



Excite, Challenge, Empower

Safeguarding and Child Protection Policy 2024-2025



Safeguarding and Child Protection Policy

“The curriculum needs to be delivered in a school with an ethos which empowers children, a school which allows them to voice ideas, feelings and opinions, treats them with respect, values their contribution and lets parents make a contribution to the educational process.”
From *“Responding to Child Abuse”*.

Introduction

Our school fully recognises the contribution it makes to safeguarding and 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; and
- Support to those pupils who may have been abused.

This policy applies to **all** staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come into contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process, and it is essential that all staff are aware of and implement the school's procedures as noted in this policy.

At Glan Usk Primary School **Mrs Andrea Roberts** the Acting Headteacher is the designated senior person for safeguarding (DSP). **Mrs Sarah Robson and Miss Hannah Brown**, the Deputy Headteachers, are the deputies in her absence. In the absence of these members of staff, **Mrs Annette James**, ALN Coordinator is the designated contact. **Cllr Phil Hourahine** is our link Governor for all matters relating to safeguarding, **Mrs Sarah Walsh** deputises in his absence. Staff may also contact **Nicola Davies** and **Sarah Todd** the LA Safeguarding Officers. All staff have total commitment to child protection.

Glan Usk has a policy of partnership between home and school, but with child abuse, or suspicion of child abuse, our first and only responsibility is to the child. This may mean that parents are not informed or consulted in some instances. We may not be able to prevent child abuse, but by following child protection procedures, we are trying our best to protect all our children and this is our first and only responsibility.

All staff, through their duty of care, ensure that children are kept safe, remain healthy and are able to say “NO”. Suspected cases are reported, procedures adhered to and subsequent actions are left to the appropriate agencies. We also care for children who have been abused and understand their problems should the circumstances arise.

Our school is committed to safeguarding and promoting the welfare of all children in accordance with the principles outlined in the **United Nations Convention on the Rights of the Child (UNCRC)**. We uphold every child's right to be safe, protected, and respected (Article 19), ensuring that their best interests are a top priority in all decisions and actions taken (Article 3).

We actively promote their right to an education (Article 28), the right to express their views and have them taken seriously (Article 12), and the right to grow up in a safe environment free from harm (Article 19). Our safeguarding policy ensures that all staff and visitors understand their responsibility to protect children's rights and respond promptly to any concerns regarding their safety or well-being.

Prevention

This school recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children at our school.

The school will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and share their concerns and will be listened to;
- Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends.
- Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and
- 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.
- Build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate
- Take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families

Procedures

At this school we will follow the **Wales Safeguarding Procedures for Children and Adults at risk of abuse and neglect** (2019). We are also compliant with the Local Authority's overarching corporate "Safeguarding People" suite of safeguarding documents and other guidance and protocols that have been endorsed and agreed by the Safeguarding Board.

The school will:

- Ensure it has a designated senior person (DSP) and deputy for child protection, who have undertaken the appropriate training.

- Recognise the role of the designated senior person and arrange support and training. The school will look to the Safeguarding Board and the Council's Education Safeguarding Officer for guidance and support in assisting the school's designated person.
- Ensure that all members of staff, including permanent, part time and adult volunteers, know:
 - ❖ that they have an individual responsibility for referring child protection concerns using the agreed procedures
 - ❖ the name, contact details and the role of the designated senior person (DSP), the deputy DSP and designated governor responsible for safeguarding;
 - ❖ that they have an individual responsibility for reporting children at risk and child protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board (by following the school's agreed procedures)
 - ❖ how to take forward those concerns where the DSP is unavailable
 - ❖ how to support a child who discloses abuse
- Ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a child who may disclose abuse or neglect.
- Ensure that safer recruitment practices are in place, following NCC guidance.
- Ensure that members of staff who are EWC registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council (see www.ewc.wales/site/index.php/en/fitness-to-practise/codeofprofessional-conduct-and-practice-pdf.html) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content.
- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school brochure.
- Provide training for all staff so that they:
 - ○ understand their personal responsibility
 - ○ know the agreed local procedures and their duty to respond
 - ○ are aware of the need to be vigilant in identifying cases of abuse and neglect
 - ○ how to support a child who discloses abuse or neglect
 - ○ understand the role online behaviours may have in each of the above

