



POLICY DOCUMENT

for

Child Protection/Safeguarding

Headteacher: Mrs D Brill-Williams
Deputy Headteacher: Mrs T Evans Rickards
Assistant Head: Miss S Blackmore

Tel: 01495 357755

Email: schooladmin@penycwm.com

Ethos and Values of the School

Vision

To be recognised as outstanding in all that we do.

Mission

To empower and support individuals to be resilient and independent and to develop skills to reach their potential.

Core Values

We are a school defined by a commitment and ambition to be recognised and outstanding in all that we do. Our values are fundamental in ensuring that we achieve our vision and mission.

Introduction

Pen-y-Cwm School fully recognises the contribution it makes to Safeguarding Children and young people. There are three main elements to our policy:-

- Prevention through teaching and pastoral support offered to pupils;
- Procedures that clearly outline the expectations of all parties within a Safeguarding agenda for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse;
- Support to pupils who may have been abused, a cause for concern or vulnerable.

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 in to 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 implements the schools procedures as noted in this policy.

Prevention

Our 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 and 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 that they can turn to staff for help; and

- Include in the curriculum, material which will help children develop realistic attitudes and help with independent living skills.

Procedures

At our school we will follow the All Wales Child Protection Procedures and other guidance and protocols that have been endorsed and agreed by the South East Wales Safeguarding Children Board (SEWSC).

The school will:-

- Ensure it has a named designated senior member of staff who has undertaken the appropriate training in line with agreed national and local requirements. This school will also nominate a named deputy who will be the central contact in times when the designated person is absent. In the unlikelyhood that both are absent or unavailable the most senior person will act as contact point for other staff.
- Recognise the role of designated person and arrange support and training. The school will look to the SEWSC and in particular the Authority's Child Protection Officer for Education (CPO) for guidance and support in all child protection matters in assisting the school's designated person.
- Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor knows:
 - the name and contact details of both the designate and deputy person responsible for child protection;
 - that it is the named designated person and/or their deputy who have the responsibility for making child protection referrals within SEWSC timescales, by completing the agreed multi-agency form. That the designated person and deputy will seek advice from the CPO and or Social Services Duty and Assessment Team if necessary when a referral is being considered; **if in doubt a referral must be sent.**
- Ensure that all 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. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
- Ensure that parents have a clear understanding of the responsibility placed on the school and its staffs for child protection by setting out their obligations in school prospectus and other forms of communications. In particular, there is a clear obligation that '*the welfare of the child is paramount*' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with 'All Wales Child Protection Procedures guidance'.
- Provide training for all staff so that they know:-
 - i) their personal responsibility
 - ii) the agreed local procedures (SEWSC)
 - iii) the need to be vigilant in identifying suspected cases of abuse
 - iv) how to support a child who discloses abuse..

Notify 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 initial review child protection conferences and core groups; and support these with the submission of written reports.
- Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation.
- Ensure that all records and files are kept secure and in locked locations.
- Adhere to the procedures set out in the Welsh Assembly Government guidance circular 002/2013 'Disciplinary and Dismissal Procedures for Schools Staff'.
- Ensure that all recruitment and selection procedures are in accordance with Welsh Government guidance "Keeping Learners Safe".

Supporting the pupil at Risk

We recognise that children who are at risk, suffer abuse or witness violence are often affected by 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 Pen-y-Cwm School we will endeavour to be patient and supportive to the children at risk.

Pen-y-Cwm School will endeavour to support the pupil through:-

- The content of the curriculum to encourage self-esteem and self-motivation (see section 2 of this policy on Prevention);
- The school ethos which:-
 - promotes a positive, supportive and secure environment; and
 - gives pupils a sense of being valued (see section 2 on Prevention);

- The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will follow a consistent approach which focuses on the behaviour. 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). Staff should read the school's Behaviour Policy in conjunction with this and other named policies noted in this policy.
- 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 keeping records and notifying Social Services if there is a recurrence of a concern with the individual.

When a pupil on the child protection register leaves, we will transfer the information to the new school immediately and inform social services.

Pen-y-Cwm School have other policies which clearly indicate our values and expectations. There are separate policies which are reviewed on a regular basis by the Governing Body and can be located on request.

Other Pen-y-Cwm Policies linked to Child Protection/Safeguarding Policy

- Behaviour Management including, Restrictive Physical Intervention (RPI)
- Anti-Bullying
- Time Out/Time in THRIVE
- Safe Recruitment
- Partnership Agreement
- Volunteer Guidance
- Whistle Blowing Policy
- Complaints Policy
- Special Educational Needs
- Pupils Access to the Internet

Monitoring and Review

The governing body regularly reviews any incidents detailed.

A named governor – Mr Wayne Evans, is linked with regard to the child protection procedures.

