

**CYNFFIG
COMPREHENSIVE
SCHOOL**

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CYNFFIG**



Safeguarding / Child Protection Policy

1. INTRODUCTION

Under the Safeguarding Children Agenda, Cynffig Comprehensive School recognises that a Safeguarding Policy requires a broader view than that of the traditional child protection policy. The *Safeguarding Children in Education* model Child Protection Policy has been incorporated into this policy. Therefore a number of elements that would previously not have been within a child protection policy have been incorporated. However, absolute focus is maintained that the aim of this document is the protection and welfare of children and young people. This policy must be read in conjunction with Keeping Learners Safe -158/2015 Guidance Document.

The underpinning policy principles ensure that the health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture, religion or disability. They have a right to be safe in our school. All staff have an equal responsibility to act upon any suspicion or disclosure that may suggest a child is at risk of harm. Legislation forms the basis for this policy and the BCBC Safeguarding & Child Protection Policies.

Our aims are:

- to provide a safe and secure environment for children in which to learn
- to establish what actions the school can take to ensure that children remain safe at home as well as at school
- to raise the awareness of all staff to these issues, and to define their roles and responsibilities in reporting possible cases of abuse
- to identify children who are suffering, or likely to suffer, significant harm
- to ensure effective communication between all staff on child protection issues
- to set down the correct procedures for those who encounter any issue of child protection.

'Safeguarding', is not just about protecting children from deliberate harm. It encompasses issues for schools including:

- pupil health and safety
- bullying
- racist abuse
- harassment and discrimination
- use of physical intervention / safe handling
- meeting the needs of pupils with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- sex and relationship education
- internet safety
- issues which may be specific to a local area or population e.g. gang activity
- school security
- the welfare of learners on extended vocational placements.

At Cynffig Comprehensive School, we have separate policies and procedures within which we aim to address many of the above areas. We have a Health & Safety Policy, a resource pack on planning and leading an educational visit; we also have a separate Anti Bullying Policy, Racial Equality Policy and eSafety Code of Conduct. Cynffig Comprehensive School fully recognises the contribution it makes to Safeguarding Children and Young people.

There are three main elements to our policy:

1. Prevention through the teaching and pastoral support offered to pupils
2. Procedures for identifying and reporting cases, or suspected cases of abuse. Due to our day to day contact with children, school staff are well placed to observe the signs of abuse; and
3. Provide support to pupils who may have been abused, give a cause for concern or are vulnerable.

This policy applies to all staff and volunteers working within the school. Additionally this policy applies to all occasional workers, volunteers, contractors and governors. All adults on school site must be aware of the schools Safeguarding Policy as any adult as well as teachers can be the first point of disclosure for a child.

Within this school the Headteacher retains overall responsibility for Safeguarding.

Key safeguarding personnel within the school are:

- The Designated Child Protection Officer – Rachel Morris, Assistant Headteacher.
- The Designated Deputy Child Protection Officer – Heather Grabham, Learning Director ALN Pupil Support & Inclusion.
- The Link Governor for Child Protection – Andrew Radmore

Key safeguarding personnel within the authority are:

- Elizabeth Walton-James – Group Manager for Safeguarding BCBC

2. PREVENTION

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:-

- a) establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- b) ensure children know that there are adults within the school whom they can approach if they are worried or in difficulty
- c) include in the curriculum opportunities which equip children with the skills they need to stay safe from abuse or exploitation, both in their own communities and the cyber community, and to know to whom to turn for help; and
- d) include within the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

3. PROCEDURES AND PRACTICES

3a: Definition

Definition of an Abused Child (All Wales Child Protection Procedures)

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

There are four categories of abuse:

- Physical
- Emotional
- Neglect
- Sexual

3b: Evidence of abuse

Child abuse may come to **staff** attention in a number of ways:

- A child or young person may make a direct disclosure to staff;
- Staff may observe bruises/burns or injuries for which there is no plausible explanation;
- Another child, young person or parent / carer may tell staff something which causes concern;
- Staff may observe changes in behaviour that are a cause for concern;
- Staff may instinctively feel something is wrong;
- There may be neglect issues.

