



Cwmffrwdoer Primary School

Safeguarding and Child Protection Policy 2023-24

Headteacher: Mrs Sarah Roque

INTRODUCTION

This policy applies to all adults, including volunteers, working in or on behalf of the school. Everyone working in or for our school service shares the objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in our school setting, and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe at home and in our school.

SCHOOL COMMITMENT

Cwmffrwdor Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

Named personnel with designated responsibility for safeguarding children and young people:

DSCO: **Mrs S Roque ,Headteacher**

First designate: **Mr K Wharton, Deputy Headteacher**

Second designate: **Mrs A Brettell, SLT**

Third designate: **Mrs S Jarman, ALNco**

Chair of Governors: **Mrs N Davies**

- **ALL INCIDENTS SHOULD BE REPORTED TO :**
- The named Child Protection Officer **Mrs S. Roque.**
- **IN HER ABSENCE ALL INCIDENTS SHOULD BE REPORTED TO :**
- The Deputy Named Protection officers:
- First designate: **Mr K Wharton, Deputy headteacher**
- Second designate: **Mrs A Brettell, SLT**
- Third designate: **Mrs S Jarman, ALNco**
- Chair of Governors: **Mrs N Davies**
- The Child Protection Officer for Torfaen is Mr J Tushingam - 01495 766941

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1 Safer Recruitment and Selection

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers, governors and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking an enhanced (DBS) check to check against the barred list.

In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure is obtained for **all** new appointments to our school's workforce (unless portability applies, eg, supply teachers) range of checks carried out on our staff;
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- Identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority.

2 Safe Practice

Our school will comply with the current Safe Practice guidance to be found in Torfaen Safeguarding Procedures at

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

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question;

- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them.

3 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. Our school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have senior members of staff with responsibility for child protection and know who they are. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Our school will ensure that pupils are made aware that information can be found at the following:

NSPCC at www.nspcc.org.uk and ChildLine at www.childline.org.uk

School's arrangements for consulting with and listening to pupils are **through the School Council, Eco-Committee, Equalities Group and having an open door policy with pupils and parents.**

We make pupils aware of these arrangements by sharing them with pupils via **leaflets, posters around the school and assemblies.**

4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. **If parents are worried a child is at risk of harm they can assess information from: www.nspcc.org.uk, www.ceop.gov.uk or contact Torfaen Children's Services Department (01495 762200).**

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Cwmffrwdroer Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with **Mrs S.Roque, Headteacher and Designated Child Protection Officer.**

We make parents aware of our safeguarding policy **in our prospectus, newsletters and on the school website.** Cwmffrwdroer Primary School is committed to ensuring the welfare and safety of all children in school. All Torfaen schools, including Cwmffrwdroer Primary School, follow the Torfaen Local Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

5 Partnerships with Others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Torfaen Local Safeguarding Children Board. **The School has developed strong partnerships with the LA, Social Care, Families First, Police (School Liaison Officer), Health, NSPCC, and the Torfaen School Nurse Team.** There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

6 School Training and Staff Induction

Mrs S. Roque, the school's senior member of staff with designated responsibility for child protection (DSCO) undertakes basic child protection training and training in inter-agency working annually. The Head teacher and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

7 Support, Advice and Guidance for Staff

Staff will be supported by the LA and professional associations.

The designated senior person for Safeguarding/Child Protection (DSCO) is supported by **either the Deputy DCPO, the Chair of Governors Mrs N Davies if appropriate, colleague HT or their professional association.**

8 Children Missing from Education

Where children on roll at a school do not turn up, and school has made the usual enquiries, they should refer the case to the Educational Welfare Officer for the school. If the allocated worker cannot locate the child/family they will inform the Senior Educational Welfare Officer and the school will be advised by the Educational Welfare Service when they can take the child off roll (normally after 4 weeks).

Confidentiality

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.”

The School has a clear and explicit confidentiality protocol which is part of the Local Authority's Code of Conduct which all staff sign upon appointment.

The school confidentiality policy indicates:

- when information must be shared with police and Social Care where the child/young person is/may be at risk of significant harm;
- when the pupil's and/or parent's confidentiality must not be breached that information is shared on a need to know basis.

9 Pupil Information

Our school endeavours to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);
- details of any persons authorised to collect the child from school (if different from above);

- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- if the child is or has been on the Child Protection Register or subject to a care plan:
 - name and contact detail of G.P.
 - any other factors which may impact on the safety and welfare of the child.
- The school will collate, store and agree access to this information.

10 Roles and Responsibilities

Our Governing Body ensures that:

- the school has a child protection policy and procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated (typically the Chair of Governors) to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

- they review their policies and procedures annually and provide information to the Local Authority about them and about how the above duties have been discharged

Our headteacher ensures that:

- the 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; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies

Mrs Sarah Roque, senior Member of Staff with Designated Responsibility for Child Protection (Designated Safeguarding Children Officer DSCO) will:

Referrals

- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support, advice and expertise within the educational establishment;
- liaise with the Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role

Training

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of the Gwent Safeguarding Board, the conduct of a child protection case conference and be able to attend and contribute to these;
- ensure that all staff have access to and understand the school's child protection policy;
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concerns;
- obtain access to resources and attend any relevant or refresher training courses at least every two years

Raising Awareness

- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents are made aware of the child protection/ safeguarding 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 a child leaves the school/setting, ensure the child protection file is copied for the new school/setting asap and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education inclusion Service

All staff and volunteers:

- fully comply with the school's policies and procedures;
- attend appropriate training
- Inform the designated person of any concerns

Staff And Volunteers Never:

- engage in sexually provocative or rough physical games, including horse play.
- allow children to use inappropriate language unchallenged;
- make sexually suggestive comments in front of, about, or to a child, even in "fun";
- let allegations made by a child go without being addressed and recorded
- deter children from making allegations through fear of not being believed;
- do things of a personal nature for children that they can do themselves.
- share a bedroom with a child or young person;
- Invite or allow a child or young person to stay with them at their home unsupervised;
- jump to conclusions about others without checking facts
- rely on their own good name to protect them;

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing 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. They may be abused by an adult or adults or another child or children.

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 carer fabricates the symptoms of or deliberately induces illness in a child.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caretakers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the Gwent Safeguarding Board Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and the All Wales Child Protection Procedures.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

1 Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

2 Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make an immediate record. Children who have made a disclosure should not be re-interviewed by school staff – a child protection referral should be made.

3 Actions by the staff member receiving the disclosure

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to show signs of shock, horror or surprise;

- not express feelings or judgements regarding any person alleged to have harmed the child;
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate;

Following any information raising concern, the DSCO will consider:

- any urgent medical needs of the child;
- discussing the matter with other agencies involved with the family and/ or contact their Inclusion Officer to discuss their concerns;
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care;
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage but the staff member will complete a Cause for Concern form. This will ensure the situation/issue will be monitored;
- all information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form (Duty to Report Form).

