

BEDWAS HIGH SCHOOL



# CHILD PROTECTION

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*Adopted by Governing Body  
23.10.2012*

# **BEDWAS HIGH SCHOOL**

## **CHILD PROTECTION POLICY AND PROCEDURES**

**DESIGNATED SENIOR MEMBER OF STAFF ASSISTANT HEAD,  
INCLUSION MRS. HELEN MARSH.**

**DESIGNATED GOVERNOR: MRS. MARY HOWELLS**

**LOCAL AUTHORITY DESIGNATED LEAD OFFICER FOR CHILD  
PROTECTION IS HELEN WEST.**

***In the absence of the designated member of staff, referrals must be made to the Head teacher, who has overall responsibility for safeguarding.***

### **Section 1.**

Bedwas High School fully recognises the contribution it makes to child protection.

There are three main elements to our policy:-

- a. prevention through the teaching and pastoral support offered to pupils;
- b. procedures that outline the expectations for all parties 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

- c. support to pupils who may have been abused.

Our policy applies to all staff and volunteers working in the school and Governors. All adults on school site must be aware of the school's safeguarding policy as any adult as well as teachers can be the first point of disclosure for a child.

### **Section 2: Prevention**

An important aim of our school is to provide pupils with a safe and secure learning environment. We acknowledge our legal duty to work with other agencies in protecting our pupils from harm and responding to abuse. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils.

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 PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- have clear procedures and lines of communication relating to child protection
- ensure that all staff are aware of their responsibility to identify and report any concerns to designated staff so that action may be taken
- work closely with parents and other external agencies
- have a designated member of staff(Child Protection Officer) to co-ordinate action within the school and liaise with other agencies on suspected cases

### **Section 3: Procedures**

3.1 We will follow the All Wales Child Protection Procedures that have been endorsed by the Local Safeguarding Children Board acknowledging that school is an agent of referral and not of investigation. These arrangements will be replicated for Looked After Children.

3.2 The school will:-

- a. ensure it has a designated senior member of staff, who has undertaken the appropriate training
- b. recognise the role of the designated person and arrange support and training
- c. ensure every member of staff and every Governor knows:
  - the name of the designated person and their role
  - 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 person is unavailable – ***referrals must be made to the Head teacher.***

- d. 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;

**Refer to Appendices 1-3.**

**1. Roles and Responsibilities.**

**2. Responding to Disclosures – Guidelines for staff.**

**3. Categories of abuse.**

- e. 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 brochure;
- f. provide training for all staff so that they know:-
  - i. their personal responsibility;
  - ii. the agreed local procedures;
  - iii. the need to be vigilant in identifying cases of abuse; and
  - iv. how to support a child who discloses abuse.
- g. notify the local social services team 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);
- h. 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 and child protection conferences and core groups and the submission of written reports to the conferences
- i. 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;

**Appendix 5**

Refer to exemplar documentation

*Safeguarding Chronology.*

*Significant Event Record.*

- j. ensure all records are kept secure and in locked locations;
- k. When a pupil on the C.P. Register or a pupil known to social services leaves, all information will be transferred to the new school and social services will be informed of the pupil's transfer. The C.P. designated teacher

will ensure that the receiving school is fully aware of any safeguarding concerns and that the file is transferred in a secure, appropriate manner.

Refer to exemplar documentation

#### **Appendix 5 – Safeguarding File – Transfer of records.**

- l. adhere to the procedures set out by the Welsh Government in *Disciplinary and Dismissal Procedures for School Staff Circular: 002/2013*;
- m. ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance circular 34/2002 “*Child Protection: Preventing Unsuitable People from working with Children in the Education Sector*”; “*Keeping Learners Safe*” and
- n. designate a governor for child protection who will oversee the school’s child protection policy and practice.

### **Section 4. Supporting the Pupil at Risk**

4.1 We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

4.2 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.

4.3 The school will endeavour to support the pupil through:-

- a. the content of the curriculum to encourage self esteem and self motivation (see section 2 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 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. 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;
- d. 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 and the Education Welfare Service

e. keeping records and notifying Social Services as soon as there is a recurrence of a concern;

The school has developed this policy in line with the guidance provided in the following legislation:

*Children's Act 1989 Sect.27 and 47*

*Children's Act 2004 Sect. 25,26 and 27*

*Education Act 2002 – Sect. 175*

*Safeguarding Children in Education – 2008*

*All Wales Child Protection Procedures 2008*

*Keeping Learners Safe - 2015*

*And guidance given by the - the Local Children Safeguarding Board. May 2012*

This policy should be read in conjunction with the school's policies on: Equal Opportunities, SEN, Race Equality, Inclusion, Behaviour, Anti-Bullying, Use of Reasonable Force/Physical Intervention.