Notify the local authority's social services team if:

- a pupil on the child protection register is excluded, either for a fixed term or permanently

- there is an unexplained absence of a pupil on the child protection register of more than two days' duration from school (or one day following a weekend)
- Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences and core groups and the submission of written reports to the conferences.
- Keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately.
- Ensure that all records are kept secure and in locked locations
- Adhere to the procedures set out in the Welsh Government's *Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies* - see <https://gov.wales/disciplinary-and-dismissal-procedures-school-staff>
- Ensure that recruitment and selection procedures are made in accordance with Welsh Government's *Keeping learners safe guidance*.
- Designate a governor for safeguarding who will oversee the school's child protection policy and practice.

This governor will feed back to the Governing Body on child protection matters as and when required, and will be required to write an annual report to the Governing Body on the school's child protection activities, based on the information in the annual safeguarding self-evaluation. The Safeguarding toolkit (Keeping Learners Safe) is the recommended format.

Aims:

By following these safeguarding procedures we:

- Care for the child
- Care for our school
- Care for the community we serve
- Respond to the guidelines and procedures of other agencies.

Guidelines:

In reporting concern or suspicion, all adults in school must follow the procedures outlined in Appendix 1. Guidance in the form of a concise booklet is issued to all staff and reviewed annually. The designated teacher, headteacher or deputy head teacher will then follow the 'All Wales Child Protection Procedures'.

Reasons for Following Procedures:

- It protects the child to the best of our ability
- It avoids delay
- It provides consistency
- It protects all staff
- It ensures that, if further action is taken by another agency, then the school has followed the protection procedures.

Teachers and other staff are in contact with children all day and are in a position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have 'reasonable suspicion' and under the Children Act, 1989, this definition has been extended to include 'or may suffer in the future'.

The reporting teacher will be told of any further action taken, on a 'need to know' basis, all staff are aware of the need for confidentiality in all matters of safeguarding.

If the reported case is taken up and investigated by an external agency, then any meetings, case conferences or action taken will be followed through and the teacher concerned informed.

Staff have an important role in hearing what children have to say. The school can provide a neutral place where children feel it is safe to talk. Sensitivity, to the disclosure, is vital. Staff must listen carefully to what children say, treat it seriously, and value what they say. It is crucial not to ask leading questions. Our role is to enable the child to speak and then know what to do next.

Record Keeping:

The names of pupils on the Child Protection Register will be kept by the Headteacher. Teachers will be kept informed of any child in their class who is placed on the Child Protection Register. Teachers must inform the Headteacher of any changes/additions so that this list can be kept up to date.

In addition, records of child protection concerns, referrals, and minutes of meetings are kept in a separate safeguarding file, located in the Headteacher's office.

Signs and Symptoms of Abuse:

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
 - Bruise marks in or around the mouth
 - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
 - Grasp marks
 - Finger marks
 - Bruising of the ears
 - Linear bruising (particularly buttocks or back)
 - Differing age bruising

- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural pattern
- Attention seeking
- Apprehension
- Antisocial behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance - repeated infection etc.

Definitions of Abuse:

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency Child Protection Plan.

Types of Harm

The following is a non-exhaustive list of examples for each of the categories of harm, abuse and neglect included in Vol 5 Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk (*Social Services & Wellbeing Act 2014*)

Physical Abuse:

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

Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual

activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect:

Neglect is the persistent failure to meet a child's basic physical needs and/or psychological needs, likely to result in serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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 a child that they are worthless or unloved, inadequate or valued only in so far 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 children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Peer on Peer Sexual Abuse and Responding to Harmful Sexual Behaviours: All children who attend Glan Usk Primary School have the right to be safe and a right to an education. It is vitally important that staff are aware of how to prevent and respond to instances of peer on peer sexual abuse and harmful sexual behaviour.

Promoting healthy relationships is at the heart of our Wellbeing Strategy and this should be modelled by all adults every day. Our approach to Relationship and Sexuality Education (RSE) and through planning from the Health and Wellbeing Area of Learning and Experience, as part of our Curriculum, ensures children are taught about the importance of healthy relationships.

