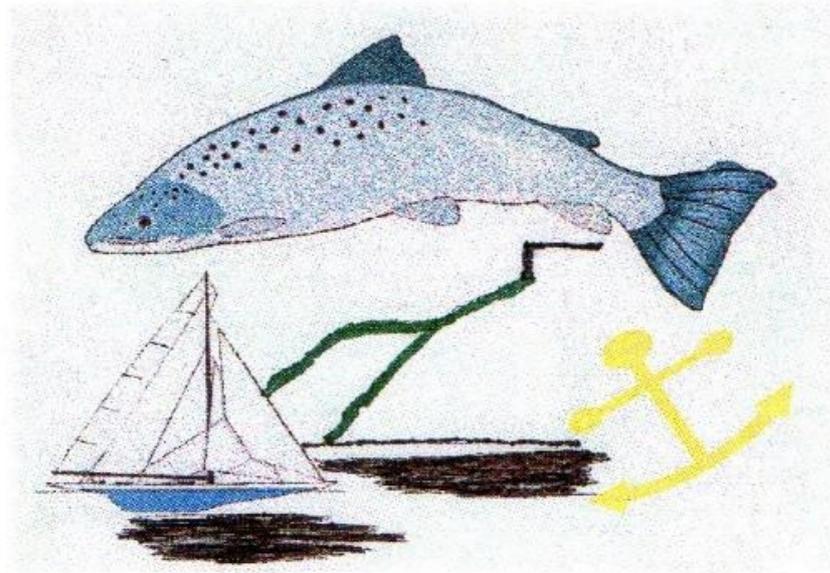


Polisi Diogelu Plant Ysgol GWR Glanyfferi

YSGOL GLAN Y FFERI



FERRYSIDE VCP SCHOOL

Keeping Learners Safe Ferryside VCP 2016 - 2019

<i>Approved</i>	<i>Spring 2016</i>
<i>Signed</i>	✓

1. Introduction

Ferryside Primary School fully recognises the contribution it makes to child protection.

There are three main elements to our policy:

- prevention through the teaching and pastoral support offered to pupils
- procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse
- support to pupils who may have been abused.
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Our policy applies to all staff and volunteers working in the school and governors. Learning support assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

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:

- 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 Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

3. Procedures

We will follow the All Wales Child Protection Procedures that have been endorsed by the Local Safeguarding Children Board. The school will:

- ensure it has a designated senior person for child protection who has undertaken the appropriate training. The designated senior person is the acting headteacher, Mrs L Howells and in her absence Miss Eleri Williams or Miss Sioned Taylor.
- recognise the role of the designated senior person and arrange support and training. Schools may wish to mention the additional training undertaken by their designated senior person
- ensure every member of staff and every governor knows:
 - the name of the designated senior person and their role and the designated governor for child protection
 - 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 senior person is unavailable.
- 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

- 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
- provide training for all staff so that they know:
 - their personal responsibility
 - the agreed local procedures
 - the need to be vigilant in identifying cases of abuse
 - how to support a child who discloses abuse.
- 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)
- 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
- 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
- ensure all records are kept secure and in locked locations
- adhere to the procedures set out in the Welsh Government circular 002/2013: 'Disciplinary and Dismissal Procedures for School Staff'
- ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance 'Keeping Learners Safe'
- designate a governor for child protection who will oversee the school's child protection policy and practice. The designated governor is Mrs Rhinedd Eyton-Jones who can be contacted on 01267267779

4. Supporting the pupil at risk

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

The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self esteem and self motivation (see section 2 on prevention)
- the school ethos which:
 - promotes a positive, supportive and secure environment
 - gives pupils a sense of being valued (see section 2 on Prevention)
- the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will 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;
- 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, the Education Welfare Service and advocacy services

- keeping records and notifying Social Services as soon as there is a recurrence of a concern

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

5. Bullying

Our policy on bullying is set out in (*a separate document/ the school's behaviour policy*) and is reviewed annually by the governing body.

6. Physical intervention

Our policy on physical intervention is set out in (*a separate document*) and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 097/2013

7. Children with Special Educational Needs

We recognise 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.

Appendix

1. Guidance on writing a report

2. Notes for staff

3. Guidance for Pupils

4. Guidance for Parents

5. Guidance for Governors

See Also

Safeguarding Children in Education

A Brief Summary of Guidance Circular 005/2008 'Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002'

Ysgol Glanyfferi

EDUCATION REPORT FOR CHILD PROTECTION CASE CONFERENCES

Name:

Age:

Address:

Name of Parents/Carers:

Contact name and details provided to school in case of emergency:

You are not expected to answer all the following questions, they are designed to prompt discussion, assist you in identifying important issues for the child/young person and personalising the report you write about them. You should also discuss this report with the family prior to the meeting taking place.

Child's Attendance and Punctuality:

- How long has the child/young person been in your school/class?
- Level of attendance and reasons for absence?
- Does the child/the young person have an ongoing medical condition?
- Who brings the child to school?
- Are they brought and collected on time?

Progress in Respect of Learning & Education:

To include general academic progress, achievement levels, highlight any special educational needs and any extra help the child receives; attention, concentration and learning skills:

- Is the child/young person alert or distracted in class?
- Is homework done?
- Is educational attainment age appropriate?
- If not, why not?
- What is school doing to address this?
- What is the family doing to address this?
- Does the child/young person have any particular strengths or areas of interest?
- Do they engage in extra curricular activities?