4 Action following a Child Protection Referral

The DSCO or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed;
- wherever possible, contribute to the Strategy Discussion;
- provide a report for, attend and contribute to any subsequent Child Protection Conference;
- If the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- where possible, share all reports with parents prior to meetings;
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Manager of Torfaen Safeguarding Unit;
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

5 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Head teacher and DSCO. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Child Protection Coordinator.' If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Educational Welfare Service. **Original copies will be retained until the child's 25th birthday – these should be retained by the school.**

6 Supporting the Child and Partnership with Parents

School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child. We will provide a secure, caring, supportive and protective relationship for the child

Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSCO will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Torfaen Local Safeguarding Children Board procedures.

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely **by the headteacher with all child protection records.**

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial Action

- the person who has received an allegation or witnessed an event will immediately inform the Head teacher/CP Officer and make a record;
- in the event that an allegation is made against the headteacher the matter will be reported to the Chair of Governors who will proceed as the 'headteacher';
- the Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs;
- the member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
- the headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
- the headteacher will consult with the Local Authority Lead Safeguarding Officer (Darren Joseph) or a Senior Human Resources Officer in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
- consideration will be given throughout to the support and information needs of pupils, parents and staff
- the headteacher will inform the Chair of Governors of any allegation.

References

Websites

Keeping Children Safe

KS2/3

Bullying & child abuse

www.ceop.gov.uk

www.missdorothy.com

[www.anti-](http://www.anti-bullyingalliance.org.uk)

bullyingalliance.org.uk

www.kidscape.org.uk

www.childline.org.uk

www.nspcc.org.uk

Domestic Violence

Internet Safety

www.thehideout.org.uk

www.ceop.org.uk/thinkuknow

www.childnet-int.org

KS2/3

www.kidsmart.org.uk

Jenny's story

www.childnet-int.org/jenny

Safe Practice in Physical Education in Schools -
Chapter 9 – ISBN 978-1-905540-54-9

Signed: Headteacher
Chair of Governors

Last reviewed – Spring 2024

Appendix 1

Guidance for all staff at Cwmffrwdoer Primary School

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.

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. You may wish to use the following in doing so:

TED stands for **tell, explain, describe.**

It is a means of supporting schools to gain the information they need from a pupil without crossing the boundary of investigation.

The key questions are-

- Tell me what happened
- Explain what you meant when you said ...
- Can you describe the person; can you describe the place?

- 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. 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,
- 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 from the child's main file. The designated child protection person for this school is:

- DSCO: **Mrs S. Roque ,Headteacher**
- First designate: **Mr Kristian Wharton, Deputy Headteacher,**
- Second designate: **Mrs A Brettell, SLT**
- Third designate: **Mrs Sarah Jarman, ALNco**
- Mrs N Davies, **Chair of Governors**

The local authority designated lead officer for child protection can be contacted on:
01495 762200

Torfaen County Borough Council Tel no: 01495 762200

Social Services Duty Desk Tel: 01495 766072

Email addresses can be found in Torfaen electronic global address book.

Appendix 2

Information for parents included in range of publications including the School Prospectus

Note for Parents or Carers

Cwmffrwdroer Primary School is committed to ensuring the welfare and safety of all children in school. All Torfaen schools, including our school, follow the Torfaen Local Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's safeguarding and child protection policy is available on request.

Information for parents

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.

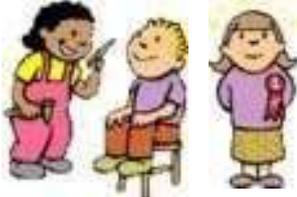
You may find the following helpful:

- 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.

Appendix 3

Cwmffrwdroer Primary School

"Happy, together, learning and caring"

Keeping  you safe!

- Remember at Cwmffrwdroer Primary School – we want you to be happy and safe!
- 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.
- let people help to make things better by stopping the person from hurting you or your friends.
- The people in this school who have special responsibility for helping you if someone's hurting you or your friends are:

Mrs Roque

Mr Wharton

Mrs Brettell

Mrs Jarman



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.
Telephone: 08001111 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. Telephone: 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.

Telephone: 0808 801 1000

The lines are open from 9am to 5pm (Monday to Friday) www.childcom.org.uk



Clic

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

www.cliconline.co.uk



Samaritans

Free and confidential advice and support
Telephone: 08457 90 90 90
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.
Telephone: 020 8550 8822 (national rate, 8am-6pm
Mon - Fri) 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



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.
Telephone: 08451 205 204
www.kidscape.org.uk



Get Connected

Get Connected provides a free, confidential helpline that gives young people in difficult situations support and information. Telephone: 0808 808 4994



Freephone **0808 808 4994**

Text us on **80849**



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



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

Remember at Cwmffrwdor Primary – we want you to be happy and safe!
Happy Hearts & Healthy Minds! Keep Safe!!

Appendix 4

Safeguarding Children - Further Advice and Guidance

The following sections include information and links to sources of further advice and guidance about a variety of issues that relate to helping keep children safe from abuse and neglect. Issues include: training, educating children through the Personal and Social Education (PSE) curriculum, listening to children, confidentiality and some issues that can make children more vulnerable or should be regarded as abuse.

Abuse of Trust

All education staff need to know that inappropriate behaviour with or towards children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child. "Caring for young people and the vulnerable? Guidance for preventing abuse of trust" published in association with the Home Office, Northern Ireland Office, the National Assembly for Wales, Department of Health, and Department for Education and Employment sets out the main principles for developing a code of conduct for those working with children and vulnerable adults.

Physical Contact with Pupils/Restraint

It is not realistic to suggest that teachers should never touch pupils, and they, and other staff in schools, have the right to use reasonable force to control or restrain pupils in certain circumstances. Welsh Assembly Government guidance circular 37/98 "The Use of Reasonable Force to Control or Restrain Pupils" is available in hard copy only (circular 37/1998.). However please refer to the school policy for further guidance.

The Welsh Assembly Government considers that guidance it issues on restrictive physical intervention policy and practice for professionals who work with children, young people, adults and older people in health, education and social care settings should share a common framework of principles and expectations.

The existing guidance specifically for physical intervention in education settings is scheduled for revision in 2008 to take account of the new framework.

Educating Children about Issues as part of Personal and Social Education (PSE)

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. The framework for PSE provides opportunities for children and young people to learn about keeping safe; and who to ask for help if their safety is threatened. As part of developing a healthy, safer, lifestyle pupils should be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly.
- To judge what kind of physical contact is acceptable and unacceptable.
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure, including

knowing when and where to get help, and to use assertiveness techniques to resist unhelpful pressure.

Issues such as domestic violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable; let children and young people know that it is okay to talk about their own problems, and signpost sources of help. Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects need to be prepared for that possibility.

Links to more information about PSE classroom resources and sources of support, are available through the following:

Welsh Network of Healthy School Schemes

“Promoting Personal Safety in PSE”

“Broadband the New Language in Education”

Personal and Social Education Framework for 7-19 year olds in Wales Child Exploitation and Online Protection Centre.