Procedures

3.1 The school will follow the All Wales Child Protection Procedures. Western Bay Safeguarding Children Board produces protocols to support the procedures.

3.2 The school will:-

- a. ensure that it has a designated senior member of staff and a deputy designated person who has undertaken the appropriate training provided by the local authority; Appendix A
- 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 and the shadow arrangements in place;
 - that they have an individual duty for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children's Board and;
 - how to take forward those concerns where the designated person is unavailable;
- 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;

- 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 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 (duty desk) if:-
 - a pupil on the child protection register is excluded either for a fixed term or permanently and;
 - 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); Appendix C
- h. work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters. This includes attendance at initial CP conferences, core groups and review CP conferences and the submission of reports for conferences.
- i. keep written records of concerns about children (noting the date, event and action taken) even if there is no need to refer the matter to social services immediately - in that case schools may wish to use the proforma 'Confidential CP information')
- j. ensure all records are kept in secure and locked locations;
- k. adhere to the procedures set out in the Welsh Assembly guidance in circular 002/3013 "Disciplinary and Dismissal Procedures for School Staff": when an allegation is made against a member of staff;
- l. ensure that the recruitment and selection procedure, including criminal records/barred list checks are made in accordance with the Welsh Government Guidance document 158/2015 "Keeping Learners Safe" and;
- m. designate a governor for child protection who will oversee the school's child protection policy and practice and undertake the appropriate child protection training. Appendix A;
- n. a commitment to transferring all Safeguarding information (when a pupil on the Child Protection Register, a pupil known to have significant mental health difficulties, or a pupil known to Social Services leaves) to the new school immediately and inform Social Services of the pupil's transfer. The CPO / Learning Leader will ensure that the receiving school is fully aware of any Safeguarding concerns and that the file is transferred in a secure appropriate manner. The Transfer of records will comply with requirements of the LA Retention of Safeguarding Records Guidance.

3c: Responses to evidence of abuse

(i) General

“If any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility, to ensure that the concerns are referred to Social Services or the Police, who have statutory duty and powers to investigate and intervene when necessary.”

Staff should first discuss their concerns with the designated member of staff who will then make the appropriate referral. Staff should not worry about being mistaken about concerns regarding a child/young person’s welfare, as they will always be taken seriously by the statutory agencies.

It is imperative that staff do not conduct their own investigations as this can have serious implications for any subsequent Police or Social Services enquiry.

a) In the event of a disclosure

Cynffig Comprehensive School places great emphasis on effective communication between staff and children/young people and their parents/carers. However staff must recognise that where there are child protection concerns they must deal very differently with both the child or young person and their parents/carers. If someone discloses that they or another young person has been, or is being, abused, staff should:

- always accept that what the child is saying could be true or, conversely, not show disbelief. Show that you have heard what they are saying, and that their allegations will be taken seriously;
- encourage the child or young person to talk, but do not prompt or ask leading questions. Staff should not interrupt when the child or young person is recalling significant events or make the child or young person repeat themselves;
- explain what actions must be taken, in a way appropriate to the age and understanding of the child or young person;
- do not promise to keep what has been disclosed confidential. Staff have a duty to disclose information to those who need to know. Reporting concerns is NOT a betrayal of trust;
- write down what has been said, using the child’s own words. Keeping an accurate record is essential;
- make a note of the date, time, place and those present at the discussion;
- report concerns immediately to the designated member of staff;
- do not confront the alleged abuser;
- do not inform the parents until advice has been given by Children’s Services’ duty desk.

(ii) In the event of a concern about a colleague

The abuse of a child or young person by a fellow member of staff can be a particularly difficult and potentially damaging matter to deal with. If there are concerns regarding a colleague, staff must be prepared to “Think the unthinkable”.

The behaviour of an adult or colleague (including members of the public) towards children or young people may give cause for concern. Any such doubts or uncertainties must be raised immediately, with the Headteacher who will contact the LA Child Protection Team. In line with Guidance Document Welsh Government Circular 009/2014.

