

NURTURE – EMPOWER - ACHIEVE

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Gilwern

Primary School



CHILD PROTECTION & SAFEGUARDING POLICY



Nurture, Empower, Achieve

School Vision

- Gilwern School creates a happy, secure and stimulating environment, where learners are encouraged to reach their full potential.
- The school works effectively with others and plays a central role in the community.
- All staff are committed to continuous improvement and achievement of high standards.

We are a Rights Respecting School

In 1991 our Government signed up to the United Nations Convention on the Rights of the Child (UNCRC). In signing the Convention, the 54 articles laid down have become enshrined in UK law. The Convention applies to everyone.

At Gilwern Primary School we aim to work within the spirit as well as the letter of the Convention and our school policies and home-school agreement is based around these rights and responsibilities. At Gilwern Primary School we work together so that the rights of the child are ensured and their responsibilities are clear.

Prevent

The process of raising safeguarding and Child Protection concerns in relation to Prevent is the same as for all safeguarding concerns. The school will contact Children's Services and will discuss the concerns with the Duty Officer, and a multi- agency referral form (MARF) is completed and submitted to Children's Services via childduty@monmouthshire.gcsx.gov.uk . Once assessed by the FST (duty team) manager and Prevent SPOC in the local authority, a decision will be made as to whether a Channel Referral is required. If a Channel referral is required, the Prevent SPOC will assist the school in completing the referral form and the school will participate on the Channel Panel."



Child Protection & Safeguarding Policy

Introduction

The school fully recognises the contribution it makes to child protection.

There are three main elements to our policy:-

- Prevention through the teaching and pastoral support offered to pupils;
- Procedures for identifying and reporting cases, or suspected cases of abuse. The school staff are well placed to observe the outward signs of abuse because of their day to day contact with children;
- 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 who 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 procedures as noted in this policy.

Prevention

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

The school will therefore:-

- Establish and maintain an ethos where children feel secure, are encouraged to talk, 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 Personal, Social Education, which equip children with the skills they need to stay safe from abuse and to know that they can turn to staff 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

At this school we will follow the All Wales Child Protection Procedures (April 2008) and other guidance and protocols that have been endorsed and agreed by the South East Wales Safeguarding Children Board.



Social Services and Well-being (Wales) Act 2014

An Act of the National Assembly for Wales to reform social services law; to make provision about improving the well-being outcomes for people who need care and support and carers who need support; to make provision about co-operation and partnership by public authorities with a view to improving the well-being of people; to make provision about complaints relating to social care and palliative care; and for connected purposes.

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 unlikely event that both are absent or unavailable the most senior person will act as a contact point for other staff.
- Recognise the role of designated person and arrange support and training. The school will look to the SEWSCB and in particular the local authority's Designated Officer for Safeguarding in Education 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 designated 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 timescales, by completing the agreed multi-agency form.
 - That the designated person and deputy will seek advice from the Designated Officer 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. 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 legal responsibility placed on the school and its staff for child protection by setting out their legal obligations in the 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.

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- Provide training for all staff so that they:-
 - i) Understand their personal responsibility;
 - ii) Are cognisant of agreed local procedures
 - iii) Understand the need to be vigilant in identifying suspected cases of abuse;
 - iv) Know how to support a child who discloses abuse, particularly the do's and don'ts.
- Notify Social Services if:-
 - A looked after pupil or a pupil on the child protection register is excluded either for a fixed term or permanently;
 - There is an unexplained absence of a looked after pupil or 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. Co-operate as required with their enquiries regarding child protection matters including attendance at initial and 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. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted sensitively and securely.
- Adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools.
- Ensure that all recruitment and selection procedures follow all national and local guidance. The school will seek advice and guidance from the local authority's Human Resources Department on recruitment and selection.
- Designate a governor for child protection who will champion and 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 but will be required to write an annual report to the governing body on the school's child protection activities.
- Ensure that all members of staff, students, volunteers and regular visitors to school complete a Disclosure Barring Service application.



Supporting the pupil at Risk

The school recognises that children who are at risk, suffer abuse or witness violence are often affected by these in adverse ways, some may be deeply troubled by these events.

The 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. All staff will be patient and supportive to the children at risk.