Children who go missing from Education

If a child or young person is receiving an education, not only do they have the opportunity to fulfil their potential, they are also in an environment which enables local agencies to safeguard and promote their welfare. If a child goes missing from education they could be at risk of significant harm.

There are a number of reasons why children go missing from education and these can include:

- failing to start appropriate provision and, hence, never entering the system;
- ceasing to attend, due to exclusion (eg illegal unofficial exclusions) or withdrawal.
- failing to complete a transition between providers or between Year 6 to Year 7 or if expected as a Rising 5 as part of a school’s new intake;
- going on an extended holiday or not returning from an extended holiday when expected.

In cases of serial truancy schools should already be working with their Education Welfare Officer in trying to re-engage the pupil back into the school system. Also a school will know the individual pupil involved and if the behaviour is normal for them. Schools should already have systems in place for contacting parents or carers on the first day of a pupil’s absence from school. If a child does not arrive at school when expected, the school should already be considering what information they know about the young person and their family history. If there are any concerns for the child’s safety these concerns should immediately be referred to the statutory authorities for consideration.

Their personal circumstances or those of their families may contribute to the withdrawal process and the failure to make a transition.

There are certain groups of vulnerable children who are more likely than others to become missing from education:

- Children and young people who do not always appear on the usual records eg travellers.
- Children and young people who are excluded from school.
- Children and young people who truant from school post-registration.
- Looked after children.
- Children and young people who are not educated for various reasons within the state school system.
- Children and young people living in women's refuges.
- Children of homeless families, perhaps living in temporary accommodation.

Safeguarding Children in Education

- Children and young people within the criminal justice system.
- Young runaways;
- Children with long term medical or emotional problems;
- Young carers;
- Young parents and pregnant young women; and
- Migrant children, whether in families seeking asylum or economic migrants.

Every practitioner working with a child has a responsibility to inform the local authority if they know or suspect that a child is not receiving education.

It is strongly recommended that LEAs put in place procedures designed to monitor the whereabouts of a child at risk of going missing from education and to record that they have completed these procedures.

Supplementary guidance relating to this can be found in Chapter 5 of the Welsh Assembly Government's circular 18/2006 "Educational Records, School Reports and the Common Transfer System".

Listening to Children

Experience, and consultation with children, shows that they will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

Children also want to know that they will be listened to and their concerns will be taken seriously, so all education establishments should seek to demonstrate to children that they provide them with a safe environment where it is okay to talk. Displays of helpful information about such things as national children's help lines (Children's Commissioner, Child Line, NSPCC) and peer support schemes for children and young people in easily accessible places (eg on pupils' year planners) can encourage them to share concerns and help provide assurance about that. A draft model note for pupils is at Appendix C - Model Note 4.

Any member of staff or volunteer who is approached by a child wanting to talk should listen positively and reassure the child. They should record the discussion with the pupil as soon as possible and take action in accordance with the establishment's child protection procedures.

The available UK evidence on the extent of abuse among disabled children suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating.

Learning support assistants working with children with special educational needs and disabilities provide close support to them and may encounter indications of possible abuse. Whilst extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children.

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff s/he should write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the note.

Staff must also be aware that:

- It's not the responsibility of teachers or other staff or volunteers in schools and FE institutions to investigate suspected cases of abuse; any concerns should be taken up with the designated child protection person; and
- They cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or their children safe.

Confidentiality

Many professionals are under a duty of confidentiality. This is important in maintaining confidence and participation in services and thereby helping to protect children's health and wellbeing. But, as relevant guidelines make clear, the duty of confidentiality is not absolute and may be breached where this is in the best interests of the child and in the wider public interest. If professionals judge that disclosure is necessary to protect the child or other children from a risk of serious harm, confidentiality may be breached.

Where professionals judge that there is a need to share confidential information with children's social services or the police:

- they should attempt to support the child, where the child is the source of the information, to agree to a disclosure of information within a reasonable timescale;
- they may initially discuss the case anonymously with others, such as a colleague with suitable competence in child protection work or with children's social services;
- the child should be informed, unless to do so would seriously jeopardise their safety; and any decision whether or not to share information should be properly documented.

Decisions in this area may need to be made by, or with the advice of, people with suitable competence in child protection work, such as named or designated professionals.

Principles underpinning work to safeguard and promote the welfare of children

The following principles should be followed when implementing the guidance set out when participating in individual cases. They will be relevant to varying degrees, depending on the functions Safeguarding Children and level of involvement of the organisation and the individual practitioner concerned.

Work with children and families should be:

- child centred;
- rooted in child development;
- supporting the achievement of the best possible outcomes for children and improving their wellbeing;
- holistic in approach;
- ensuring equality of opportunity;
- involving children and families;
- building on strengths as well as identifying and addressing difficulties;
- multi/inter-agency in its approach;
- a continuing process;
- designed to identify the services required and monitor the impact their provision has on a child's developmental progress; and
- evidence based.

Some of the worst failures of the system have occurred when professionals have lost sight of the child and concentrated instead on their relationship with the adults. The child should always be seen by the practitioner and kept in focus throughout work with the child and family. The child's voice should be heard and account taken of their perspective and their views.

Rooted in child development

Those working with the children should be informed by a developmental perspective which recognises that, as a child grows, they continue to develop their skills and abilities. Each stage from infancy, through middle years to adolescence, lays the foundation for more complex development. Plans and interventions to safeguard and promote the child's welfare should be based on a clear assessment of the child's developmental progress and the difficulties a child may be experiencing. Planned action should also be timely and appropriate for the child's age and stage of development.

Outcomes for children

When working directly with a child, any plan developed for the child and their family or carer should be based on an assessment of the child's developmental needs and the parents' or carers' capacity to respond to these needs within their

community contexts. This plan should set out the planned outcomes for each child and, at review, the actual outcomes should be recorded.

The purpose of all interventions should be to achieve the best possible outcomes for each child, recognising each is unique. These outcomes should contribute to the key outcomes set out for all children in the Children Act 2004.

Holistic in approach

Having a holistic approach means having an understanding of a child within the context of the child's family (parents or carers and the wider family) and of the educational setting, community and culture in which he or she is growing up. The interaction between the developmental needs of children, the capacities of parents or carers to respond appropriately to those needs and the impact of wider family and environmental factors on children and on parenting capacity requires careful exploration during an assessment.

The ultimate aim is to understand the child's developmental needs within the context of the family and to provide appropriate services which respond to those needs. The analysis of the child's situation will inform planning and action in order to secure the best outcomes for the child, and will inform the subsequent review of the effectiveness of actions taken and services provided. The child's context will be even more complex when they are living away from home and looked after by adults who do not have parental responsibility for them.

Ensuring equality of opportunity

Equality of opportunity means that all children have the opportunity to achieve the best possible development, regardless of their gender, ability, ethnicity, circumstances or age. Some vulnerable children may have been particularly disadvantaged in their access to important opportunities and their health and educational needs will require particular attention in order to optimise their current welfare, as well as their long-term outcomes in young adulthood.