Report the matter immediately to the Headteacher and/or CPOs, who should:

- obtain details of the allegation in writing, signed and dated
- keep a record of dates, times, location and names of potential witnesses
- not investigate the allegation, or interview pupils, or discuss the allegation with the member of staff, but should consider, in consultation with the Senior Officer and the Child Protection Unit, whether the allegation requires further investigation and if so by whom **N.B.** The member of staff who is the subject of a concern must not be informed of the allegation by the Headteacher until advice is sought from the BCBC Child Protection Co-ordinator and should not undertake their own enquiries.
- inform the Chair of Governors
- Inform Sam Jones of the Children`s Directorate on 01656 815270 or BCBC Social Services duty desk 642320 who, together with the Principal Officer for Child Protection, will give urgent consideration as to whether or not there is sufficient substance to the allegation to warrant an investigation: The outcome will either be:
 - i. without foundation
 - ii. internal disciplinary procedures
 - iii. a referral under the Child Protection procedures.

N.B. if the latter is the case the Principal Officer will discuss the allegation with the Police Child Protection Unit. This discussion may lead to a decision to hold a strategy meeting.

Should the case be referred under the Child Protection Procedures the investigation will be informed by the guidance in “Working Together” and the All Wales Child Protection Procedures, which recommend that there should be a strategy discussion to plan the investigation and any subsequent action. If the Headteacher is unsure about whether a case should be formally referred he/she may seek advice and support from the BCBC Social services duty desk.

If the Headteacher is the person against whom the allegation is made, the member of staff must inform the CPO`s who in turn will consult the Chair of Governors, who will discuss the allegation with Sam Jones of the Children`s Directorate on 01656 815270 or BCBC Social Services duty desk 642320.

Governing bodies are responsible for dealing with staff disciplinary matters in all maintained schools. A governing body is required to adopt rules and regulations to regulate the conduct and discipline of all staff it employs or has day-to-day responsibility for (except certain ancillary staff). Welsh Assembly Government guidance circular 45/2004

“Staff Disciplinary Procedures in Schools” sets out specific advice to be followed where a child protection allegation is made against a member of staff.

4. SUPPORTING THE PUPIL AT RISK

- 4.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame
- 4.2. 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 (ref. 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 self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but he/she 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 Service and the Education Welfare Service and;
 - e. keeping records and notifying Social Services as soon as there is a recurrence of a concern.

5. BULLYING

Cynffig Comprehensive School has an Anti Bullying Policy which is reviewed by the Governing Body.

6. PHYSICAL INTERVENTION

Cynffig Comprehensive School's policy on Physical Intervention is set out in a school policy document.

Any allegation of inappropriate physical intervention with a child must be reported in line with the guidance in this policy. The school will ensure that every physical restraint is appropriately recorded, entered on the Safeguarding Checklist and reported to the Local Authority following their guidance. Records of physical interventions are recorded in the school's bound and numbered book and reported for each academic year to the Governing Body.

The school will produce an annual summary of the use of physical intervention. This is shared with the Governing Body and Behaviour Support Service.

7. CHILDREN WITH STATEMENT OF SPECIAL EDUCATIONAL NEEDS

Cynffig Comprehensive 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.

8: SAFE USE OF THE INTERNET AND DIGITAL TECHNOLOGY

Cynffig Comprehensive School recognises 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. (See ICT/ESafety policy)

- (iii) Pupils are not permitted to directly access items that do not belong to the school.
- (iv) Staff must not allow pupils to have access to their domain (user name and password) as this could allow confidential and highly sensitive information to be available to pupils.
- (v) Staff should not allow pupils to use the staff computer even if numbers of classroom computers are scarce.
- (vi) Under **no** circumstances should staff download any information onto an unencrypted device or insecure email domain which is confidential or sensitive and relating to a child protection issue. This could lead to staff disciplinary action.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Head or CP Designate should be informed immediately.

Social Networking Sites

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 Headteacher or the CP Designate.

