The school has an agreed whistleblowing policy in place, and the Headteacher ensures that all staff and volunteers are aware of this policy and understand how to follow it.

The Headteacher ensures that all staff and volunteers are aware of the need to maintain appropriate and professional boundaries in their relationships with pupils and parents.

The school follows and adheres to the guidance 'Safer Working Practice for Adults who Work with Children and Young People in Education Settings'. All staff have undergone training in this guidance.

Other Related Policies

16. Other Related Policies

17.1 Children Missing from Education

The school follows the statutory 'Guidance to help prevent children and young people from missing Education' – WAG Circular 006/2010

Schools have a vital role to play when children go missing from the education system. This may occur either:

- when the child is withdrawn from the school without the parent/carer giving notice or being advised of a new school or
- the child/children does/do not start at the school when admission has been agreed.

The school will undertake immediate actions to try and identify the whereabouts of the child/children, who may be deemed as 'Missing from Education'. In order to prevent children and young people from going missing from education, or to find and re-engage them if they have gone missing, it is essential that a wide variety of agencies acknowledge a safeguarding responsibility in this area.

If the school's initial enquiries fail to establish the whereabouts of the child/children, a referral will be made to the Pupil Support Service (PSS) to undertake further tracking contained in the local guidance.

If the school has existing concerns of a child protection nature the matter must be immediately referred to the Child Care Assessment Team (CCAT) and/or the Police. Further guidance on Assessing Vulnerability can be found in Appendix 10 of the local guidance 'Statutory guidance to help prevent children and young people from missing education'.

The Child Care Assessment Team should be informed where:

- the child is looked after
- the child is on the Child Protection Register
- there is current Social Services involvement, for example children in need cases
- there are any concerns that a child or young person is in danger of forced marriage
- the whereabouts of the child are unclear, or there is a suspicion that the child may have run away
- it is otherwise suspected or known that a child or young person is at potential risk of harm, or where the school has information or reason to suspect the child has been a victim of criminal activity.

17.2 Physical Intervention

Our policy on physical intervention 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>

All staff are trained in the PROACT-SCIPr-UK principles.

17.3 Anti-Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body, under the guidance set out in WG Circular NAFWC 23/03 'Respecting Others'.

We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

17.4 Children with Additional Learning Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who meet the additional needs of children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

17.5 Internet Safety

Our policy on the use of the internet is set out in a separate document and is reviewed annually by the governing body. The guidance focuses on the personal safety and wellbeing of pupils in the school, and sets out a number of points to clarify the potential hazards and steps that staff can take to minimise the risks associated with internet usage and the use of mobile technologies. The B-eSMART pack provides useful advice and resources around keeping children and young people safe when using the internet, and the 'E-safety Guidelines for School Staff' and the 'Social Networking Guidelines for Parents' publications provide further guidance.

17.6 Racial Incidents

Our policy and procedures on racial incidents are set out as part of our Strategic Equality Plan, which is reviewed annually by the governing body. We acknowledge that repeated racial incidents, or a serious single incident, may lead to consideration under child protection procedures.

17.7 Health and Safety

Our health and safety policies are set out in a separate document and are reviewed annually by the governing body. They reflect the consideration we give to the protection of our children, both within the school environment and when away from the school undertaking school trips and visits.

17.8 Emotional Health and Wellbeing

The school works in line with SEAL programme of Social and Emotional Aspects of Learning. Our policy on emotional health and wellbeing is set out in a separate document and is reviewed annually by the governing body.

We recognise the importance of promoting the emotional health and wellbeing of all our pupils and realise this is a vital element of their overall safeguarding.

17.9 Sex and Relationships Education (SRE)

Our policy on sex and relationships education is set out in a separate document and is reviewed annually by the governing body. The school nurse visits the school annually to show the 'Growing Up' dvd to year 6. All parents are required to sign a form if they wish their child not to take part.