Working with children and families

In the process of finding out what is happening to a child it is important to listen and develop an understanding of his or her wishes and feelings. The importance of developing a co-operative working relationship is emphasised, so that parents or carers feel respected and informed, they believe agency staff are being open and honest with them and, in turn, they are confident about providing vital information about their child, themselves and their circumstances. The consent of children, young people and their parents or carers should be obtained when sharing information, unless to do so would place the child at risk of harm. Decisions should also be made with their agreement, whenever possible, unless to do so would place the child at risk of harm.

Building on strengths as well as identifying difficulties

Identifying both strengths and difficulties within the child, his or her family and the context in which they are living is important, as is considering how these factors have an impact on the child's health and development. Too often it has

been found that a deficit model of working with families predominates in practice, and ignores crucial areas of success and effectiveness within the family on which to base interventions. Working with a child or family's strengths becomes an important part of a plan to resolve difficulties.

Multi/Inter-agency in approach

From birth, there will be a variety of different agencies and programmes in the community involved with children and their development, particularly in relation to their health and education. Multi and inter-agency work to safeguard and promote children's welfare starts as soon as there are concerns about a child's welfare, not just when there are questions about possible harm.

Assessment is a continuing process

Understanding what is happening to a vulnerable child within the context of his or her family and the local community, and taking appropriate action are continuing and interactive processes and not single events. Action and services should be provided according to the identified needs of the child and family, in parallel with monitoring and reviewing assessment where necessary. It is not necessary to await completion of the assessment process. Immediate and practical needs should be addressed alongside those which are more complex and longer term.

Informed by evidence

Effective practice with children and families requires sound professional judgements which are underpinned by a rigorous evidence base and draw on the practitioner's knowledge and experience.

Safeguarding in Specific Circumstances

Chapter 9 of the Welsh Assembly Government guidance "Safeguarding Children: Working Together under the Children Act 2004" contains additional guidance for practitioners on a number of special considerations that apply to safeguarding children in a range of specific circumstances including:

- children living away from home;
- race and racism;
- bullying;
- foster care and private fostering;
- organised or multiple abuse;
- children in hospital;
- children in custody;
- disabled children;
- abuse by children and young people;
- lack of parental control;
- domestic abuse;
- sexual exploitation of children;

- child abuse images, the Internet and information technologies;
- fabricated or induced illness;
- children of substance-misusing parents;
- abuse linked to belief in “possession” or “witchcraft” or in other ways related to spiritual or religious belief;
- children and families that go missing;
- looked after children who run away and those that go missing from their care placement;
- children who go missing from education;
- children living in temporary accommodation;
- migrant children;
- child victims of trafficking;
- unaccompanied asylum seeking children;
- female genital mutilation; and
- forced marriages.

Safeguarding pupils at Cwmffrwdroer Primary School

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

This guidance should be read in conjunction with the schools Child Protection policy. Below is a quick guide to the appropriate response to any safeguarding issue. All staff follow the Torfaen LSCB Child Protection Procedures which are consistent with ‘Working Together to Safeguard Children’ and the All Wales Child Protection Procedures.

It is ***not*** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation.

All staff, however, have a duty to recognise concerns and maintain an open mind.

All concerns regarding the welfare of pupils MUST be immediately discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents and recorded on appendix 6 or 7.

1 Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);

- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;

any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Legislative Framework

Legislation underpins Torfaen LEA's Safeguarding Policy & Procedures.

CHILDREN ACT 1989

Section 17 of the Children Act 1989 places a general duty on every local authority:

- to safeguard and promote the welfare of children within their area who are in need; and
- so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs.

The Children Act 1989 places two specific duties on agencies to co-operate in the interests of vulnerable children:

Section 27 provides that a Local Authority may request help from any:

- Local Authority;
- Local Education Authority;
- Local Housing Authority;
- Health Authority, Special Health Authority or National Health Service Trust; and
- Person authorised by the National Assembly for Wales in exercising the Local Authority's functions under Part III of the Act. This part of the Act places a duty on Local Authorities to provide support and services for children in need, including children looked after by the Local Authority, and those in secure accommodation. The body whose help is requested in these circumstances has a duty to comply with the request, provided it is compatible with its other duties and functions.

Section 47 places a duty on any:

- Local authority;
- Local education authority;
- Housing authority;
- Health authority, Special Health Authority or National Health Service Trust; and
- Person authorised by the National Assembly for Wales

to help a Local Authority with its enquiries in cases where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Meaning of "harm"

"Harm" is defined in section 31(9) of the Children Act 1989 as "ill-treatment or the impairment of health or development". It is broader than physical violence and includes sexual abuse and forms of ill-treatment which are not physical. Any harm a child suffers because a parent is being harassed or intimidated is caught by the definition of "harm". Section 120 of the Adoption and Children Act 2002 amends the definition of harm in the Children Act 1989 to "ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another".

CHILDREN ACT 2004

The Children Act (2004) sets out the framework for all services working with children - safeguarding children being recognised as a key area which is now a central responsibility of all agencies under the scrutiny of the Local Safeguarding Children's Board.

The Children Act 2004 strengthens the arrangements for protecting and promoting the Welfare of Children and Young People. It places a duty on all Local Authorities in Wales to make arrangements to promote co-operation with a view to improving the wellbeing of children in their area, in relation to:

Physical & mental health and emotional wellbeing; Protection from harm and neglect;
Education, training and recreation;
The contribution made by them to society;
Social and economic wellbeing.

EDUCATION ACT 2002

Section 175 of the Education Act 2002 places a statutory duty on LEAs and the Governing Bodies of all schools and further education institutions to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition, these bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make under Section 175.

Section 175 places the same duties on the proprietors of all independent schools and colleges.

'Everyone in the Education Service shares an objective to help keep children and young people safe by:

- Contributing to providing a safe environment for children and young people to learn in education settings; and
- Identify children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school'.

(Safeguarding Children in Education Guidance, 2004)

HUMAN RIGHTS ACT 1998 AND DATA PROTECTION 1998

The Children Act 1989 and Human Rights Act 1998 have changed the way referrals to Social Care are made. Parents now have a right to know that their

child is being referred – unless it is reasonable to assume that informing the parents will place the child in danger or that it would lead to the destruction of evidence – this is most likely in cases of alleged physical or sexual abuse.

A child can bring an action for damages against a Local Authority in their own right rather than through their parents. The child, when an adult, can bring a claim within three years of the injury coming to their attention, but can be extended by the court if leave is granted. If bringing an action as a child it can be for the parents or a guardian to do this. This means that pupil records should be kept for nine years after the child has left school (as a minimum).

Data protection legislation means that parents/former pupils have the right to see their school records and although child protection information is exempt from this requirement, if a parent or former pupil asked to see notes registering any child protection concerns, then it is likely that a Local Authority would be obliged to show them, unless:

- to do so would cause individual harm to the parent or former pupil,
- the case had involved a criminal prosecution, care order or other legal prohibition.