## **Safe use of the Internet and Digital Technology**

5.1 The school recognise that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, pupil safety will remain the priority of the school. All staff are required to sign the Local Authority Safe use of the Internet Policy and be aware of the safety mechanisms and requirements built into all computers within school.

5.2 All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by pupils under appropriate supervision. If any such item that belongs to a member of staff is brought onto school site, it is the responsibility of the staff member to ensure that these items contain nothing of an inappropriate nature.

5.3 Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all pupils. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Head teacher or the CP Designate.

5.4 Any attempt by a pupil to contact staff via such internet sites will immediately be reported to the Head teacher or CP Designate in order that appropriate advice can be given to pupils and parents regarding professional boundaries and pupil safety.

### **Permission for the creation of digital or media images**

6.1 Every parent must be requested to give specific consent for any image of their child to be recorded in school on an annual basis. Permission slips will clearly identify the range of images i.e. photographs or digital filming/video images. In addition the permission will also be specific listing the use of any digital or multimedia images i.e. Photographs in a local newspaper, school leaflets or posters or DVD's for sale to parents and others.

6.2 School will issue a further request for permission if there is an opportunity for images to be produced of children that was NOT specifically listed in the initial permission request.

6.3 School will inform parents that they can only record photographic or digital images of children in school based activities i.e. school concerts, with the permission of the parent of every child involved in that activity. School will never condone the posting of children's images on the internet or social networking sites. The school cannot control the use of such images taken by parents after school events, and therefore could not assure other parents of the appropriateness of that use.

### **Contact with Pupils**

7.1 All staff, volunteers and Governors will maintain an awareness of the position they hold with the School and the perceived power of their position. All contact with pupils outside the school environment must be managed appropriately and be clearly communicated within school and to the parents/carers of the pupil. If there is a requirement to contact a pupil via telephone, parents will be informed prior to contact being made with the pupil.

7.2 All school staff will ensure that their personal telephone numbers and contact details are not known to or used by pupils. Should a pupil gain access to any such details the member of staff will inform the CP Designate or the Head teacher as a matter of urgency. Should any staff member, volunteer or governor become aware that outside of school time there is direct contact between adults within school and pupils that is not for school purposes, the CP Designate or Head Teacher is to be informed immediately, this may result in the instigation of procedures in relation to Allegations against a Professional.

### **Allegations against staff**

8.1 The CP Designate and the Head teacher will ensure that they are fully aware of the relevant legislation and guidance in relation to procedures required when an allegation is made against a professional. The following documents offer legislation and guidance for this matter:

### Education Act 2002

- WG guidance circular 45/2004 'Staff Disciplinary Procedures in schools'
- Safeguarding Children: Working Together Under the Children Act 2004
- All Wales Child Protection Procedures 2008 – Section 4.3
- Safeguarding Children in Education 2008 (replacement to 52/95)
- WG guidance circular 002/2013 Disciplinary and Dismissal Procedures for School Staff.

Any allegation against a professional will be referred outside of the school for objective advice and in compliance with procedure. In the first instance the Head will seek advice from Children's Services, if required a multi-agency referral form will be completed and submitted to Children's Services without delay. Any professional subject to an allegation of a child protection nature will require an immediate risk assessment.

8:2 All staff must ensure that any allegation regarding an adult who is working with children, this will include staff, volunteers, governors, occasional workers or contractors, and those staff that are not on school site but come into contact with children i.e. those who transport children to and from school, is reported immediately to the CP designate or the Head teacher. If an allegation is made about the Head teacher, the Chair of Governors should be informed.

8:3 The Governing Body is responsible for dealing with staff disciplinary matters. A governing body is required to adopt rules and regulations to regulate the conduct and discipline of all staff it employs. Welsh Government guidance circular Disciplinary and Dismissal Procedures for School Staff sets out specific advice to be followed where a child protection allegation is made against a member of staff.

## **Safer recruitment**

9.1 All members of staff, volunteers and Governors will be required to hold an up to date DBS certificate. The school will maintain a record of all staff DBS disclosure dates and ensure that renewals are timely. A written log of all daily staff will be kept, clearly listing where a DBS disclosure is available or a risk assessment is formulated in lieu of an available DBS Disclosure. The Head Teacher retains responsibility for ensuring that all persons attending school site are appropriately risk assessed in circumstances where current DBS disclosures are unavailable.