Any attempt by a pupil to contact staff via such internet sites will immediately be reported to the Headteacher 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

- Annually every parent will be requested to give specific consent and permission for 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. This information will remain in the pupil's planner for the duration of their time at the School. A record is also kept by the Pastoral Support Assistant so the school has a record of pupil's whose parents have not given consent.

9. CONTACT WITH PUPILS

- 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.**
- 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 CPO / Deputy CPO or the Headteacher 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 Headteacher is to be informed immediately, this may result in the instigation of procedures in relation to Allegations against a Professional.

10. SAFER RECRUITMENT

All personnel working within a school will require the appropriate safeguarding checks as outlined in the schools recruitment and selection policy and the safer recruitment policy. Staff involved in the recruitment process **must** ensure they read and fully comply with both documents.

For new employees, this will include an enhanced DBS check (with the appropriate barring list check) and two satisfactory references one of which must be from the current or most recent employer/college.

In exceptional circumstances, the applicant may start employment without the necessary safeguarding checks in place but only in cases where any delay in starting the applicant will cause risk of harm to a pupil or adversely affect the delivery of education of pupils of the school. In such circumstances, the risk assessment process must be followed and suitable safeguarding measures put in place. This arrangement will only be valid for 12 weeks from the start date.

12. SCHOOL SITE SECURITY

Cynffig Comprehensive 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 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 Headteacher. Given that the site is very open plan, the School has devised a strategy to manage a situation where intruders/a critical incident occur. Further specific detail can be found in the Emergency plan

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 DBS 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.

13: CONFIDENTIALITY

Cynffig Comprehensive School regards all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.

We comply with the government requirements set out in DHS Circular LA 83/14, and by BCBC, with regard to confidentiality. The Child Protection information is held in a secure, locked location. This contains information about confirmed and suspected cases of child abuse.

Information from third parties will not be disclosed without their prior knowledge and consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse (see DfES Circular 16/19). Working notes are not subject to disclosure but will be summarised and then kept on file. These guidelines of ours are in line with the safeguards on disclosure of information set out in the Education (School Records) Regulations 1989.

14: MONITORING AND REVIEWING

The Governing Body of Cynffig Comprehensive School have senior members of staff designated to take lead responsibility for dealing with child protection issues. The Governing Body also recognise their responsibility with regard to Safeguarding and Child Protection.

ADDITIONAL INFORMATION

Roles and Responsibilities of the School's Safeguarding Personnel

The Designated Senior Person Child Protection Officers (CPOs) will co-ordinate child protection arrangements within the school.

All schools must nominate a senior member of staff to coordinate child protection arrangements. The local authority maintains a list of all designated senior persons (DSPs) for child protection. In the case of Cynffig there are two CPOs.

The CPO:

- is appropriately trained;
- acts as a source of support and expertise to the school community;
- has an understanding of LSCB procedures;
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the pupil's general file;
- refers cases of suspected abuse to children's social care or police as appropriate;
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation;
- ensures that when a pupil with a child protection plan leaves the school, their information is passed to their new school and the pupil's social worker is informed;
- attends and/or contributes to child protection conferences;
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies;
- ensures that all staff sign to indicate that they have read and understood the child protection policy;
- ensures that the child protection policy is updated annually;
- liaises with the nominated governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate;
- With BCBC CP department, keep a record of staff attendance at child protection training;
- makes the child protection policy available to parents.
- With BCBC CP department maintain a CP register

The Deputy CPO(s) are appropriately trained and, in the absence of the designated person, carried out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

The Governing Body ensures that the school has:

- CPO s for child protection who are members of the senior leadership team and who have undertaken training in inter-agency working, in addition to basic child protection training;
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request;
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher;
- safer recruitment procedures that include the requirement for appropriate checks;
- a training strategy that ensures all staff, including the Headteacher, receive child protection training, with refresher training at three-yearly intervals. The CPOs should receive refresher training at two-yearly intervals;

- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The Governing Body nominates a member (normally the Chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.