The school follows the guidelines of Welsh Government Circular 11/02 'Sex and Relationships Guidance for Schools'. The school ensures that any sexual behaviour which causes concern is reported to the CCAT

18 Extended Schools and Out of School Hours

18.1 If the governing body provides extended school facilities or activities directly under the supervision of management of school staff, the school's arrangements for child protection as written in this policy shall apply.

18.2 Where services or activities are provided separately by another organisation, the governing body will seek assurance that the group concerned has appropriate policies and procedures in place

for safeguarding children and child protection and that there are arrangements to liaise with the school on these matters where appropriate.

Review

This policy and Appendix A 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, Jayne Phillips 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.

Appendix A

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

1.00 Each school should identify a Designated Senior Person (DSP) with lead responsibility for managing child protection issues and cases. In Ysgol Tremoilet VCP School the DSP is the Headteacher, Jayne Phillips and in her absence Miss Hannah Newell. The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant investigating agencies. The role involves providing advice and support to other staff, making referrals 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.

1.01 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 be a responsibility of the education welfare officer or other supports, but it is important that a senior member of staff takes responsibility for this area of work.

1.02 In many schools a single Designated Senior Person will be sufficient, but a deputy should be available to act in their absence. In establishments which are organised on different sites or with separate management structures, there should be a Designated Senior 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.

1.03 The establishment must also make arrangements to cover the role of the DSP when that person is unavailable. In many cases, there will be a deputy DSP in place and larger schools may have a team of staff working together.

1.04 The DSP does not have to be an expert in the area of child protection but will take responsibility for the establishment's child protection practice, policy, procedures and professional development working with other agencies as necessary. The Headteacher 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 access to required levels of training and support to undertake the role
- has time to attend and provide reports and advice to case conferences and other interagency meetings as required.

Referrals

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

1.06 The DSP is responsible for making referrals 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 process is set out in [Disciplinary and Dismissal Procedures for School Staff \(002/2013\)](#) and [Safeguarding children in education: handling allegations of abuse against teachers and other staff \(009/2014\), published in April 2014.](#)

Record keeping

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

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

Raising awareness

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

1.10 It is good practice for the DSP to provide an annual briefing and regular updates at staff meetings on any new child protection issues or changes in local 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 regularly at staff meetings so that awareness remains high.

1.11 The 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 nominated governor and the DSP to present the report together.

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

Policy review

1.13 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
- recruitment and selection
- e-safety
- physical intervention
- confidentiality

1.14 Further support and guidance on the role of the DSP may be obtained from the local authority. The NSPCC also provides helpful resources and guidance.

Child protection and multi-agency training

1.15 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 who may work with different educational establishment
- have induction and refresher training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect
- are able to recognise the signs and indicators of abuse
- 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

1.16 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.

1.17 In addition to the requirement for the Chair of Governors and the Designated Governor to undertake child protection training, all governors should be given access to safeguarding and child protection training (not just the Designated Governor for child protection) to ensure a basic and consistent level of awareness. Governing bodies are responsible for ensuring the school's policies and procedures for child protection meet statutory requirements and all governors should know what to do if they have concerns about a child.

1.18 Teachers should receive training in child protection 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.

1.19 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.

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

1.21 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. The LSCB 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.

1.22 Further information on inter-agency training and development is set out in chapter 11 of [Safeguarding Children: Working Together Under the Children Act 2004](#).

1.23 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.

1.24 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.

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

1.26 The revised [Becoming a Qualified Teacher: Handbook of Guidance](#) was published by the Welsh Government in January 2014. This reflected recent changes to the initial teacher training (ITT) entry requirements in Section 2 of the document – Requirements for the Provision of ITT Courses. This section provides information for ITT providers on the latest guidance on safeguarding children in education.

Appendix B-Responsibilities of governing bodies

2.00 Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children in accordance with this guidance, and monitoring its compliance with them.