## **School Site Security**

10:1 Our school is a safe and secure place for pupils to learn and develop learning and social skills. The physical safety of pupils when on school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and safety of school premises. The School's Health and Safety Policy is available to review on request from the Head teacher.

10:2 All daily contractors to our site are requested to sign in and out of school premises. They will clearly list the company for whom they work and the reason for their visit. As a daily contractor is unlikely to have a CRB disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment is formulated by the School, using the ***Daily Contractors Log sheets (Appendix 5)***, which clearly list the control measures employed by the school to safeguard pupils.

### **APPENDIX 1.**

#### **ROLES AND RESPONSIBILITIES.**

**The Head Teacher – to ensure that:**

- child protection policies and procedures adopted by the governing body are fully implemented and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in inter-agency meetings, and contributing to the assessment of children.

**Designated Teacher – responsibilities include:**

**Referrals**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies. Where these relate to cases of suspected abuse or allegations of abuse against staff, staff should follow Welsh Government guidance circular 002/2013 ;
- act as a source of support, advice and expertise within school when deciding whether to make a referral by liaising with relevant agencies;
- liaise with head teacher to inform him of any issues and ensure there is always cover for this role;
- keep detailed accurate secure written records of referrals or concerns;
- liaison with local authority designated lead officer for child protection.

**Training**

- to recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of how Local Safeguarding Children Boards operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff and any volunteer has access to and understands the school's child protection policy;
- ensure all staff have induction and refresher training covering child protection and are able to recognise and report any concerns immediately they arise;
- obtain access to resources and attend any relevant or refresher training courses at appropriate intervals.

**Raising awareness**

- ensure the establishment's child protection policy is updated and reviewed annually and work with the governing body or proprietor regarding this;
- ensure parents/carers see copies of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where children leave the establishment ensure their child protection file is copied to the new establishment as soon as possible but transferred separately from main pupil file.

### **Staff.**

**All staff have a duty of care to our pupils.** Although there is a designated Child Protection Officer in school, staff must be mindful that a pupil will make a disclosure to the member of staff that they feel that they can trust and therefore every member of staff must be aware of the lines of referral and the appropriate procedures.

- Pupils may approach staff directly and make a disclosure about themselves or another pupil.
- Parents may inform staff of their concerns about a pupil. Do not become involved on a personal level. Refer the parent to a senior member of staff. Never give an opinion - remain objective.
- Any information or suspicion of abuse must be reported to the CPO or Head teacher (**Using a CP1 or through e-mail**)

## **The Role of the Governing Body**

**The Governing body must ensure that:**

- the school has an effective child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures;

- the policy is reviewed at least annually and is made available to parents or carers on request;
- the school has an up to date and agreed staff disciplinary procedure for dealing with allegations of misconduct against members of staff, including child protection allegations, that complies with the relevant legislation including the appointment of an independent investigator and has regard to Welsh Government guidance circular 002/2013 and locally agreed inter-agency procedures;
- the school operates safe *recruitment* procedures and ensures that all appropriate checks are carried out on new *staff* and *volunteers* who will work with children; appoint a link governor able to liaise with the head teacher and designated member of staff re child protection issues within the school.

## Appendix 2

### Guidelines for Staff - Responding to disclosures

Please take careful note of the following:

“Care must be taken in asking and interpreting children’s responses to and questions about, indications of abuse. The same considerations apply when a child volunteers an accusation of abuse or volunteers information which amounts to that. **Staff should be aware that the way in which they talk back to a child can have an effect on the evidence which is put forward if there are criminal proceedings. They should not ask the child leading questions as this can be interpreted as putting ideas into the child’s mind.** They should not therefore ask questions which encourage the child to change his/her version of events in any way or impose the teacher’s own assumptions.”