An annual report will be submitted to the local authority about how the Governing Body's duties have been carried out. Any weaknesses will be rectified without delay.

The Headteacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures;
- ensures that pupils' safety and welfare is addressed through the curriculum.

Definitions of Abuse and Neglect

Extract from the All Wales Child Protection Procedures

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

'A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan (taken from All Wales Child Protection Procedures 2008).

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child whom they are looking after. (For further details related to Fabricated Illness, please see the All Wales Child Protection Procedures 2008)

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse

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

Neglect

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

Indicators of Abuse

Signs and Symptoms

This is intended as a guide. Please remember that presence of one or more factors does not necessarily give proof that child abuse has occurred.

It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Unexplained bruising
- Bite Marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen look'
- Attention seeking
- Apprehension
- Anti-social behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance - repeated infections etc.

Procedures for Staff who have Concerns about a Child

Procedures to be followed if an adult has concerns about a child

Any action taken by any member of Staff and the named Child Protection Coordinator when dealing with an issue of Child Protection must be in accordance with the procedures outlined in the BCBC `Umbrella` Safeguarding / Child Protection Policy.

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

All staff, through their duty of care, should ensure that children are kept safe and remain healthy. Suspected cases are reported, procedures adhered to and subsequent actions are left to the appropriate agencies. We also care for children who have been abused and will endeavour to support them sensitively.

Reasons for following Procedures

- It protects the child
- It avoids delay.
- It provides consistency
- It protects all staff.
- It ensures that, if further action is taken by another agency, then the school has followed the correct procedures.
- It is a statutory duty

Staff are in contact with children all day and are in a position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures, in fact, by not voicing concerns may result in criticism.

The criteria should be that they have '**reasonable suspicion**' and under the Children's Act 1989 this definition has been extended to include '**or may suffer in the future**'.

It is very important in all cases that prompt and correct procedures are followed under the BCBC LA Child Protection Procedures in compliance with All Wales Child Protection procedures.

Staff should keep in mind at all times that **the role of all school staff is to 'assist' the Police and Children's Services and NOT to undertake their own investigations.**

The reporting teacher will be told of any further action taken i.e. Children Services referred, monitor etc. If the reported case is taken up and investigated by an external agency, then any meetings, case conferences or action taken will be followed through and the teacher concerned informed.

Staff have an important role in hearing what children have to say. The school can provide a neutral place where each child feels it is safe to talk. Sensitivity to the disclosure is vital.

Staff must listen carefully to what the child is saying, treat it seriously and value what is said.

The following advice for all staff is taken from the All Wales Child Protection Procedures 2008:

'What to do if a child tells you that they or another young person is being abused:

- Show the child that you have heard what they are saying, and that you take their allegations seriously;
- Encourage the child to talk, but do not prompt or ask leading questions;
- Don't interrupt when the child is recalling significant events. Don't make the child repeat their account;
- Explain what actions you must take, in a way that is appropriate to the age and understanding of the child;
- Do not promise to keep what you have been told secret or confidential, as you have a responsibility to disclose information to those who need to know. Reporting concerns is not a betrayal of trust;
- Write down as soon as you can and no later than 24 hours what you have been told, using the exact words if possible;
- Report your concerns to your line manager or (if appropriate) the member of staff in your organisation with designated responsibility for child protection;
- Ensure that your concerns are immediately reported to the duty social worker at the local office. Do not delay;
- Do not confront the alleged abuser;
- Do not worry that you may be mistaken. You will always be taken seriously by social services. It is better to have discussed it with somebody with the experience and responsibility to make an assessment;
- Make a note of the date, time, place and people who were present at the discussion.'

Staff are kept fully informed of any child in their class who is on this register. Teachers must inform the Designated Teacher of any child who is causing concern **particularly when a child presents a marked change in behaviour.**

Where it is decided that no immediate referral to social services is required a Child Concern Record should be completed noting the date of the event/concern and action taken. This record of concern should be signed by the Designated Person for Child Protection and a copy kept in the child's Safeguarding File.