It is the duty of all staff to:

- Promote our culture of healthy relationships
- Encourage children to speak out
- Challenge and act upon inappropriate behaviours
- Ensure that any children who engage in peer sexual abuse, exploitation or display harmful sexual behaviour are considered as children first

Risk from other actual or potential harm to a child or young person may also result from:

- Criminal exploitation such as county lines (CCE)
- Child sexual exploitation
- Radicalisation
- Female genital mutilation
- Modern slavery

Supporting those at risk

At Glan Usk we recognise that children who are at risk, suffer abuse or witness violence are often affected by these in adverse ways, some may be deeply affected by these events.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school due to these adverse factors their behaviour may be challenging and defiant or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.

The school will endeavour to support the pupil through:

- A. The content of the curriculum to encourage self-esteem and self-motivation;
- B. The school ethos which:
 - i. promotes a positive, supportive and secure environment; and
 - ii. gives pupils a sense of being valued;
- C. The school's behaviour policy which is aimed at supporting vulnerable pupils in the school.
- D. All staff will 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.
- E. The school will express and explain to all pupils that some behaviour is unacceptable, (Shared with parents via school prospectus and other points of communication) but each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's Behaviour Policy in conjunction with this and other named policies noted in this policy.
- F. Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and others; and
- G. Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.
- H. When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (using the procedure outlined in Appendix 5, Safeguarding File - Transfer of Records). The DSP will be central to this process, and if not already done, will inform Children's Services of the move.

Policies related to this Safeguarding Policy include:

Behaviour Management Policy
Anti-Bullying Policy
Restrictive Physical Intervention Policy
E-Safety Policy
Acceptable Use Policy

Behaviour

This school has a behaviour policy which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body and can be located in the Headteacher's Office in the file named 'Glan Usk Policies' or on Google Drive under 'GUPS Policies'.

Anti-Bullying

The school's policy on Anti-Bullying has been set out in the school's behaviour policy. This policy/information is reviewed annually by Governors and can be located in the Headteacher's Office in the file named 'Glan Usk Policies' or on Google Drive under 'GUPS Policies'.

Physical Intervention

The school's policy on physical intervention has been set out in the schools physical behaviour policy. It 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.

On-line Safety

The school's policy on On-line Safety has been set out in the schools E-Safety policy. This policy/information can be located in the Headteacher's Office in the file named 'Glan Usk Policies' or on Google Drive under 'GUPS Policies'.

Children with Additional Learning Needs (ALN)

This school recognises that statistically children and young people with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in a separate document and can be located in the Headteacher's Office in the file named 'Glan Usk Policies' or on Google Drive under 'GUPS Policies'.

Children who enter the Looked after System

This school recognises that children who enter the Looked after System are often the most vulnerable and needy. Advice and guidance can be sought from the Local Authority's Looked After Children's Education Coordinators.

Transfer of Records

Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of child protection records through the use of the Safeguarding File – Transfer of records proforma (See Appendix C) or through secure online transfer via 'My concern'.

All Wales Child Protection Procedures

These procedures are to be followed in reported abuse cases or suspicion of abuse. Copies of the procedure are held by The Headteacher in a file entitled 'Safeguarding Policy and Procedures'.

Central to all procedures for child abuse is a case conference. The following people and agencies might be invited to attend:

From school:

- The DSP or in her absence the Deputy DSP
- The School's Pupil and Family Support Worker
- Social Services
- Senior Medical Officer
- Senior Nurse
- NSPCC
- Probation Service
- Police

Other agencies may be involved:

- Clinical or Educational Psychologist
- Consultant Psychiatrist (if hospital is concerned)
- Senior Educational Welfare Officer
- Headteacher or designated teacher
- Headteacher from siblings' school
- Community worker if appropriate
- Housing Department
- County Council Chief Executive/Clerk's Department
- Recognised voluntary organisations
- Emergency duty team (Social Service)
- The Child Protection Register is held by the Child Protection Coordinator at Royal Chambers, Newport. This contains information about confirmed and suspected cases of child abuse.
- Sexual abuse cases are investigated by the Police.
- Social Services may be present to assist the Police

Adults in Glan Usk Primary School:

Safeguarding includes ensuring that those with unsupervised access to children are officially cleared to do so. This requires schools to undertake background checks on adults.