WO Circular 52/95

The following points give guidance on how to deal with a pupil who makes an allegation:

- If a pupil seeks help from a member of staff they must be **taken seriously** and **listened to**.
- Staff should ensure that the conversation cannot be overheard by others and protect the confidentiality and privacy of the child.
- Staff **must not promise confidentiality**. It must be explained to the pupil that the information that they are sharing must be passed on and why i.e. that you have a responsibility to disclose the information to those who need to know. **Reporting concerns is not a betrayal of trust**. It should be emphasised that this will be on a need to know basis.
- It is important that the pupil is reassured that he/she has made the right choice in disclosing what has happened.
- Staff are not responsible for investigating incidents. **Their role is to listen** to what the pupil has to say and not probe for further information or ask direct questions.
- you must report orally to the school’s **designated person for child protection** immediately;
- make a note of the discussion, 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;

During the disclosure staff must:

- ***Encourage the pupil to talk but do not prompt or ask leading questions.***
- ***Not interrupt, when the pupil child is recalling significant events.***
- ***Not probe for information, question the pupil or ask them to repeat what they have said.***
- ***Not make suggestions as to alternative explanations for their worries.***
- ***Not give their opinions on what has allegedly happened or what could happen.***
- ***Care should be taken not to make assumptions about what the pupil is saying or to make interpretations.***

**N.B.**

Some children will prefer to write out their disclosure and choose to give this to you; whether verbal or written, follow the same procedure.

- When the pupil has finished talking, establish what they want to do whilst you record the disclosure and report to the CPO. Children differ in their response – some may want to stay with you or a friend; sit on their own or return to class. **A CP1 form must be completed.**
- Any notes made, during the disclosure, must be submitted with the CP1 form recording the information about the alleged abuse/concern. This also applies to any written communication or drawing from the pupil.

The written record should include:

- the date and time
- where it took place
- who was present
- the child's demeanour and information about the alleged abuse/concern.
- When writing down what you were told use the child's exact words if possible.
- In the case of physical abuse, record information about and bruises or marks which are visible.

- Staff must not examine pupils for marks/bruises which require a pupil to remove clothing. This is particularly important if a member of staff is alone with the pupil.
- Staff must inform the CPO, or the Head Teacher, **immediately** and share all information. In their absence, staff should inform one of the Deputy Head teachers.
- At this stage the member of staff to whom the disclosure was made may be the main support person for the pupil (if the pupil requests it) and may need to be with the pupil if there is an interview with social services.

**N.B.**

**It is part of the contractual duty of members of staff to refer on all information about alleged child abuse to the CPO or the Head teacher.**

If the behaviour of any adult (including colleagues) towards pupils causes you concern:

- Do not dismiss your concerns.
- Do not confront the person about whom you have concerns.
- Share your concerns with the CPO or Head teacher.
- If concerns /allegations are against the Head teacher, staff should see the CPO who should inform the nominated governor for child abuse.

From this point on the CPO and Head Teacher will deal with the matter in line with procedures established by the Local Children Safeguarding Board (ACPC).

**NO member of staff, other than the CPO or Head Teacher (or the Acting Deputy in their absence), should make a referral to external agencies or contact parents.**

A 'quick' guide to the overall procedure is shown on the next page.

These procedures are provided in more detail in the following school policies:  
Avoiding Allegations of Abuse Staff Disciplinary procedures/policy

**Forms to be completed**

**CP1**

To be used by all staff for any initial report on Child Protection Issues. Electronic copy on Teacher's drive.

**FB3/FB4**

To be used by CPO or Head teacher to refer cases to Social Services/Intake team – MARF – Multi Agency Referral Form.

The CPO will make a note in the pupil's central file when /if the pupil has been the subject of Child Protection issues. All other information on cases involving child abuse will be held confidentially and securely by the CPO.



## **Appendix 3**

### **Categories of Abuse**

Definition of child abuse and neglect:

Somebody may abuse or neglect a child by **'inflicting harm or by failing to act to prevent harm.'**

This can include:

- Neglect.
  - Physical Abuse/Injury
  - Sexual Abuse
  - Emotional Abuse
- 
- **Neglect**

Neglect arises from the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of a child's health and development. It can 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 can also mean neglect or lack of response to a child's emotional needs.

#### **N.B.**

***Neglect is often associated with poverty but the two are not the same.***

#### **Possible Signs/ Symptoms of Neglect:**

##### **Physical indicators**

- poor nourishment/failure to thrive
- poor personal hygiene
- untreated medical problems
- lack of supervision or cared for by inappropriate carers
- poor state of clothing

##### **Behavioural indicators**

- constant hunger
- frequent lateness or non - attendance
- low self-esteem
- tired or listless
- no social relationships
- constant tiredness

#### **Physical abuse/injury**

This is actual or likely physical injury to a child or failure to prevent injury or suffering. Physical harm may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child in their care (Munchausen's Syndrome by proxy)

Most injuries to children are accidental and can be explained. General indicators of non-accidental injuries could include the following:

### **Physical indicators**

- arms/legs covered in hot weather
- unexplained injuries/bruises in places where an injury cannot easily be sustained or explained or there are bruises of different ages and colour on the child at any one time other than on the common sites of accidental injury in a child of that age
- there are unexplained or inadequately explained burns, bite or finger/slap marks
- unexplained fractures
- facial bruising
- lacerations or abrasions

### **Behavioural indicators**

- fear of going home
- shying away from physical contact
- withdrawn or aggressive behaviour
- sudden changes in behaviour, e.g. from extrovert to introvert
- the explanation is not consistent with the injury or with the stage of development of the child
- there is denial or no awareness of the injury on the part of the parents/carers
- there are changes of explanation or no explanation
- there is considerable delay in seeking medical advice

### **• Sexual Abuse**

Sexual abuse involves forcing or enticing a child to take part in sexual activities. The activities may involve physical contact or non-contact activities such as children involved in looking at pornography or in watching sexual activities or encouraging children to behave in sexually inappropriate ways.

While there are many signs associated with sexual abuse, many of these are associated with other problems. A child who has/is being sexually abused does not always display behavioural problems. However, the following should be taken into careful consideration:

### **Physical indicators**

- recurrent urinary tract infections
- secondary enuresis or encopresis (wetting or soiling);
- difficulty in walking or sitting
- recurrent unexplained abdominal pain (may have a basis of sexual abuse);loss of appetite
- over sexualised behaviour
- uses sexually explicit language
- acting out and aggressive behaviour
- withdrawn
- overly compliant behaviour
- depression and suicidal behaviour
- self - mutilation
- running away
- school refusal
- substance abuse

- **Emotional Abuse**

There is an element of emotional abuse in all forms of abuse. Emotional abuse may take the form of failure to meet a child's need for affection, attention and stimulation - even though good physical care may be provided - or there may be constant verbal criticism, rejection threat of violence or attempts to frighten the child. On the other hand, there may be the withholding of affection accompanied by inappropriate and excessive discipline.

A child may be made to feel worthless, unloved or inadequate for a variety of reasons, e.g. where there is domestic violence or alcohol/drug abuse in the home. Some children may be expected to perform roles, within the family, that are not appropriate to their age and destroy their chance of normal childhood development or experience, e.g. excessive housework, taking responsibility for younger children, etc.

**Behavioural indicators**

- excessively clinging or attention seeking behaviour
- low self-esteem and feelings of worthlessness
- apathy
- fearful or withdrawn
- constantly seeking to please
- be over ready to relate to anyone, even strangers
- self-mutilation
- fear of parents being contacted
- inability to 'have fun'
- speech disorders, e.g. stammering

## **APPENDIX 4.**

### **Additional Information for Monitoring and Support Team.**

Whilst the CPO and Head teacher have responsibility for co-ordinating action on issues relating to child protection, members of the M. and S. Team are often better placed to support a pupil who has expressed concern and once a referral has been made may be required to attend the meetings that follow such a referral e.g. case conferences.

Therefore, members of the M. and S. Team, liaising with either the CPO or the Head teacher, should, when appropriate, be in possession of the following information that would form part of the referral:

- the reasons for the concerns;
- the full name, address and date of birth of the child;
- the names, addresses and dates of birth/ages of family members, along with any other names which they use or are known by;
- the names of all those with parental responsibility;
- the names of other professionals involved with the family;
- any information affecting the safety of staff.

After the referral has been made, Heads of Year may be expected to contribute to a child protection case by:

- contributing to initial assessments and section 47 enquiries;
- providing information on a child's level of understanding and the most effective means of communicating with the child;
- contributing to child protection conferences;
- taking part in the child protection plan and its ongoing implementation and review.

### **Attendance at meetings relating to child protection issues:**

Professionals involved with the child and parents will be invited to such meetings. These could include representatives from:

Social Services Educational staff involved with the child –  
CPO,  
Well being Team manager  
Progress Manager,  
EWO,  
Youth Worker  
Representatives from the Health Service;  
Community Nurse,  
G.P.  
Mental Health Services  
Police  
Family Support Services

Local Authority Legal Services - child care.

### **Involvement of the Child:**

The child's voice must always be heard at the conference, whether this is through attending in person or having their wishes and feelings presented on their behalf. Children are encouraged to attend conferences providing it is felt that they would benefit from the experience. It may be more appropriate for the child to express their feelings in writing and they may need help to do so. A Head of Year, who has a positive relationship with the child and holds their trust, may find that they are the person that the child chooses to support them and at times convey their wishes and feelings.