In the event of the Designated Teacher not being available to deal with an emergency involving Child Protection issues, the member of staff will follow procedures laid out in this policy.

This procedure applies to all adults working at the school, including cleaning and catering staff.

Procedures for school based staff

All staff and volunteers working with children and young people are well placed to observe outwards signs of abuse, changes in behaviour or failure to develop. They therefore have a duty to safeguard and promote the wellbeing of pupils and comply with the All Wales Child Protection Procedures and the National Assessment Framework.

These procedures are consistent with the All Wales Child Protection Procedures and the National Assessment Framework which should be referred to for greater detail according to specific circumstances.

When a member of staff, teaching or non – teaching, is alerted to signs of abuse or neglect he/she should:

- NOT, UNDER ANY CIRCUMSTANCE, KEEP A DISCLOSURE TO YOURSELF; IF IN ANY DOUBT TELL SOMEONE
- Not ask leading questions
- Not dismiss the child
- Not promise confidentiality
- Report it to someone before you go home
- 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.
- Inform the school's CPOs or in their absence the Deputy Designated CPOs for Child Protection, Headteacher or Deputy Headteacher. If the decision is taken that the incident needs to be referred, the Designated CPO for Child Protection should make a telephone referral to Social Services by telephoning the Duty Officer on 01656 **642320**. This must be followed up in writing within two working days by completing the Multi Agency Referral Form and send to BCBC Social Services department:
- The CPO should ensure that parental consent is gained other than in circumstances when doing so would put the child at further risk of harm.

Following the referral the school must;

- Be kept informed of the strategy discussions and attend strategy meetings / case conferences / core group meetings as required
- Record the date, event, action taken and result of suspected child abuse and keep records confidential and secure;
- Contribute to the coordinated approach to Child Protection by developing effective liaison with other agencies and support.

Self harm and harmful intentions

In the case of self harming or even an oblique disclosure reference by a pupil to suicide then a member of staff should invoke the usual CP procedures. The CPO, DCPO or relevant Learning Leader must contact the parents/carers **that** day and recommend that the parents/carers seek the advice of GPs immediately.

This is in line with the protocols established by BCBC.