Overall accountability for Child Protection lies with the Head Teacher,
Mrs D. Brill-Williams.

Designated Senior Person (DSP): Miss Sian Blackmore

Deputy Designated Senior Person(s): Mrs Theresa Evans-Rickards

All staff have received training in Child Protection. The training should be deployed in every situation without exception.

This policy has been agreed by the Governing Body.

This policy will be reviewed in consultation with the staff and Governors on an annual basis and in the light of updated legislation.

Signed _____ September 2018

Headteacher

Signed _____ September 2018

Chair of Governors

Further Information

The Safeguarding in Education Manager is Sarah Dixon

Sarah.Dixon@blaenau-gwent.gov.uk

The Designated Strategic Safeguarding Lead for Education

Michelle Jones: michelle.jones@blaenau-gwent.gov.uk

The deputy Designated Strategic Safeguarding Lead for Education is

Lynn Phillips: lynn.phillips@blaenau-gwent.gov.uk

Documentation:

Blaenau Gwent County Borough Council - Corporate Child Protection Policy

Safeguarding Policy for Education

Safeguarding Children: Working Together Under the Children Act 2004

Keeping Learners Safe (Welsh Government Circular 158/2015)

Safeguarding Children in Education: handling allegations of abuse against teachers and other staff (Welsh Government circular 009/2014)

All Wales Child Protection Procedures 2008

South East Wales Safeguarding Children Board regional protocols.

<http://www.sewsc.org.uk/professionals/protocols-guidance-and-useful-documents/>

Keeping learners safe – <http://gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf>

Safeguarding in education: handling allegations


<http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>

All Wales CP Procedures - <http://www.childreninwales.org.uk/wp-content/uploads/2015/09/All-Wales-Child-Protection-Procedures-2008.pdf>

Working together - <http://gov.wales/pubs/circulars/2007/nafwc1207en.pdf?lang=en>

All national guidance documents listed above are also available on the South East Wales Safeguarding Children Board website <http://www.sewsc.org.uk/>

South East Wales Safeguarding Children Board
Bwrdd Diogelu Plant De Ddwyrain Cymru

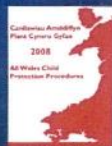



SAFEGUARDING LEVEL 1:
*Working together to
Safeguard Children*

Working Together For Children
Gweithio'n Gytûn Ar Gyfer Plant

Legislation

- Children Act 1989 / 2004
- Safeguarding Children; Working Together under the Children Act 2004
- All Wales Child Protection Procedures
- All Wales, local and organisational protocols

Ground Rules

- Mobile phones turned off
- Confidentiality
- Respect other people's points of view
- Anti-discriminatory practice
- Participate to ensure maximum benefit from the training
- Keep an open mind and challenge constructively
- If you feel anxious at any point feel free to leave the room or let a trainer know if you want to discuss anything

Information Sharing

- The law is not a barrier to sharing information
- No restriction under Data Protection Act if you are acting to safeguard a child
- Consent issues

SAFEGUARDING CHILDREN

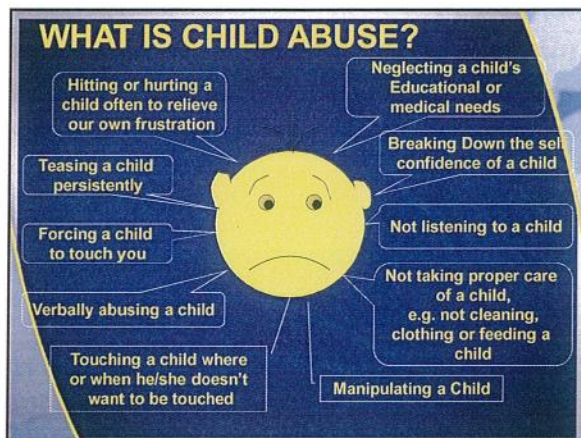
IS EVERYONE'S RESPONSIBILITY

A child is anyone who has not yet reached their 18th birthday.

There is no 'Data Protection' when we deal with 'Child Protection'. We must share information – we all have a piece of the 'jigsaw'.

Roles and Responsibilities

- Be alert to indicators of abuse and neglect
- Listen to children
- Be aware of organisational policies and procedures in child protection
- Know how to report concerns
- All agencies should have a lead person for safeguarding children – SB/TER



NEGLECT

Neglect is a failure to meet a child's needs including basic care and psychological needs and also failure to protect from danger

Examples-

- Squalid or dangerous home conditions
- Child left unsupervised
- Parents who don't respond to children health needs
- Not dressed properly

It is estimated that in the U.K. at least one child is killed each week by their parents or carers and thousands of children suffer serious harm from those who are supposed to be caring for them.