### **Participation in meetings:**

Information that should be collated prior to the meeting and presented at the meeting, by the representative from the school, must include:-

- all relevant records including school attendance
- pastoral information
- academic progress.

All professionals must be prepared to interpret, analyse and explain their information for the benefit of other conference attendees.

**A written report must be collated and submitted if a representative from school is unable to attend a meeting.**

Staff attending such meetings, or any others with outside agencies, will be requested to complete the relevant feedback form.

### **Brief details for staff involved in Child Protection regarding the meetings required by the outside Agencies**

- Issues surrounding Child Protection involve outside agencies in particular, Social Services. The LA uses the All Wales Child Protection Procedures (AWCPP) for pupils at risk from a variety of causes. A copy of this resides with the Head teacher and CPO. This document clearly lays out the procedures and processes involved, including the actions, meetings and possible outcomes.

To help staff involved in Child Protection, the following is designed to inform and support if you are called upon to go to various meetings. The following is a list of meetings.

- Planning Meetings.
- Case Conferences.
- Core Meetings.
- Reviews.

Added to the list of meetings will be a description of the “At Risk Register” and the part this plays in Child Protection issues.

### **Planning Meeting**

This will take the form of strategy discussions/meetings following a referral and usually involves the Police and Social Services. If the school has made the referral then they may be contacted for direct information regarding the referral or if the referral is from other sources the school may be contacted for advice/information. This request should be directed to the CPO or Head teacher (or in their absence –the relevant member of the M. and S. team).

This planning meeting may be followed by a full investigation or an initial assessment. This may involve interviewing the child, parent and/or carer by Social Services.

### **Case Conference**

This will be called after the previous stage of planning/investigation has taken place. This will be a multi-agency meeting and will usually take place within two weeks of the referral unless unusually circumstances prevail.

As a representative of the school you will take an active part in discussion and will be required to give your opinion to the child going on the “At Risk Register” and to the proposals being recommended.

### **Core Meetings**

These are smaller groups set up on the recommendations from conferences and meet on a regular basis to support and monitor progress of recommendations from conferences. These meetings usually involve Education, Social Services, parents and child/children depending on the age.

### **Reviews**

These take place within a maximum of 6 months of long-term plans having been formulated for the child/children and or family. There is a clear list of requirements that have to be followed, which is the responsibility of the independent chair.

As a representative of the school you will be required to give an update on the child/children and then if appropriate comment on the de-registration or otherwise from the original plan (attendance/behaviour etc).

### **At Risk Register**

This is a centrally kept register by the County Borough of children/families who have been deemed “At Risk” of harm following an inter-agency Child Protection Plan. Access to information or details of this register is confidential and can

only be gained by the Child Protection Officer or Head Teacher contacting the Child Protection Co-ordinator at Inclusion Services.

## **A “QUICK” GUIDE TO THE CHILD PROTECTION PROCEDURES**

N.B. Include Flow chart on reporting and recording disclosure.  
And, reporting and recording allegation against a member of staff

**PUPIL STATES/EXPRESSES CONCERN**

**STAFF LISTEN CAREFULLY AND RECORD ACTUAL WORDS – USE CP1 FORM**

**STAFF INFORM CHILD PROTECTION OFFICER – HELEN MARSH OR HEADTEACHER**

**CPO/HEADTEACHER IS NOW RESPONSIBLE FOR THE REMAINDER OF THE PROCEDURE WHICH WILL INVOLVE**

**CONTACTING THE SAFEGUARDING TEAM BY TELEPHONE WITHIN 24 HOURS MAX. OUTSIDE OFFICE HOURS REFER TO SS EMERGENCY DUTY TEAM OR THE POLICE.**

**CONFIRMING TELEPHONE REFERRAL WITH COMPLETED FB3/FB4 REFERRAL FORMS ASAP PREFERABLY WITHIN 48 HOURS**

**CHILD PROTECTION INTAKE AND ASSESSMENT MANAGEMENT TEAM WILL DETERMINE NEXT STAGE. SCHOOL SHOULD RECEIVE RESPONSE TO REFERRAL WITHIN 24 HOURS**

## **APPENDIX 5: SAFEGUARDING RESPONSIBILITIES IN SPECIFIC CIRCUMSTANCES**

For further information and support relating to the specific circumstances listed below, refer to “**Keeping Learners Safe**”, a summary of WG guidance document: 158/2015 found in Teachers’ Drive:??