2.01 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 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 unsupervised volunteers who will work with children, including relevant DBS checks
- 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 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 organisation's arrangements for 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
- ensure that the designated senior person (DSP) for child protection, the designated governor and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB and refresher training to keep their knowledge and skills up to date, in addition to basic child protection training.

Designated governor

2.02 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
- be the designated governor to maintain contact with the statutory authorities in relation to child protection staff disciplinary cases as set out in Welsh Government guidance [Disciplinary and Dismissal Procedures for School Staff \(002/2013\)](#),
- ensure that the governing body/proprietor undertakes an annual review of safeguarding policies and procedures and how the above duties have been discharged.

2.03 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 published in April 2014).

2.04 Whether the governing body acts collectively or an individual member takes the lead, for the governing body to have an effective policy in place and for the Designated Governor to have confidence in their role, it is helpful if all members of governing bodies undertake relevant 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 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 abuse or 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

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.

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 D- Welfare Concern Form

TREMOILET VCP SCHOOL



SCHOOL WELFARE CONCERN FORM

Use this form to record any concern about a pupil's welfare and give it immediately to the designated Safeguarding Officer.

If you suspect the pupil may be suffering abuse or neglect, or you have received a disclosure of abuse from a pupil, you must complete this form and return to the Safeguarding Officer immediately.

CHILD'S NAME : YEAR GROUP/CLASS :	
SIBLINGS AT THE SCHOOL :	
DATE OF CONCERN :	
DETAILS OF CONCERN :	
ACTION TAKEN BY PERSON COMPLETING THE FORM: (e.g. informed Safeguarding Officer)	
SIGNED :	DATED :
FOLLOW UP ACTION TAKEN BY SAFEGUARDING OFFICER	

Appendix E- Child Protection Guidance: Model note for staff

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

N.B. Where the allegation is against a member of staff you must inform the Headteacher, Jayne Phillips. If the allegation is against the Headteacher you must inform the Chair of Governors Cllr Jane Tremlett on 07581386020

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying. Use **T.E.D ... CAN YOU ?**

Tell me **E**xplain to me **D**escribe for me

- Any questions should be framed in an open manner so as not to lead the child
- You must report orally to the school's designated senior person for child protection immediately
- Make a note of the discussion on the 'notes of concern' sheets in the designated safeguarding hand book, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. Remember, your note of the discussion may be used in any subsequent court proceedings
- Do not give undertakings of absolute confidentiality that a child may be waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

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 senior person 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.

The designated senior person for child protection in this school is Jayne Phillips Headteacher and in her absence Miss Hannah Newell

The designated governor for child protection is Mr Richard Smith

Telephone number:

The local authority designated lead officer for child protection is Bethan Tinney
Senior Practitioner Schools

Telephone number 01267 246154

➤ BJTinney@carmarthenshire.gov.uk

Appendix F- Report form for Case Conference



Ysgol Tremoilet

Tremoilet School



Ysgol Wirfoddol Rheoledig Voluntary Controlled School

REPORT FOR CHILD PROTECTION CASE CONFERENCE

Date:

Name:

Age:

Address:

Name of Parents/Carers:

Contact name and details provided to school in case of emergency:

You are not expected to answer all the following questions, they are designed to prompt discussion, assist you in identifying important issues for the child/young person and personalising the report you write about them. You should also discuss this report with the family prior to the meeting taking place.

Child's Attendance and Punctuality:

- How long has the child/young person been in you school/class?
- Level of attendance and reasons for absence?
- Does child/young person have an ongoing medical condition?
- Who brings child to school?
- Are they brought and collected on time?

Progress in Respect of Learning & Education:

To include general academic progress, achievement levels, highlight any special educational needs and any extra help the child receives; attention, concentration and learning skills:

- Is child/young person alert or distracted in class?
- Is homework done?
- Is educational attainment age appropriate?
- If not, why not?
- What are school doing to address this?
- What are the family doing to address this?
- Does the child/young person have any particular strengths or areas of interest?
- Do they engage in extracurricular activities?