PHYSICAL

Physical abuse is causing any kind of physical harm to a child e.g. Hitting , shaking

Examples-

- Bruising (especially in little babies)
- Burns

Main types of abuse

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional abuse

SEXUAL

Sexual abuse is causing any kind of sexual harm to a child and can include contact or non contact abuse e.g. grooming over the Internet

Examples-

- Inappropriate sexualised behaviour
- Sexual knowledge beyond their age and development

Child Sexual Exploitation

'the coercion or manipulation of children and young people into taking part in sexual activities. It is a form of sexual abuse involving an exchange of some form of payment which can include money, mobile phones and other items such as drugs, alcohol, a place to stay, 'protection', or affection.'

EMOTIONAL

Emotional abuse is harming a child emotionally and/or psychologically including exposing them to danger/causing them to be frightened frequently

Examples-

- Harming themselves deliberately
- Running away from home
- Anxious or withdrawn children

Child Sexual Exploitation

- Rochdale
- Operation Thistle
- Risk indicators include: going missing (especially overnight); being picked up by unknown adults; concerning use of internet or phone; expressions of suicidal thoughts, self harm, eating disorders etc; isolation; unsuitable/unstable accommodation

DOMESTIC ABUSE

Home Office Definition

Any incident or pattern of incidents of controlling or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Particularly vulnerable groups

- Looked After Children (or history of)
- Children/young people with a history of abuse and/or neglect
- Children/young people who have been affected by domestic abuse, parental mental health problems and/or parental substance misuse
- Family breakdown/poor relationships
- Low self esteem

IMPACT OF DOMESTIC ABUSE ON CHILDREN

Key findings

130,000 children and young people living in households where high risk domestic abuse is taking place (CAADA, 2012).

- 66% of victims in the CAADA adult Insights database have children.
- On average, these victims have 2 children each.



(Taken from: A place of greater safety is the first in a series of annual policy reports from the national domestic abuse charity Co-ordinated Action Against Domestic Abuse (CAADA))

IMPACT OF DOMESTIC ABUSE ON CHILDREN

Key effects

FEAR:

- Frightened of what the abuser might do
- Fear of being hurt
- Fear of being killed
- Fear of the mother being hurt
- Fear of the mother being killed
- Fear that the abuser will find them after they've left
- Fear that the abuser will break into a new home
- Fear of being abducted

Effects of FEAR:

- Behavioural problems
- Aggressive behaviour
- Bedwetting
- Nervous twitching
- Nightmares
- Sleepwalking
- Stuttering
- Fear of the dark
- Running away from home

What to do if a child makes a disclosure

DO

- Listen and accept
- Try not to interrupt
- Tell the child that they have done the right thing by telling you
- Inform the child of what you are going to do
- Make accurate notes using all the child's words as soon as possible
- Inform the designated person for child protection

DO NOT

- Promise confidentiality
- Investigate
- Ask leading questions - How questions opposed to who did that
- Ask the child to repeat the disclosure over and over

IMPACT OF DOMESTIC ABUSE ON CHILDREN

Key effects

ANGER:

- Behaving aggressively
- Being 'naughty'
- Swearing
- Shouting
- hitting
- kicking
- Become 'hard'
- Wanting revenge

SADNESS:

- Feeling upset
- Crying
- Feeling depressed
- Self harming
- Feeling suicidal

POWERLESS: Unable to stop the abuse

Domestic Abuse also has a considerable effect on:

- The child's identity
- The child's health
- The child's education
- The child's relationships with others

Barriers to a child disclosing abuse

Why some children may not disclose



- Fear – They have been threatened
- Relationship with the abuser
- Embarrassment / shame
- Believe they are to blame
- Guilt
- Believes it happens to all children
- May not have the language skills / vocabulary
- Fear of not being believed
- May have tried to drop hints that were dismissed
- Consequences of telling

HOW TO SUPPORT VICTIMS OF DOMESTIC ABUSE

- Expect to have contact with people especially women experiencing domestic abuse.
- Be willing to take their concerns seriously
- Be aware of the Welsh National DA Abuse helpline (0808 8010800)

HELP BREAK THE CYCLE OF ABUSE

Barriers to a adult reporting child abuse

Why some adults may not report



- Find it hard to believe what we are hearing
- Cannot suspect someone we know
- Fear of getting it wrong
- Fear of the consequences of "getting it wrong" for the child / family and ourselves
- We may make it worse for the child
- Don't want to be involved
- Do not have the information on what to do and who to contact
- Racism and Faith Issues

Next Steps

- Write down what they say exactly as they say it with the date and time
- Don't ignore this, report the disclosure to your line manager quickly you can also ask social services for advice. Do NOT delay
- Think about what the child has said: what concerns do you have for regarding their safety or the safety of other children

Making a Referral

- Get basic information on child/children you are concerned about and any other adults or children living in the household
- Be specific about what concerns you. It is no good saying 'house is dirty' or 'kids aren't dressed properly' – we need to know exactly what that means – be specific
- Include any other information you think may be relevant like what your involvement is with the family, how many occasions you have visited and what you have observed on those visits etc

PROFESSIONAL ABUSE

- It is crucial that if any member of staff witnesses or suspects an employee is acting inappropriately towards a child, this is reported to a senior member of staff.
- Do not dismiss or let anyone else dismiss your concerns.
- If you need further support contact your Designated Officer for child protection or the Local Authority Social Services department for advice.