Abuse by children and young people, including sexual abuse (sexually harmful behaviour)  
Asylum seeking children  
Black minority ethnic pupils  
Bullying  
Child abuse images and the internet  
Child abuse linked to belief in witchcraft or other spiritual beliefs  
Child neglect  
Children and young people in the youth justice system  
Children living away from home or in temporary accommodation  
Child sexual exploitation (CSE)  
Children who may have been trafficked  
Children missing education  
Children who run away/missing children  
Disabled children  
e-Safety  
Fabricated or induced illness (FII)  
Female genital mutilation (FGM)  
Forced marriage and honour-based violence  
Foster care, including private fostering  
Foreign exchange visits  
Gender-based violence, domestic abuse and sexual violence  
Physical contact with pupils, including restraint  
Radicalisation  
Sexually active young people  
Substance misuse  
Suicide  
Teenage intimate partner abuse



## **APPENDIX 6: ADDITIONAL INFORMATION PARENTS AND PUPILS.**

### **INFORMATION FOR PARENTS:**

Parents/carers should be aware that all schools have a responsibility to ensure the well-being of its pupils. This responsibility means that the school:-

- will have a child protection policy and procedures;
- that this may require school to refer a child or other children if they believe that they may be at risk of significant harm to the statutory child welfare agencies
- will endeavour to work with parents/carers regarding the welfare of their child and remain impartial if their child is being, or has been referred;
- will help parents or carers understand that if a referral is made to social services or the police, it has been made in the best interests of the child and that the school will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress; and
- keep the parents or carers informed of the welfare and educational progress of the child.

Our school takes seriously its responsibilities to protect and safeguard the well being of the young people entrusted to our care. This means that sometimes we may have to take actions as a result of concerns that we may have about a young person. This includes any evidence of injury which may be non-accidental, things that pupils say which arouse concerns or suspicions that a pupil may be at risk of abuse or neglect.

We cannot investigate any concerns raised by a child or disclosures made by them. School has a legal duty of care to refer any concerns to the appropriate agency. Where a professional has a concern about a child, they will, in general, seek to discuss this with the family and, where possible, seek their agreement to making a referral to social services. However, this should only be done where such a discussion and agreement will not place a child at increased risk of significant harm. That advice will be provided by the local social services department in consultation, where appropriate, with the police. The designated child protection person at the school will clarify with these statutory agencies, when, how and by whom, the parents or carers will be told about any referral. They will also seek advice as to whether or not the child should be informed of the process.

The protection of our pupils is an integral part of the ethos and duty of our school and we are committed to:-

- encouraging and supporting parents/carers/guardians and working together in partnership with them when there is a need identified and referrals are necessary;
- listening to, relating effectively with and valuing each individual young person in our care;
- ensuring that our staff are properly trained and supported to help our pupils with their problems;
- working closely with outside agencies to support all parties involved in the welfare of the pupil.

As a parent or carer you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and if you're struggling to cope you may need to ask for help and support to protect your child. School is able to refer to a number of voluntary and statutory agencies if you require advice or support.

You may find the following helpful:-

- make time to talk and listen to your child;
- familiarise yourself with your child's friends and routine;
- be sensitive to changes in behaviour;
- teach your child to feel confident to refuse to do anything they feel is wrong;
- be aware of your child's use of the internet and mobile phone to ensure they don't place themselves at risk.

## **INFORMATION FOR PUPILS.**

If someone is hurting you or your friends, there are people who can help you and stop people from making you feel scared or hurt.

You should tell someone you trust:-

- you can tell a teacher, your parents, carers, grandparents or other members of your family who may be able to help, or can tell a friend; and
- let people help to make things better by stopping the person from hurting you or your friends.

The person in this school who has special responsibility for helping you if someone's hurting you or your friends is

### ***MRS MARSH***

If you can't talk to someone you know and trust you can talk to one of the following organisations that will have someone who will listen to you:-

#### **Childline**

A free 24-hour advice line offering counselling and support to young people suffering from abuse. The call won't show up on your phone bill.

0800 11 11

[www.childline.org.uk](http://www.childline.org.uk)

#### **NSPCC**

A free phone line offering support and advice to young people in abusive or difficult situations. The lines are open 24 hours a day and the calls won't show up on your phone bill.

0808 800 5000

[www.nspcc.org.uk](http://www.nspcc.org.uk)

#### **Funky Dragon**

Funky Dragon is a peer-led organisation that aims to make sure the views of 0 - 25 year olds are heard, particularly by the Welsh Assembly Government.