Parent's/Carer's Participation/Engagement in Child's Education:

Parent's/carer's role and level of interest in child's learning:

- Is uniform/clothing clean?
- Is lunch/snack provided?
- Is homework done?
- Does child/young person have the necessary school equipment provided?
- Do parents/carers attend parent's evenings?
- Do parents/carers support school rules and behavioural boundaries?

Social and Emotional Presentation:

Social/emotional skills and interaction with peer and teaching group:

- Are there any language, culture and/or religious factors for the child/young person that the meeting needs to be made aware of?
- Is the child/young person confident or withdrawn?
- Does the child/young person prefer to be in a group or with one friend?
- Does the child/young person take the lead or follow others?
- How does the child/young person respond to their parents/carers, siblings and strangers?
- Is child/young person usually happy or sad?
- Does the child have tantrums?
- Does the child/young person engage in attention seeking behaviour?

- Does the child/young person ever present as aggressive, depressed or anxious?
- How do they respond to the limits set by staff?
- Do they have self-esteem issues?
- Is the child/young person bullied or bullying?
- Is there a particular issue they are bullied about, or are bullying others about?
- How are the school and home dealing with this?
- Does the child/young person have plans for his/her future?
- What interests do they have?
- Do they have friends of the same age who set a good example?
- What disciplinary record does the child/young person have?

Child's Views/Wishes and Feelings:

Any views or wishes the child/young person may have expressed regarding their present home situation?

- Is child/young person able to control their emotions?
- Do they talk about home?
- Do you know who the child/young person is closest to?
- Are they able to say how they are feeling?
- Are they misusing alcohol or drugs?
- Are they self-harming?

Concerns/Risks:

Any concerns in respect of child's personal circumstances and any risks to child you have identified.

Any Further Comments/Issues:

Name:

Title:

Date:

Note for All Staff

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

**Where the allegation is against a member of staff you should refer to Welsh Assembly Government guidance circular 45/2004
(immediately inform Head Teacher)**

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:-

- Yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child;
- 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;
- Do not give undertakings of absolute confidentiality;
- That a child may be waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings; and
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the designated senior person and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate for the child's main file.

The designated child protection person for this school is Mrs Laura Howells

The local authority designated education lead officer for child protection is:

Sharon Eastlake – Senior Practitioner/Schools – Assessment Team, Ty Elwyn, Llanelli. Education and Children's Services Department

Tel No. 07795811889 or phone:

Llanelli Assessment Team: 01554 742322; Carmarthen/Dinefwr Assessment Team: 01558 825485

Note 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 Davies*

If you can't talk to any of these, 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

NSPCC

They have 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

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

Children's Commissioner for Wales

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

0808 801 1000 the lines are open from 9 am to 5 pm (Monday to Friday)

www.childcom.org.uk

Clic

There is a National Information and Advice Service for young people in Wales 11 to 25.

www.cliconline.co.uk

Samaritans

Free and confidential advice and support

08457 90 90 90

www.samaritans.org.uk

Note for Parents or Carers

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

- Will have a child protection policy and procedures;
- Should make parents or carers aware of its child protection policy possibly through the school prospectus, and that this may require their child to be referred to the statutory child welfare agencies if they believe that the child or other children may be at risk of significant harm;
- Should endeavour to work with parents/carers regarding the welfare of their child and remain impartial if their child is being, or has been referred.
- Should 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.

On 1 September 2006, section 175 of the Education Act 2002 came into effect. This introduces a duty on local authorities, the governing bodies of maintained schools, and the governing bodies of further education institutions, to have arrangements in place to ensure they safeguard children and that such arrangements take account of guidance issued by the Welsh Assembly Government.

Independent schools are required to meet equivalent requirements under standards introduced under the terms of section 157 of the Education Act 2002.

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 should clarify with these statutory agencies, when, how and by whom, the parents or carers will be told about any referral. They should also seek advice as to whether or not the child should be informed of the process.

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.

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.

Brief Guidance Notes for School Governors

SAFEGUARDING CHILDREN

CHILD PROTECTION GOVERNOR

Section 175 of the Education Act 2002 states that: *“The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school”.*

Governors must:

- Ensure a safe school environment.
- Ensure safe recruitment of staff.
- Ensure all staff and volunteers have Safeguarding/Child Protection training at the appropriate level.
- Ensure the school has an active child protection policy.
- Monitor and review their safeguarding policy, practice and procedures.

It is recommended that each governing body has a nominated governor for Child Protection to promote the importance of Child Protection and safeguarding children within the governing body.

Suggested duties:

- Ensure that governors know what the Child Protection Handbook looks like and where it is kept.
- Be familiar with current guidelines, on child protection and safer recruitment, and be aware of changes to the regulations.
- Undertake appropriate training on child protection and understand the different types of child abuse.
- Liaise regularly with the designated teacher for child protection (often the Head Teacher), about procedures in the school.
- Ensure that the school has an active Child Protection Policy, that governors and staff are familiar with and that it is reviewed regularly.
- Report back to the full Governing Body at least annually, however, individual cases should **not** be discussed by the full governing body.
- Ensure that accurate records are being kept by the school and that the Child Protection file is up to date.
- **Ensure that all staff and governors know what to do if they suspect that a child is being abused.**

The Child Protection Governor should understand that they will not necessarily be given details of individual cases.

Training:

Training is available from the LA and the Child Protection Governor should encourage and promote training for all staff at the appropriate level. Attending any training updates will ensure that governors are kept up to date with current legislation.

Signed: Date:..... Designated Governor

Signed:..... Date: Designated Teacher