Case Study 1

- Helen 7yrs has cerebral palsy and very little verbal communication.
- She comes to school with some bruising to her legs and thighs.
- Mum writes in the home school book.... the bruises could be from her callipers.

What are you worried about?
What action will you take?

When to refer concerns

- If a child is in immediate danger e.g. you are witnessing them being assaulted by a parent/carer – **ring 999**
- If you believe a child is at risk of abuse and/or neglect then you must refer to Children's Services - you can contact them by phone but must follow up with referral form within 24 hours
- If you think a family needs support from Children's Services you can still make a referral but you will need their consent to do so

What happens next...

- The teacher phones Mum to ask about the callipers and bruising. The mother says that Helen has just come back from respite care, and she always comes back in a state and she is considering not sending her any more.
- The mother has three other children and needs this support to give her a break from her caring responsibilities.

What are you worried about?
What action will you take?

What happens next...

- The teacher tells Mum she has concerns and asks for the mother's consent to share her concerns with children's social care.
- The mother says that she does not want to involve them because she is worried that Helen would not be able to continue to have the same level of respite care.

What are you worried about?
What action will you take?

Local Child Protection
Strategy

5. Of the children on the child protection register in the UK, how many live in households where domestic abuse occurs?

26% 35% 50% 63% 75%

6. What percentage of teenage mothers reported that domestic abuse first started during pregnancy or in the first three months after giving birth?

10% 22% 30% 45% 53% 78%

7. What age group of women are most at risk of experiencing domestic abuse?

13-16yrs 16-24yrs 25-31yrs 32-45yrs 46-52yrs

8. In a study of teenagers, ages 14-21yrs, how many boys thought there were times when hitting their partners would be acceptable?

1 in 2 1 in 5 1 in 10 1 in 20

Local Child Protection Strategy

What happens next...

- Teacher decides to override the mother's lack of consent but informs her that she intends to share information with children's social care because she is concerned that Helen may be at risk of harm when she is placed in respite care. Teacher completes a referral with Child Protection Lead and emails it to the duty team.

Children's social care together with the police will need to consider how best to respond to these concerns, keeping an open mind about the possible cause and who, if anyone, might be responsible for the bruising.

Local Child Protection Strategy

Important Contact Numbers

- Police: 999 in emergency situations
- Children's Services in your Local Authority area in office hours
- Newport – 01633 656 656
- Torfaen – 01495 762 200
- Caerphilly – 0808 100 1727
- Blaenau Gwent – 01495 315 700
- Monmouthshire – 01291 635 669
- Out of hours and Bank Holidays, Emergency Duty Team: 0800 3284432

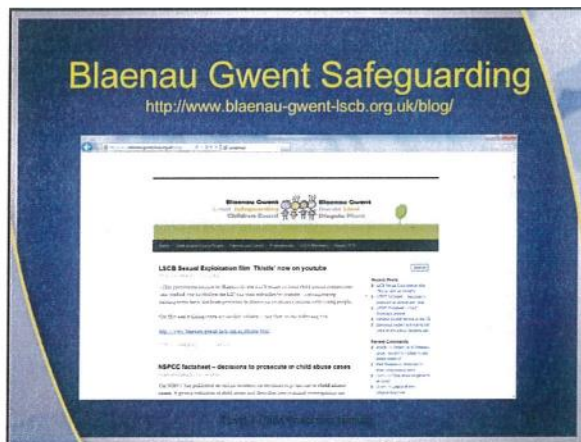
Quiz – Gwent Domestic Abuse Service

1. Name 4 different types of domestic abuse.
 2. On average, how many times will a woman be assaulted before going to the police for help?
 3. How many women are killed by their partner or ex-partner in England and Wales each year?
 4. In a study of domestic abuse incidents, what percentage of children were in the same room or next room during the incident?
- Less than 10% 10-25% 29-44% 50-65% 75-90% Over 90%



For more information on Safeguarding please visit the South East Wales Safeguarding Children Board website:

www.sewsc.org.uk



Action for school

- Add Child Protection and Safeguarding information to website.
- Provide leaflet to parents and staff.
- Add to back of security fobs – safeguarding tips.