Therefore, it is vital that all information written about children, or allegations made by children, is kept to objective comments, verbatim accounts and factual information.

Before disclosing any information as an access request you should follow Torfaen's County Borough Council's procedure. If in doubt contact the Council's Data Protection Officer or Legal Services.

SEXUAL OFFENCES ACT 2003

The Sexual Offences Act 2003 has established a new legal framework for defining acceptable and unacceptable relationships. **It clarifies that it is inappropriate for any education professional to form an intimate relationship with a young person under 18.** This is clearly stated in the LEA's Code of Conduct. It makes new provision about sexual offences, including those against children.

The following guidance has also been considered:

All Wales Child Protection procedures

National Service Framework - The National Service Framework (NSF) for children and young people states as its aims that "All children and young people achieve optimum health and well being and are supported in achieving their potential". The objectives outlined in Torfaen LEA's Single Education Plan will ensure that, through multi agency/disciplinary working, this will be achieved.

Lost in Care - the report of the Tribunal of Inquiry into the abuse of children in care in the former county council areas of Gwynedd and Clwyd since 1974, Department of Health 2000.

Framework for the Assessment of Children in Need and their families - Department of Health, 2000.

Clwyd Report of the Examination of the Children's Commissioner for Wales into the allegations of child sexual abuse in a school setting – 2004.

The Bichard Inquiry Report – The Home Officer, 2004.

CATEGORIES OF ABUSE

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.

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 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 care or treatment.

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 carer feigns the symptoms of, or deliberately causes ill-health to a child whom they are looking after.

This situation is commonly described using terms such as 'fabricated illness by proxy' or 'Munchausen Syndrome by proxy'.

EMOTIONAL ABUSE

Emotional abuse is the persistent ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It involves conveying to children that they are worthless or unloved, inadequate or valued only insofar 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 to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it might 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 (e.g. rape or buggery) 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.

Appendix 5: Safeguarding Incident Log

In order to ensure that appropriate information is available regarding any child protection concerns that have been raised it is necessary to complete a child protection log which briefly records all concerns, communication and actions taken.

The log must include:

Date/time of receipt of information.

Details of who the information was received from and given to.

Date/time/location of incident.

Name/DOB/address of child.

Details of what happened/observed to happen.

It is imperative that the child's own words are recorded.

Details of anyone else involved.

What action was taken at the time?

Details of action taken by DSCO

Date and time of recording of log.

Log signed and dated.

Details of referral e.g. to who, when.

If no referral – why – log kept on record.

Details of LA officer informed.

Record of suggested action by social services, LA, police e.g. advice re child being sent home or remaining in school.

These records should be maintained in school securely.



**Diogelu Gwent
Gwent Safeguarding**

Duty to Report Child Safeguarding (Multi Agency Referral Form)

Date of report		
Is the Parent/Carer aware of the report:	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Has consent been obtained to make this	<u>YES</u> <input type="checkbox"/> Verbal or Written Consent	NO <input type="checkbox"/>
If No, give reason:		

CHILD/ YOUNG PERSON'S DETAILS					
Forename:		Surname:		Gender:	
U_U_R: or E_D_D_		Age:		Local Services Number (if known):	
Address:		Postcode:		Telephone Number:	
Current address different from above:		First language or preferred means of communication:		Is an interpreter/signer required:	
Is the child a British citizen:		Child's nationality:		Child's Nationality (if not British)	
Is the child an asylum seeker:		Child's immigration status (if known):		Home office registration number (if known):	
Is the child a "looked after" child:		Is the child named on the child protection register:		Does the child have a disability?	
Is the child a traveller:		Is the child a young carer:		Any other information about the child's identity:	

OTHER HOUSEHOLD MEMBERS (including NON-Family members)

Name:		U.U.tl:		Kelatonsh1p to e,nua:	
Name:		U.U.tl:		Ke1atlonsh1p to 1_;n11a:	
Name:		U.U.tl:		Kelatonsh1p to e,nua:	
Name:		U.U.tl:		Ke1atlonsh1p to 1_;n11a:	
Name:		U.U.tl:	<input type="checkbox"/>	Kelatonsh1p to e,nua:	<input type="checkbox"/>
Are ancnuaren in tnls nouseno,n SUDJect to tms referral:		YES NO			

SIGNIFICANT OTHERS WHO ARE NOT MEMBERS OF THE CHILD'S HOUSEHOLD

(i.e. alleged offender; other family members you consider relevant to this referral; fathers of half/ step siblings; partners of parent-carer)

Name:		U.U.tl:		Muuress:		Ke1atlonsh1p to child:	
Name:		U.U.tl:		Muuress:		Ke1atlonsh1p to child:	
Name:		U.U.tl:		Muuress:		Ke1atlonsh1p to child:	

REFERRAL INFORMATION

(Guidance notes have been produced to assist the person submitting this referral)

Referred by (name):		Relationship to child:	Does the referrer wish to remain anonymous:	Please note a professional cannot refer anonymously)
Address:		Telephone Number:	Email:	
Reason for referral/ Request for Services:	Physical Abuse D Sexual Abuse D Emotional Abuse D Neglect D Safeguarding concerns D Request for service D			
Outline the circumstances:	Detail the reasons why you are contacting including any details of the date, time and place where/ each users alleged to have occurred			
What are the strengths:	Positive/ protective relationships; am, you are keen to engage; good family network			
What are the barriers:	Reluctance to engage with support; financial difficulties; child care issues; communication issues (language hearing/ visual impairment)			

What are the risks:	Young person not understanding the risk; escalation of risk if not supported; short term and long term impacts to overall wellbeing PLEASE ALSO DETAIL ANY RISK WHICH MAY AFFECT THE SAFETY OF STAFF
What other assessments have been undertaken by other agencies (if known):	e.g. _____; you may enquire and CSERQ4; Recent medical examinations (including child protection medicals); any health assessments
What are the expected outcomes of this referral:	Safe ongoing assessments undertaken to assess potential; services are put in place to support the child's family; information is recorded for the child
What actions support has already been undertaken in your agency to address these concerns:	Include information where referrals have been made to other agencies, eg. Preventions
Any other relevant information:	Are you aware of _____ previous convictions! safeguarding concerns in relation to the alleged abuser

BIRTH PARENT DETAILS/ MAIN CARERS/ PERSONS WITH PARENTAL RESPONSIBILITY (PR)

Mother's Name:		Mother's address if different from child:		Is an interpreter required: Parental needs (learning difficulties, physical disabilities)	Mother's First Language:	
Mother's DOB:		Mother's Ethnicity:		Is an interpreter required: Telephone Number:	Mother's Telephone Number:	
Father's Name:		Father's address if different from child:		Is an interpreter required: Telephone Number:	Father's First Language:	
Father's DOB:				Does this person have PR:	Does father have PR:	
Father's Ethnicity:		Parental needs (learning difficulties, physical disabilities):		Does this person have PR:	Is an interpreter required:	
Name and DOB:		Relationship to child:		Does this person have PR:	Is an interpreter required:	
Name and DOB:		Relationship to child:		Does this person have PR:	Is an interpreter required:	