At Glan Usk we are vigilant in the checking of all staff. This means that:

- All new school staff are DBS checked and they are not permitted to start their employment until proof of this has been provided.
- Existing school staff are all DBS checked.
- All staff were DBS checked from September 2008 when the school became Glan Usk following amalgamation.
- A rolling programme of renewing DBS checks will commence in December 2023 for any staff member with a DBS check which is more than 3-5 years old.

Regular volunteer helpers in school and students are also DBS checked.

Occasional helpers, e.g. assisting with school trips, etc. are not DBS checked. These people however, are always supervised by school staff and do not have any unsupervised access to children (on school trips only school staff escort children to toilets).

In addition, all teachers are required to register with the EWC (Education Workforce Council). Supply teachers are either teachers known to the school or staff employed through an agency.

Should a DBS check be positive, the Head Teacher, Chair of Governors and officers from the LA (including HR) meet to agree an appropriate course of action.

Training and Awareness

Each year the Safeguarding Policy will be reviewed.

The school will ensure that the designated senior person and deputy will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development. All staff will receive regular safeguarding updates during the year as appropriate from the DSP, but will receive specific awareness raising training within a 2-3 year period. It is recommended that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more targeted training.

The school takes account of national and local training requirements and guidance, which will include Newport Safeguarding Children Board's (NSCB) guidance, advice and training opportunities.

Safeguarding Level 1 Training and Prevent Training.

All staff will receive safeguarding training at the beginning of each academic year this ensures that staff who are new to the school benefit and keeps the safeguarding of all children as a key priority of the school. All staff and governors have received 'Prevent' training that raises awareness of the dangers of **radicalisation and extremism**.

The school will ensure that the Designated Person for Child Protection (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated person will be considered.

All staff and governors receive the Level 1 Safeguarding training at the beginning of each new academic year and be regularly updated during the course of the year as appropriate by the designated person.

Community Cohesion – Preventing Extremism

The school is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the *Prevent* Duty Guidance) to safeguard pupils at risk of radicalisation. The school does this by:

- Providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.
- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism.
- Knowing how to complete a Channel referral and how to seek support for the child/young person
- Ensuring all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas.
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.

Operation Encompass

Operation Encompass ensures partnership working between Police & Education. It is an early intervention procedure to support children and young people exposed to domestic abuse. Incidents where a child or young person has been involved in or exposed to domestic abuse are shared with schools before the start of the next school day.

A generic email will be sent to the school e-mail address between 8.00 and 8.45 each day: Operation Encompass: please alert the DSP/Deputy to check the email urgently. A specific email will be sent to the named DSP/Deputy by 8.45. Subject: Operation Encompass alert. A read receipt will be required. If there is no response by 9.00 the school will be contacted by telephone.

If it is 'high risk' the DSP will be requested to make contact with Safeguarding Hub for further information. If there are any immediate concerns for a child's safety the DSP will contact the Safeguarding Hub for advice. If the child is not present at the time of the incident this will be noted on the e-mail. Schools will deal with information sensitively and will not disclose any information. If the child is not in school and it is a low or medium risk then school will follow the normal school procedures on attendance. If it is high risk then the school will contact the safeguarding hub by phone for advice. Schools should alert the EWO if the child is already known to them.

Parents/Carers/Governors are aware that the school is part of Operation Encompass. All staff are aware of the project and information is shared on a 'need to know' basis. All key staff are aware of procedures for receiving an alert. Office staff have been briefed to understand the importance of an Operation Encompass alert and to know what action to take when an email is received from Operation Encompass.

Having received the information the DSP & key staff will decide on what immediate support is appropriate. N.B It is essential to clarify if the child was present during the incident. Sensitive information will not be shared with all staff, but relevant staff will be made aware that there has been a safeguarding incident out of school. The support required will be agreed on a case by case basis. School will consider calling the Safeguarding Hub for further advice if needed.

Immediate support may include:

- Morning meet & greet by a trusted adult
- Breakfast provided
- Uniform provided
- Check on any homework issues that day
- Relocation to Inclusion/nurture base for a period of time
- 'Time-out' card to be used by the child, if required
- Informing class teachers that there has been a safeguarding incident out of school and a supportive environment is needed: avoid challenging home learning; asking personal questions; being sensitive to topics discussed.