The school will support the pupil through:-

- a. The content of the curriculum to encourage self-esteem and self-motivation (see section 2 of this policy on Prevention);
- b. The school ethos which:-
 - i) Promotes a positive, supportive and secure environment; and
 - ii) Gives pupils a sense of being valued (see section 2 on Prevention);
- c. 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 of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will express and explain to all pupils that some behaviour is unacceptable, (Shared with parents via school brochures 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.
- d. 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;
- e. Keeping records and notifying Social Services if there is a recurrence of a concern with an individual;
- f. Making a TAFF referral when co-ordinated support would benefit the child and family.
- g. Provide a safe environment with trained ELSAs with guidance of EPS.
- h. Putting into place 'Circle of Friends' training

When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (Using the agreed policy and procedures for the 'Transfer of Sensitive Information' and the designated person will be central to this process) and if not already done, to inform Social Services of the move.

Behaviour

Gilwern 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.

Bullying

Gilwern School's policy on Bullying has been set out in the school's behaviour policy. It would be useful to note any guidance from the Authority within any documentation.



Physical Intervention

Gilwern School's policy on physical intervention has been set out in the Use of Reasonable Force Policy. It would be useful to note any guidance, support and training provided by the Authority within any documentation.

E Safety

Gilwern School's policy on E Safety has been set out in the school's Online Safety policy. It would be useful to note any guidance, support and training provided by the Authority within any documentation.

Protecting children from radicalisation

The school recognises that all stakeholders are at risk of radicalisation. Therefore the Department for Education has produced guidance to help recipients understand the implications of the Prevent duty. The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Children with Statements of Special Educational Needs (SEN)

The school recognises that statistically children 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 SEN has been set out in the SEN Policy.

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. The school has a responsibility to support the council in its role as corporate parent. The school's policy on Looked after Children (LAC) has been set out in (A separate document) this policy/information can be located (state where).

Information for all staff

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

Where the allegation is against a member of staff you should refer to authority's guidance which takes into account the Welsh Assembly Government's guidance circular 45/2004 and the SEWSCB guidance launched in Autumn 2013, and Safeguarding children in education: handling allegations of abuse against teachers and other staff which is dated April 2014.

All staff should be aware that they can raise concerns through the MCC's Whistle Blowing Policy. If an allegation of abuse is made against a member of staff this must be reported to the Head Teacher/Designated Person for Safeguarding/Child Protection.

If the concern is about the Head Teacher/Principal this must be reported to the Chair of Governors. If in doubt you can contact the Designated Officer for Safeguarding in Education for guidance and advice.

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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:-

- a. Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;
- b. You must report orally to the school's **Designated Person for Child Protection or their Deputy** in their absence, immediately, to inform them of what has been disclosed. In the unlikelihood of both being absent seek out the most senior person in the school;
- c. Make a written report of the discussion, as soon as is reasonably practical (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. This note will in most cases be the only written record of what has been disclosed and as it records the initial disclosure from the child it is 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;
- d. 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 a shared a concern with you to the designated person. Often what is initially shared is the tip of an iceberg;
- e. 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 designated person 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 basis, but whatever is shared is strictly confidential and not for general discussion with others.

Confidentiality

The school and staff are fully aware of confidentiality issues if a child divulges that they are 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 education staff (that is all staff at this school) has 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 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



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will not be common knowledge within the school. (I.E. not discussed with other staff) Staffs need to 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.

Training

The school will be cognisant of national and local training requirements and guidance, which will include Safeguarding Children Board guidance, advice and training opportunities.

The school will ensure that the Designated Person for Child Protection (DO) 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 DO'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 given.

All staff will be regularly updated during the year as appropriate from the designated person, but will receive specific awareness raising training within a 2 year period.

It will be a recommendation that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training.



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The designated person for child protection at this school is:-

Roger Guy

The deputy designated person for child protection at this school is:-

Joanna Broad

The nominated governor for child protection at this school is:-

Barry Kriel

The Monmouthshire Lead Officer for Safeguarding in Education is:-

Heather Heaney who can be contacted by:-

Phone- 01633 644392

Mobile- 07917707343

Email- heatherheaney@monmouthshire.gov.uk

Monmouthshire Children’s Services can be contacted as follows:-

Phone: 01291 635669

Out of hours telephone number: 0800 328 4432

This policy was presented and accepted by the Governing Body on 11th May 2016

This policy was updated on 8th February 2017 by J Broad.

This policy will be reviewed and presented to Governors annually in the Summer Term.

Signature of Headteacher Date:
Mr R M T Guy

Signature of Chair of Governors Date:
Mr B Davies