KEY AGENCIES

Agency:	Name:	Address:	Telephone Number:
GP			
Health Visitor/Midwife			
Nurse/ School			
Other Agency (please specify)			

+

SUBMISSION OF THE REFERRAL

Blaenau Gwent	dutyteam@blaenau-gwent.qcsx.gov.uk
Caerphilly	Contactandreferral@caerphilly.gov.uk
Monmouthshire	childduty@monmouthshire.qcsx.gov.uk
Newport	children.duty@newport.qcsx.gov.uk
Torfaen	socialcarecalltorfaen@torfaen.gov.uk

OUT OF HOURS/ EMERGENCY DUTY

Between the hours of 17:00pm - 08:30am Monday to Thursday, Weekends and Bank Holidays
 Friday 16:30pm - 08:30am
YOU MUST PHONE
 your community through to the Emergency Duty Team
0800 328 4432
 then complete the Multi Agency Referral Form (MARF) and send to the appropriate Local Authority

Safeguarding Children in Education A checklist for governing bodies

Date of Review : Cwmffrwdroer School

Attendees: _____

	Designated Person for Child Protection	Responses
	<p>Who is the Designated Person for Child Protection in your school?</p> <p>Are they on the Senior Leadership Team?</p>	
	<p>Has the Designated Person for Child Protection sufficient resources and time allocated to allow them to discharge their responsibilities i.e. supporting vulnerable pupils within the school, attending Child Protection Case Conferences, Reviews, Core Groups</p>	
	<p>What arrangements are in place when the Designated Person for Child Protection is not available?</p> <p>Has this person received appropriate training?</p> <p>If so when?</p>	
	<p>Has the Designated Senior Person for Child Protection received in-depth training to fulfil their role and responsibilities if appointed to the role within the last two years? If so have you had sight of their certificate of attendance?</p>	

	<p>Or</p> <p>If in post for more than two years have they undertaken refresher training every two years? If so have you had sight of their certificate of attendance?</p>	
	<p>Continual Professional Development : What inter-agency training has been identified or completed by the Designated Person for Child Protection</p>	

<p>Do you have an induction process in place?</p> <p>Are all new staff given a written statement about the school's policy and procedures and the name and contact details of the Designated Person for Child Protection and Chair of Governors?</p> <p>Do you ensure basic training is provided as a minimum until appropriate training is available so that new staff are able to safeguard in the interim?</p>	
<p>How does your school ensure that all staff receive basic safeguarding (child protection) training to undertake their roles and responsibilities</p> <p>All staff should receive training a minimum of every 3 years, this include volunteers, to be compliant with statutory guidance.</p> <p>NB: It is good practice to deliver whole school training on safeguarding annually to ensure all staff are up to date with their training and all new staff receive timely training on issues relating to safeguarding.</p>	
<p>Do you have a Child Sexual Exploitation (CSE) Lead?</p>	

	Nominated or Named Governor	Responses
	<p>Does your Governing Body have a named Governor for safeguarding?</p> <p>Their roles and responsibilities include liaising with the Head about child protection issues within the school and to provide information and reports to the governing body</p>	
	<p>Does the named Governor understand their role and what is required of them?</p>	

	Has the named Governor, attended appropriate safeguarding Training?	
	Does the named Governor provide an annual report to the whole Governing Body in respect of training undertaken by Governors, the Designated Person for Child Protection, staff and volunteers?	
	Does the named Governor audit compliance with Safeguarding Children and Safe Recruitment and Employment Practices including DBS checks and the central record of checks completed for staff, volunteers, Governors and Contractors	

	Whole Governing Body	Responses
	Have all Governors undertaken training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively?	
	Have any members of the Governing Body completed appropriate training in respect of allegations against staff?	

	Have any members of the Governing Body undertaken Safer Recruitment training?	
	Does the governing body operate robust safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff, any person who is contracted to provide services based on the school site and volunteers	
	Is there a nominated member of the governing body responsible for liaising with the Local Authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against the Head? NB: This is normally the Chair or Vice Chair	

	<p>What is the school's policy on governing body DBS checks?</p>	
	<p>How do staff and adults in school know the school's policy and procedures and the name and contact details of the Designated Person for Child Protection, Chair of Governors?</p>	
	<p>Are the policies and procedures adopted by the governing body fully implemented and followed by staff?</p> <p>How do you know?</p>	
	<p>How has the Governing Body ensured that safeguarding children is embedded within all policies and procedures including performance management, supervision and training of a staff?</p>	
<p>Children</p>	<p>Is the Schools Safeguarding (Child Protection) policy and procedures in accordance with current statutory and interagency guidance and requirements, namely</p> <p>All Wales CP Procedures Working Together to Safeguard</p>	

<p>Safe Recruitment and Employment Practice South East Wales Regional Safeguarding Children Board</p> <p>NB a Model Safeguarding (Child Protection) Policy is available from the Local Authority</p> <p>If Yes: Date ratified by the Governing Body Date to be Reviewed Does the School/Staff handbook have information re accessing policy and procedures and who to contact if they have concern in respect of the conduct of colleague, the Head or governors?</p>	
<p>Are all of the policies of the school regularly reviewed and updated where necessary?</p> <p>Do you have a timetable in place for the annual review of policies including safeguarding?</p>	
<p>Are all staff, governors and volunteers aware of where the primary copies of all policies, procedures and protocols etc are kept, ie, where the most up to date policies are kept? NB this should include Agency Staff</p> <p>Who is responsible for version control of all policies?</p>	
<p>Are you clear how any deficiencies or weaknesses about child protection arrangements will be remedied and what support is available from the Local Authority?</p>	
<p>Is there an established system for recording confidential child protection information?</p>	
<p>Does the School have a policy on transferring information at key transition points e.g. Early Years and Year 6 in relation to vulnerable children and child welfare concerns and children about whom there are Child Protection concerns?</p>	
<p>Do you receive an annual report on the number of incidents/cases (without names or details, as they are strictly confidential)?</p>	

<p>Does the governing body have in place procedures for dealing with allegations of abuse against members of staff and volunteers that comply with Statutory guidance, South East Wales Safeguarding Children Board and Human Resources procedures ?</p>	
<p>Do staff take appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies?</p> <p>How do you know this?</p>	
<p>Do staff take appropriate action and notify SSD if:-</p> <p>A pupil on the Child Protection Register (CPR) is excluded?</p> <p>If there is an unexplained absence of a pupil on the CPR of more than two days duration from school (or one day following a weekend)?</p>	
<p>A Safeguarding Ethos</p>	<p>Responses</p>
<p>How does the school make clear its commitment to safeguarding children and promoting the welfare of its pupils to staff, parents, carers, volunteers and Governors?</p>	
<p>Are all staff and volunteers able to raise concerns about poor or unsafe practice in accordance with agreed school whistle blowing policies?</p>	