Further support may include:

- School based pastoral support
- School-based counselling
- Youth Service/Families First support
- For potential adult victims provide telephone numbers of organisations who can support:

- Live Fear Free Helpline: 0808 80 10 800

Information for schools to support those who are victims of domestic abuse:

- “Live Fear Free” Helpline: 0808 80 10 800
- VAWDASV Regional Team vawdasv.gwent@newport.gov.uk

Local providers of Support Services:

- Women’s Aid www.womensaid.org.uk
- Llamau www.llamau.org.uk
- Hafan Cymru www.hafancymru.co.uk
- BAWSO www.bawso.org.uk

Children Missing from Education

The school will follow the local authority guidance where there are concerns that a child is missing from education and cannot be located. The school’s EWO will be contacted when there are concerns that a child is missing from education.

Mandatory Reporting of FGM

The school is aware of its duty to report known cases of FGM to the police (section 74 of the Serious Crime Act 2015) and Children's Services. Where staff suspect FGM may have been carried out, or think a girl may be at risk, then the school will follow existing safeguarding procedures in these cases.

Key Guidance for Staff

A) What to do if a child tells you they have been abused by a member of staff or any adult working with children. If an allegation of abuse is made against a member of staff or any adult working with children this must be reported to the Head Teacher without delay. If the concern is about the Head Teacher this must be reported to the Chair of Governors. If in doubt you can contact the Council’s Education Safeguarding Officer for guidance and advice or the Social Services Duty and Assessment Team (see contact details below).

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

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 when they are freely recalling events. Limit any questions to clarify your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;
- You must report verbally to the school's Designated Senior Person for child protection immediately (or in their absence, their Deputy), to inform them of what has been Inspire, Nurture, Celebrate Success disclosed. In the unlikelyhood of both being absent seek out the most senior person in the school;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's DSP. 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.
- This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the DSP. Often what is initially shared is the tip of an iceberg;
- That a child may be waiting for a case to go to 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. You can ask the DSP for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for general consumption with others.

Confidentiality

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

Remember the pastoral responsibility of the Education Service. Ensure that only those with a professional involvement, i.e. the DSP and Headteacher, have access to child protection records. At all other times, they should be kept securely and separate from the child's main file.

Designated Persons responsible for Child Protection/ Safeguarding

The Designated Person for Child Protection at this school is:

Mrs Andrea Roberts - Acting Headteacher

The Deputy Designated Persons for Child Protection at this school are:

Mrs Sarah Robson - Deputy Headteacher

Miss Hannah Brown - Acting Deputy Headteacher

In their absence: Mrs Annette James, ALN Coordinator

The nominated Governor for Safeguarding at this school is:

Cllr Phil Hourahine

Mrs Sarah Walsh (Deputy)

The Authority's Child Protection Officer is:

Sarah Todd 01633 656656

Nicola Davies 01633 656656

Children's Services can be contacted as follows:

Safeguarding Hub: 01633 656656

Out of hours Duty Team: 0800 3284432

The Council's Prevent Lead is: Heather Powell

Completed DTRs should be sent to:

Duty & Assessment Team: children.duty@newport.gov.uk

Preventions: 01633 851782/01633 235210

www.familiesfirstnewport.org.uk

(referral form can be found at the above website)

Policy Review and Update

This policy was reviewed and updated in November 2024.

All staff were made aware of the review of this policy in November 2024.

This policy will be reviewed in September 2025

Signed by Chair of Governors: _____

Equality Statement

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, colour, ethnic origin, religion, ability, disability, sexuality or any aspect of their

social/cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination. All Child Protection procedures are designed to promote equal opportunities and cultural diversity.