[www.funkydragon.org.uk](http://www.funkydragon.org.uk)

#### **Children's Commissioner for Wales**

Children's Champion - Independent human rights institution for children.

0808 801 1000 The lines are open from 9am to 5pm

(Monday to Friday)

[www.childcom.org.uk](http://www.childcom.org.uk)

#### **Clic**

The National Information and Advice Service for young people in Wales 11 to 25.

[www.cliconline.co.uk](http://www.cliconline.co.uk)

#### **Samaritans**

Free and confidential advice and support

08457 90 90 90

[www.samaritans.org.uk](http://www.samaritans.org.uk)

**Barnardo's**

Barnardo's works with vulnerable children and young people, helping them and their families to overcome problems like abuse, homelessness and poverty.

020 8550 8822 (national rate, 8am-6pm Mon - Fri)

[www.barnardos.org.uk](http://www.barnardos.org.uk)

**BBC One Life**

This website provides advice on children and young people's rights, what to do if they are being abused and how to get help.

[www.bbc.co.uk/surgery](http://www.bbc.co.uk/surgery)

**Kidscape**

Kidscape works with children and young people under the age of 16, their parents/carers and those who work with them to prevent bullying and child sexual abuse.

08451 205 204

[www.kidscape.org.uk](http://www.kidscape.org.uk)

**Get Connected**

Get Connected provides a free, confidential helpline that gives young people in difficult situations support and information.

0808 808 4994

[www.getconnected.org](http://www.getconnected.org)

**Bullying Online**

Bullying Online is a website that provides information and support for a wide range of parents, pupils, teachers and youth organisations.

[www.bullying.co.uk](http://www.bullying.co.uk)

**Wise Kids**

Wise Kids is a website that provides information and support on internet literacy, proficiency and knowledge of the intranet and related technologies.

[www.wisekids.org.uk](http://www.wisekids.org.uk)

**Appendix 7 – RELEVANT DOCUMENTATION.**

- 1. *BEDWAS HIGH C.P. 1 FORM.***
- 2. *SAFEGUARDING CHRONOLOGY***
- 3. *SIGNIFICANT EVENT RECORD***
- 4. *DAILY CONTRACTOR LOG***

**BEDWAS HIGH SCHOOL**  
**SAFEGUARDING CP1 FORM**

<b>Name(s) of Pupil(s)</b>	<b>Year:</b>
<b>Referrer:</b>	
<b>Day _____ Date _____ Time _____</b>	
<b>Details of any other person(s) present at time of reporting</b>	
<b>Nature of concern (including alleged incident/s reports by pupil(s), dates, etc.</b>	

**Reported to: \_\_\_\_\_ Date: \_\_\_\_\_**

**School Report for Social Services Meetings**

<b>Core Group</b>	<b>Case Conference</b>	<b>LAC Review</b>
<b>Date of Meeting:</b>		

<b><u>Significant Events:</u></b>
<b><u>Academic Progress:</u></b>
<b><u>Pastoral / Behaviour:</u></b>
<b><u>Attendance / Punctuality:</u></b>
<b><u>Contact with other agencies:</u></b>

<b>Completed by:</b>	<b>Designation:</b>	<b>Date:</b>
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Significant Event Record – factual Observations to include child’s comments  
**verbatim**

- Child’s Comments – What did they actually say, quote their words, do not put asterix instead of swear/difficult words. If you cannot remember exact words do not use speech marks and state you are being approximate.
- Situation and task being undertaken – Where was the incident, what was the child supposed to be doing, was this a usual task/situation for the child to be in, was this something the child would not have experienced before. Were clear instructions given to the child about the expected task/situation.
- Others present – How many other children were present, were any involved, what was their contribution to the incident.
- Environmental factors – Was there anything about the child’s physical surroundings that effected their behaviour?
- Other adults present – Do you need to cross reference your account of the incident with anyone else’s?
- Event/incident conclusion – How did the matter end, what was the child’s behaviour like at the end of and after the incident
- Adults comments to the child – What words were actually spoken to the child at the end of the incident/event
- Not all items above will be relevant for all recordings, just be mindful of the headings and record information that is available, do not feel compelled to ‘tick every box’. Recording must be;
- Timely – within the same working day, if child protection as soon as practically possible.
- Factual – Do not record your opinion, imagine you are a video camera watching the incident, and write a narrative that is descriptive but not overly complicated.