Parent's/Carer's Participation/Engagement in Child's Education:

Parents/Carer's role and level of interest in child's learning:

- Is uniform/clothing clean?
- Is lunch/snack provided?
- Is homework done?
- Does child/ young person have the necessary school equipment provided?
- Do parents/carers attend parent's evenings?
- Do parents/carers support school rules and behavioural boundaries?

Social and Emotional Presentation:

Social/emotional skills and interaction with peer and teaching group:

- Are there any language, culture and/or religious factors for the child/young person that the meeting needs to be made aware of?
- Is the child/young person confident or withdrawn?
- Does the child/young person prefer to be in a group or with one friend?
- Does the child/young person take the lead or follow others?
- How does the child/young person respond to their parents/carers, siblings and strangers?
- Is child/young person usually happy or sad?
- Does the child have tantrums?
- Does the child/young person engage in attention seeking behaviour?
- Does the child/young person ever present as aggressive, depressed or anxious?
- How do they respond to the limits set by staff?
- Do they have self-esteem issues?
- Is the child/young person bullied or bullying?
- Is there a particular issue they are bullied about, or are bullying others about?
- How are the school and home dealing with this?
- Does the child/young person have plans for his/her future?
- What interests do they have?
- Do they have friends of the same age who set a good example?
- What disciplinary record does the child/young person have?

Child's Views/Wishes and Feelings:

Any views or wishes the child/young person may have expressed regarding their present home situation?

- Is child/young person able to control their emotions?
- Do they talk about home?
- Do you know who the child/young person is closest to?
- Are they able to say how they are feeling?

- Are they misusing alcohol or drugs?
- Are they self-harming?

Concerns/Risks:

Any concerns in respect of child's personal circumstances and any risks to child you have identified.

Any Further Comments/Issues:

Name:

Title:



Appendix G- Staff Policy Review and Training Record

STAFF : Please sign and date below to show that you have read this policy, thank you.

NAME	SIGNATURE	DATE	SIGNATURE	DATE	SIGNATURE	DATE
Jayne Phillips	J.Phillips	30.09.16				
Hannah Newell	H.Newell	30.09.16				
Bryn Jones	B.Jones	21.04.17				
Julie Davies	J.Davies	30.09.16				
Robert Gravell	R.Gravell	30.09.16				
Nikki Hennessey	N.Hennessey	30.09.16				
Irene Davies	I.Davies	30.09.16				
Debby Court-Mathews	D.Court-Mathews	30.09.16				
Patsy Setaro	P.Setaro	30.09.16				
Kerrie Smith	K.Smith	30.09.16				
Anne Davies	A.Davies	30.09.16				
Mark Jennings	M.Jennings	28.09.16				

STAFF TRAINING RECORD

NAME	What training have you had?	DATE	What training have you had?	DATE	What training have you had?	DATE
Jayne Phillips	The Role of the Designated Child Protection Teacher	23.03.2015	Foundation Training Child Protection	07.10.15		
Hannah Newell	The Role of the Designated Child Protection Teacher	13.05.2016	Foundation Training Child Protection	07.10.15		
Bryn Jones	Foundation Child Protec	28.03.2017	The Role of the Designated Protection Teacher	TBC		
Julie Davies			Foundation Training Child Protection	07.10.15		
Robert Gravell			Foundation Training Child Protection	07.10.15		
Nikki Hennessey- New	Foundation Child Protec	27.09.16	-			
Irene Davies			Foundation Training Child Protection	07.10.15		
Debby Court-Mathews			Foundation Training Child Protection	07.10.15		
Patsy Setaro			Foundation Training Child Protection	07.10.15		
Kerrie Smith			Foundation Training Child Protection	07.10.15		
Anne Davies- Supply			County Supply			
Mark Jennings-Peri Music Department			County Peripatetic			