Appendices

- Appendix 1 – Child Protection Flowchart
- Appendix 2 – Child Protection Electronic Presentation for Staff
- Appendix 3 – My Concern electronic reporting guidelines
- Appendix 4 - Child Protection Log
- Appendix 5 - Report to Social Services Proforma
- Appendix 6 – DTR
- Appendix 7 – Associated Policies, guidance and Advice (attached)
- Appendix 8 – Professional Allegations and Concerns (attached)
- Appendix 9 - Community Cohesion – Preventing Extremism (attached)
- Appendix 10 - Operation Encompass
- Appendix 11 - Covid 19 Safeguarding/Child Protection Guidance (attached)

Associated Policies, Guidance and Advice

Wales Safeguarding Procedures for Children and Adults at risk of abuse and harm (2019) <https://safeguarding.wales/>

Keeping Learners Safe 2020: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002
<https://gov.wales/keeping-learners-safe>

Safeguarding in Education: handling allegations of abuse against teachers and other staff <https://gov.wales/handling-allegations-abuse-against-teachers-and-staff>

Safeguarding Allegations/Concerns About Practitioners and Those in a Position of Trust Protocol (March 2020) <https://www.gwentsafeguarding.org.uk/Documentsen/Adults/Protocols-and-Procedures/Regional-Documents/SafeguardingAllegationsConcerns-about-Practitioners-and-those-in-a-Position-of-TrustProtocol.pdf>

Disciplinary and dismissal procedures for school staff

<https://gov.wales/disciplinary-and-dismissal-procedures-school-staff>

Procedures for Whistle blowing in Schools and Model policy- Welsh Assembly Government circular 036/2007<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>

Peer sexual abuse, exploitation and harmful sexual behaviour: How to prevent and respond to peer sexual abuse, exploitation and harmful sexual behaviour, including digital abuse and exploitation.

<https://gov.wales/peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour>

Female genital mutilation: Letter to schools about helping to stop female genital mutilation and how to help girls at risk <https://gov.wales/female-genital-mutilation>

Safe and effective intervention: Use of reasonable force and searching for weapons
<https://gov.wales/safe-and-effective-intervention-guidance-schools-and-localauthorities>

Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales

<http://gov.wales/docs/dsjlg/publications/commsafety/151020-whole-educationapproach-good-practice-guide-en.pdf>

Children Missing from Education WG circular 002/2017 (replaces circular 006/2010)<http://learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf>

Guidance for schools on the causes of violent extremism and preventative measures
<https://gov.wales/respect-and-resilience-developing-community-cohesion>

Respect and resilience: self-assessment tool for schools'. Use this form to check you are following best practice in providing a safe learning community
<https://gov.wales/respect-and-resilience-self-assessment-tool-schools>

Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

Prevent Duty Guidance:
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Other relevant legislation:

- The Children Act 2004
- The Education Act 2002
- The Education Act 2011
- The Human Rights Act 1998
- The Data Protection Act 1998

- The Children Act 1989
- Social Services and Well-being (Wales) Act 2014

Hyperlinks to websites that have important links to Safeguarding, and in particular Child Protection (This is not an exhaustive list)

- www.wales.gov.uk
- www.ewc.wales
- www.governorswales.org.uk
- www.thinkuknow.co.uk
- www.wales.gov.uk/domesticabuse
- [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/4459](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf)