Key Definitions and Concepts

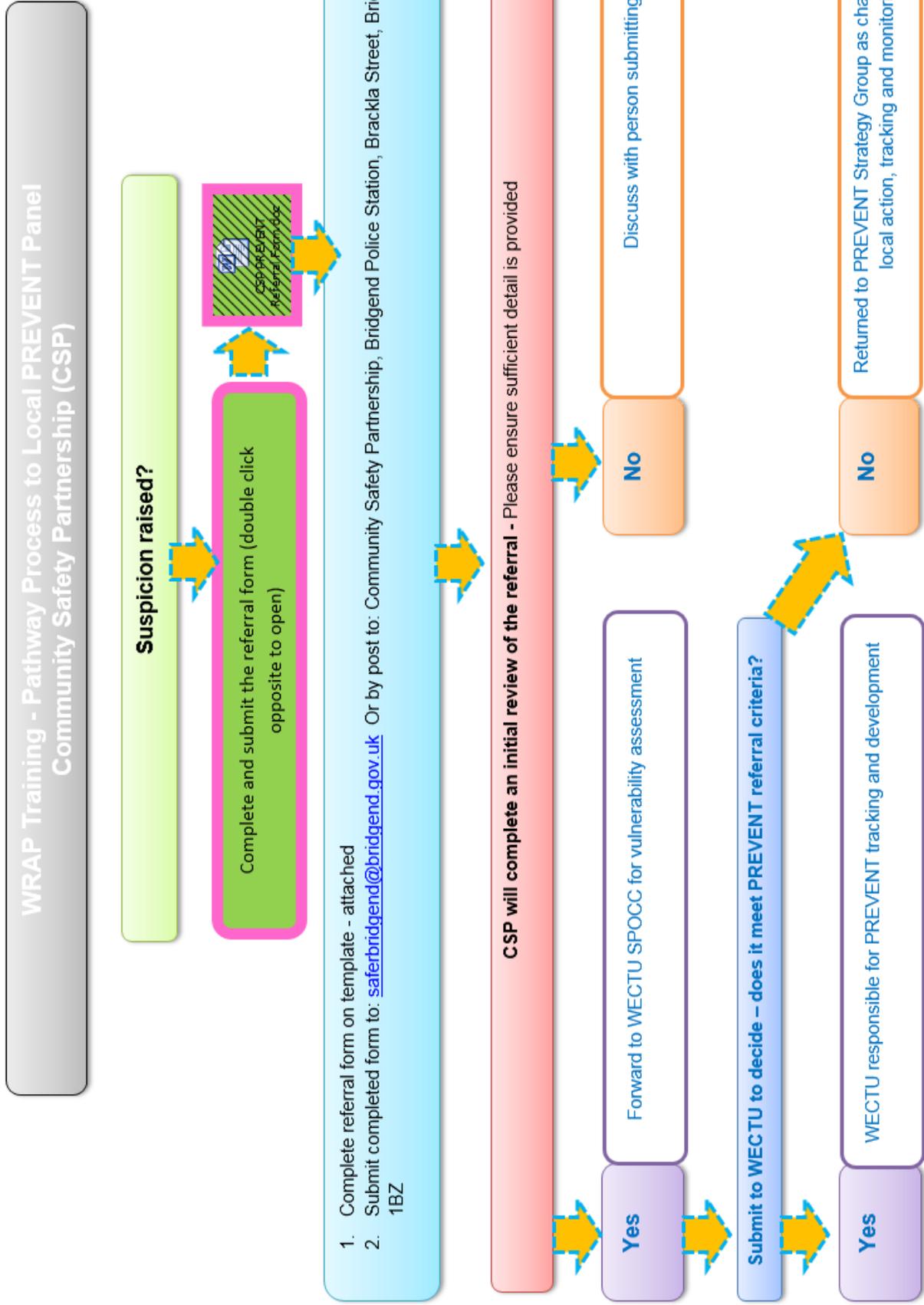
Extract from All Wales Child Protection Procedures

Child in need	<p>A child is a child in need if:</p> <ul style="list-style-type: none"> - he/she is unlikely to achieve or maintain, or have the - opportunity of achieving or maintaining, a reasonable - standard of health or development without the provision - for him/her of services by a local authority; - his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or - he/she is disabled.
Child protection	<p>Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.</p>
Children	<p>A child is anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout. The fact that a child has become sixteen years of age is living independently or is in Further Education, or is a member of the armed forces, or is in hospital, or in prison or a young offenders institution does not change their status or their entitlement to services or protection under the Children Act 1989.</p>
Development	<p>Physical, intellectual, emotional, social or behavioural development.</p>
Harm	<p>Ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.</p>
Health	<p>Physical or mental health.</p>
Safeguarding and promoting the welfare of children	<ul style="list-style-type: none"> - Protecting children from abuse and neglect; - Preventing impairment of their health or development; and - Ensuring that they receive safe and effective care; <p>.....so as to enable them to have optimum life chances.</p>
Significant harm	<p>Section 31(10) of the Children Act 1989 states that "where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child".</p>

Welfare and Wellbeing	<p>There is no statutory definition. The Children Act 1989 introduced the welfare checklist that a court shall have regard to in certain circumstances.</p> <p>The 1989 Act states that a “court shall have regard in particular to:</p> <ul style="list-style-type: none">• The ascertainable wishes and feelings of the child concerned (considered in the light of his age and understanding);• His physical, emotional and educational needs;• The likely effect on him of any change in his circumstances;• His age, sex, background and any characteristics of his which the court considers relevant;• Any harm which he has suffered or is at risk of suffering;• How capable each of his parents, and any other person in relation to whom the court considers the question to be relevant, is of meeting his needs;• The range of powers available to the court under this Act in the proceedings in question.”
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WRAP Referral Instructions

(a copy of the referral form is held by the CPO)



Acronyms
SPOCC – Single Point of Contact
WECTU – Wales Extremist Counter Terrorism Unit