<p>Are all school trips robustly risk assessed and in accordance with guidance?</p>	
<p>Are pupils, parents and staff listened to and complaints taken seriously?</p>	

<p>Are you recording/reporting and analysing incidents of bullying? How do you analyse the data and what impact has this had on the school?</p>	
<p>Is the physical environment made as safe as possible for pupils in and out of school? How?</p>	
<p>Does the Governing Body question attitudes to and knowledge of safeguarding during the recruitment and selection of ALL staff and volunteers?</p>	
<p>Do you have an e-safety/social media policy?</p>	
<p>Extended Services</p>	<p>Responses</p>

	<p>For all other activities, eg, After School Clubs, Breakfast Clubs, after school activities, that take place in school ultimately are the responsibility of the governing body and therefore the Head teacher as overall site manager to ensure that appropriate systems, policies and procedures are in place to safeguard children.</p> <p>How do you ensure this in your school?</p> <p>Do you keep a register of all activities that take</p>	
	<p>place? What activities take place?</p> <p>Have safeguarding arrangements been checked for each activity?</p>	
	<p>How does the governing body ensure that appropriate DBS checks have been undertaken?</p>	

	Is there an appropriate policy for premises lettings? Is this reviewed annually?	-
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School Report to Child Protection Conference

Name

Date of Birth
(day/month/year)

Address

Special Needs Register/IEP/Other

Known Medical Conditions

Attendance Record

Punctuality

Any known significant events (Child or Family History)

Child's Needs and Development

Academic ability and/or performance.

Appearance and presentation.

Stage of development



Wales Network of Healthy School Sites



ConLleidiad Sgoblon Iechyd - Eiddoedd Iechyd Cymru



www.ASDinWales.co.uk





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School Report to Child Protection Conference

Name

Social and Emotional Wellbeing –

Peer Group

Behaviour
Personality

Interaction with
Teachers

Emotional Well-being

Family and Parenting/Carer Environment

Level of parental/carer
Involvement

Knowledge of wider
family circumstances
Social
circumstances.

Level of participation in
after school clubs (for
eg)

Relationship between
teachers and
parents/carers

Attendance at parents
evening





School Report to Child Protection Conference

Any other comments

APPENDIX 8

Torfaen Guidance

POLICY STATEMENT

Torfaen County Borough Council is committed to improve the quality of life for people in Torfaen and to ensure there are effective working practices which protect children and young people from harm in every Council setting. Staff in this organisation accept and recognise our responsibilities to develop awareness of the issues which cause children harm and to continuously develop and review our practices to safeguard children.

We will safeguard children by:

- Making safeguarding our key priority
- Adopting guidelines which provide clear procedures for all staff – these are outlined in detail in this document.
- Sharing information about Child Protection and Safeguarding with children, parents and carers, staff and volunteers.
- Promptly sharing information about concerns with agencies which need to know, and involving parents and children appropriately.
- Following the procedures for safe recruitment and selection of staff.
- Update our safeguarding training at regular intervals.
- Providing effective management for staff and volunteers through supervision, support and training.
- We are also committed to constantly monitor and review our policy and practices and share good practice at regular intervals.





GOVERNING BODIES RESPONSIBILITIES

Governing Bodies are responsible for ensuring that their establishment has:

- Policy and procedures in place consistent with Gwent Safeguarding Board guidelines and the LA Safeguarding Children and Young People Policy. The Governing Body is expected to review these annually and ensure that parents are aware a policy is in place and available to see on request. A model policy for schools to adopt is included in this document. **N.B. If schools use this policy they must ensure it is discussed with all staff and governors, understood and meaningfully implemented.**
- Governors must also ensure that their school has a member of the senior management team who is designated with lead responsibility for child protection referred to as the Designated Safeguarding Children Officer (DSCO) that they are properly trained **and** have time to carry out their duties. The governing body should satisfy themselves that should the nominated member of staff not be in school for any reason, there are robust systems in place to ensure any safeguarding issue can be dealt with appropriately and efficiently.
- Governors should receive information on safeguarding activity within their establishment without breaching confidentiality. This information should be used as part of the annual review of the school's policy.
- Governors also need to oversee safe recruitment of staff. This includes ensuring that all members of staff, including unsupervised volunteers, have an enhanced Disclosure and Barring Service (DBS) check at the point of employment with the school. All DBSs should be renewed every three years and a register of DBSs should be maintained and regularly monitored with the exception of supply teachers (where portability applies).
- We continue to recommend and in accordance with Clwyd recommendations that each Governing Body has a lead Governor to ensure that child protection is receiving proper consideration – the Safeguarding Children Governor (SCG)
- Governors should ensure the headteacher and senior management team have robust processes in place to ensure the well-being of pupils educated off-site, in





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work placements and with other providers. Where students are considered to be vulnerable (e.g. because the student has special educational needs) the governing body should also ensure that any additional steps have been taken to protect these vulnerable pupils – this is particularly important for secondary school governors.

- The Chair of Governors must take the lead if an allegation is made against the headteacher, seeking immediate advice from the Education Service Lead Safeguarding Officer – Dermot McChrystal, Interim Head of Education Services. In these circumstances Human Resources will also offer prompt advice to the chair of governors.
- The Governing Body must ensure that any data required by the LA for monitoring purposes is made available.

Governors will support their headteacher/designated person in ensuring policies and systems in school fulfil the safeguarding responsibilities.

Governors are responsible for the safeguarding of all pupils on the school role (see Education Act 2002 section 175 detailed in Appendix 1).

When Parents Involve Governors in Child Protection Issues

- Explain that governors do not have an operational role in child protection (unless you are the Chair of Governors – see below)
- Refer any concerns to the Head teacher
- Where criticisms are made of any aspect of a case, (e.g. its progress or staff involved) then refer any concerns to the Head teacher

Role of Chair of Governors

Requires liaison (taking care with confidentiality) with the headteacher/DSCO regarding allegations of child abuse against a member of staff or volunteer.

Where there is an allegation of child abuse against the headteacher, the Chair of Governors has responsibility for the oversight of procedures relating to liaison with the Lead Safeguarding Officer for the Education Service, Social Services Duty Team and Police.





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This may include possible involvement in multi-agency strategy discussions (though no direct investigatory role, rather providing information and ensuring good communication between all parties)

The Role of the Safeguarding Children Governor (SCG)

The SCG is key to ensuring the governing body fulfils its responsibilities in respect of safeguarding children. These responsibilities include ensuring the school:

- has an effective safeguarding children policy in place and follows local procedures
- recruits staff and volunteers in line with safer recruitment processes
- has procedures for dealing with allegations of abuse made against staff and volunteers
- has a designated senior Member of staff for dealing with safeguarding children issues
- accesses appropriate safeguarding children training for all staff.

As the governor responsible for safeguarding children, you will play an essential role in ensuring children in education are kept safe from harm. Your job is to ensure the safeguarding agenda is embedded in the ethos of your school.





Safeguarding Children

The safeguarding agenda includes a wide range of issues from monitoring pastoral care and anti-bullying strategies to ensuring children are kept safe from abuse and neglect.

Here are some ways in which our governors fulfil their duties:

- keep up to date with national and local guidance
- ensure policies and procedures are in place and reviewed regularly
- ensure safeguarding children matters are kept on the agenda at school and governor meetings
- ensure all school policies are child focused and consider any potential safeguarding children issues.

All staff receive basic safeguarding children information at induction and attend formal training every 3 years – there are opportunities to discuss safeguarding at staff meetings every year. Those in school with specific safeguarding children responsibility e.g. the DSCO should attend more comprehensive training **at least** every two years.

e-Safety

The safeguarding DSCO, Mrs S. Roque along with SLT are trained in e-safety issues and are aware of potential for serious safeguarding issues that might arise from:

- sharing of personal data
- access to illegal, inappropriate materials
- inappropriate on-line contact with adults/strangers
- potential or actual incident of grooming
- cyberbullying

All staff are aware of the e-Safety Policy and reporting procedures.

Where children are using technology and uploading, sharing and collaborating, staff will make sure that the e-Safety policy is followed.

Information for all stakeholders including. E-Safety group, pupils, parents/carers and community users can be found in our e-Safety Policy.





School's Role

For more detailed information on all aspects of schools' safeguarding procedures please refer to the model safeguarding policy in the next section of the document.

Role of the Designated Safeguarding Children Officer (DSCO)

DSCO – Mrs S. Roque

The DSCO should seek to ensure their organisation creates an ethos which helps children feel secure and able to talk freely, in the knowledge that they will be listened to and their concerns taken seriously.

The DSCO should:

- Provide information and advice on Child Protection within the school or service.
- Ensure new and temporary members of staff are aware of procedures and how to obtain advice. Where other groups use the school site the DSCO should ensure other site users are aware of the school's or settings' high expectations on safeguarding and ask to see the group's safeguarding policy.
- Ensure that the school or setting's Safeguarding Policy and Procedures are adhered to and inform Social Care of relevant concerns about individual children.
- Liaise with Social Care and the Police as appropriate.
- Be aware of the Gwent Safeguarding Board and be familiar with procedures.
- Ensure that an individual case record/child protection log is maintained of the action taken by the school/setting, the liaison with other agencies and that the outcome is recorded.
- See Appendix 4 – Safeguarding Incident Log.
- Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing, under confidential cover in accordance with the referral process.





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- Identify training needs within the school/learning service and ensure that staff are appropriately trained. All DSCOs should ensure their own training is updated every two years.
- Ensure the appropriate member(s) of staff attend child protection strategy meetings and that the school provides written reports. The school should always provide a written report in addition to attending the strategy meeting or review – the report should be given to the child protection strategy meeting chairperson whether it is asked for or not.
- Support the headteacher and Chair of Governors in ensuring the school has robust safe recruitment and allegation procedures.

ROLE OF THE LOCAL AUTHORITY

The Local Authority ensures that Gwent Safeguarding Board guidelines are adhered to by taking the following actions:

Training

The Local Authority runs safeguarding training for all schools and education staff on an annual basis and will help source additional training whenever requested. All DSCOs should renew their training every two years by attending the LA / Gwent Safeguarding Board training as a minimum.

Safeguarding training is available to all central staff and this will be refreshed every three years. The Local Authority will also provide safeguarding training twice a year for staff that have recently joined the Authority.

Advice

Please note the Education Service does not accept child protection referrals but they can offer advice and support. **If you have any concerns about a child's safety you should make a referral.**

- Advice can be sought from the statutory bodies. Safeguarding advice that is not urgent or non-referral related can also be sought from the Education Service.
- However this discussion should not delay any emergency action to protect a child. **The golden rule is if undecided or unsure make a Child Protection**





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Referral. If you are still in doubt or unhappy with any advice given then always make a referral.

- Making a referral will not necessarily initiate an investigation but will make those bodies (Police and Social Care) with the statutory responsibility for making such decisions aware of concerns. When determining whether a referral should be made you may need to find out some information e.g. the child's name, date of birth etc., the same information if available on the alleged perpetrator, what event happened – just the facts as reported by the child or the adult who witnessed the event.
- It is important that DSCOs or headteachers do not investigate the allegation to satisfy themselves an event actually has happened. This might prejudice any subsequent police investigation and could also warn a perpetrator that they have been detected. Where there is evidence immediately available e.g. a reliable witness that either confirms or contradicts an allegation then the Head teacher should take this into account when deciding if a referral should be made. Remember when in any doubt then you should make a referral.
- Allegations made against a professional member of staff are treated in exactly the same way as any other allegation. This area is never easy or indeed pleasant for anyone involved. Procedures are there to support staff, keep children safe and protect staff.
- Allegations made against a professional are usually more complicated and often quite different in nature with the possibility of suspension and/or disciplinary action taken by the school in consultation with the Local Authority. In all such cases advice should be taken from Torfaen Safeguarding Unit and a Senior Human Resources Officer.

Making a Referral

- In accordance with Gwent Safeguarding Board Guidance 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 Care or the police who have statutory duties and powers to investigate and intervene when necessary.





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- The Children Act 1989 defines abuse as when a child is suffering, or is likely to suffer 'significant harm'.
- In accordance with All Wales Child Protection Procedures 2008 verbal referrals should be followed up with written referrals within 48 hours using the Duty to Report Form – see Appendix 5. Referrals should be forwarded electronically to socialcarecalltorfaen@torfaen.gov.uk
- If you suspect that a child is being abused or neglected, or a child tells you that they are being abused, [contact 01495 762200 \(or 0800 328 4432 for out of office emergencies\)](tel:01495762200) and tell them it is a Child Protection referral. • [If the child is at immediate risk of harm, telephone the police.](#)

Abuse can take many forms:

Neglect

Physical abuse

Sexual abuse

Emotional abuse

Domestic abuse also has a detrimental effect on a child's well-being where a child is subject to **or** a witness to domestic violence then a child protection referral should be made.

Bullying

Our policy on anti-bullying is set out in our separate Anti-Bullying Policy and is reviewed annually by the governing body.

- When a concern is raised, Social Care will make enquiries, usually starting by visiting the child and the family. This is usually done with the police.
- If there are concerns that a visit to the family home would put the child at more risk of harm Social Care and sometimes the Police will first make enquiries of other professionals who might know the child and their family, e.g. the school, their health visitor or school nurse, their GP, a youth worker.





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- School staff should not carry out their own investigations into allegations. Schools should carefully and factually record what has been disclosed or any observations they have made that led to the referral being made.
- Where a child has made a disclosure the exact wording the child has used should be recorded. The child should not be re-interviewed by any member of staff - a child protection referral should be made.
- Schools must follow the All Wales Child protection procedures and should be familiar with them. A copy is in every school but the document, along with other useful documents, is also available at the following link:

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

This policy was last reviewed: March 2024

Signed: Headteacher *Sarah Roque*

Chair of Governors *Nicola Davies*