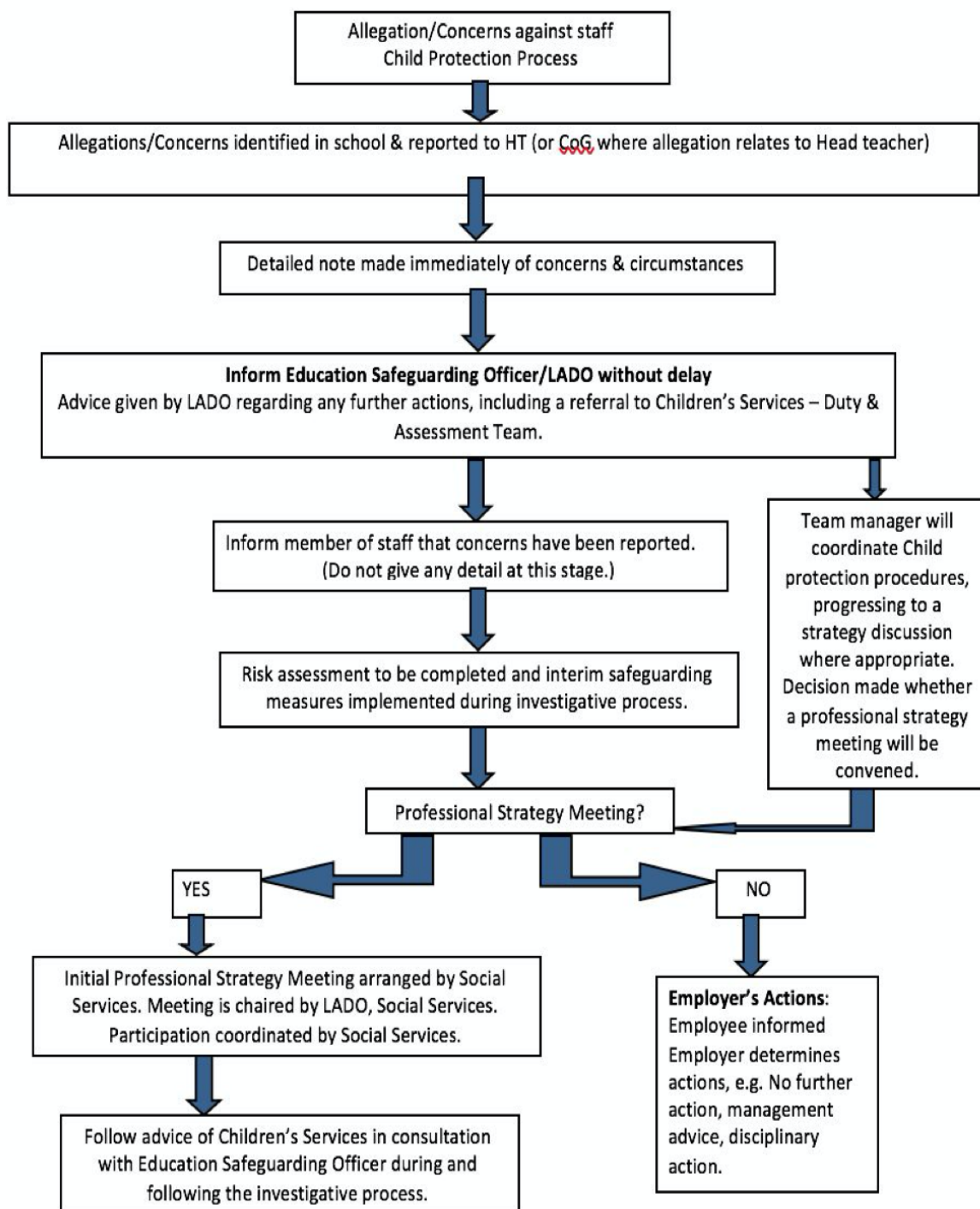
77/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf

Gwent Safeguarding documents can be found on their website:

www.gwentsafeguarding.org.uk

Professional Allegations & Concerns

This Flowchart should be used as a brief checklist of procedure for allegations/concerns against a professional in school. Detailed procedures are outlined in All Wales Child Protection Procedures 2008, Section 4. Also refer to Safeguarding Children in Education: Handling Allegations of abuse against teachers and other staff 009/2014



Community Cohesion - Preventing Extremism

Our school is committed to providing a safe environment for all of our students, staff and any visitors. There is no place for extremist views of any kind in our school.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur.

Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on us 'to have due regard to the need to prevent people from being drawn into terrorism'

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources including the internet. At times students, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip young people with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way. This way our students are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school. Where such cases are identified a Multi-Agency Referral Form is to be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our students, and where a Multi-Agency Referral Form leads to one of our students needing safeguarding, we will support the Channel programme.

Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Reference Material

Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities

<http://gov.wales/docs/dcells/publications/110209respecten.pdf>

Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)

<http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf>

Respect and Resilience – Developing Community Cohesion: Assessment tool:

<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf>

E-learning training on PREVENT: <https://elearning.prevent.homeoffice.gov.uk/>

Free online resource: http://course.ncalt.com/Channel_General_Awareness

Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

Prevent Duty Guidance:

<https://www.gov.uk/government/publications/prevent-duty-guidance> Website:

<http://educateagainsthate.com> Resources for parents and teachers

Tackling Hate Crimes and Incidents: A Framework for Action

<http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf>