



Safeguarding and Child Protection Policy

Name of School:	Barker's Lane
Date of Policy:	November 2024
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Date Adopted by Governing Body:	
Annual Review Date:	Autumn Term 2025 <i>or as soon as new policy available</i>
Signed: Chair of Governors	Date:
Signed: Headteacher	Date:

School Safeguarding Personnel and Contact Numbers

Child Protection & Safeguarding Governor	Mrs Pauline FitzHugh
Head Teacher	Mrs Chris Edwards
Child Protection Officer	Mrs Chris Edwards
Deputy Child Protection Officer	Mrs Liz Richardson
2 nd Deputy Child Protection Officer	Miss Joanne Taylor
LA Safeguarding Officer (LADO)	Rebecca Phillips 07435 654007 RebeccaC.Phillips@wrexham.gov.uk
WCBC SPOA	01978 292039 Out of hours: 0845 0533 116
ESW Duty	01978 295571

N. B. All staff should have access to this policy, which can be found on **Staff Noticeboard in the Shared Google Drive** or on the WCBC Education Website.

All current staff and any new appointments will sign a school held register to confirm that they have read and understood the contents. This register will be held securely within the school and will also confirm the date individual staff last received training.

School should also record all staff that have completed CP Level 1 training

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1. Description of School

Barker's Lane Community Primary School is located in Little Acton, a suburb of Wrexham. The social and economic background of pupils are relatively advantaged. In September 2023 the school had 242 pupils on roll which includes 31 part-time Nursery pupils. Around 5% of pupils are eligible for free school meals which is lower than LA and Wales averages.

The proportion of pupils with ALN is 2% under the new ALN Code (2021). The proportion of pupils who access TUP (targeted universal provision) is 9.5%. The proportion of pupils from ethnic backgrounds is around 4%.

Numbers of pupils on the Child Protection Register vary.

2. Description of Policy Formation and Consultation Process

This policy takes account of the following key documents:

- Welsh Government Circular: 158/2015 Keeping Learners Safe.
And other documents listed in Circular: 158/2015
- Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff. Replaces Section 10 of below document
- Welsh Government Circular: 002/2013 Disciplinary and Dismissal Procedures for School Based Staff
- Staffing of Maintained Schools (Wales) (Amendment) Regulations 2014
- Welsh Government Guidance 'Model' Safeguarding Policy
- Wales Safeguarding Procedures
- WCBC SPOA Process Leaflet 2018
- Social Services and Wellbeing Act 2014
- Children Act 1989 and 2004

The Local Authority has prepared this policy on the basis of a model provided by Denbighshire County Council. The original model was constructed following consultation with a wide range of partners and schools. The model was also presented to the Regional Safeguarding Children's Board and was accepted as a comprehensive model of good practice.

The WCBC Education Department has prepared this updated document as a model of good practice that reflects the systems and processes that operate within the Local Authority Area.

Mrs C Edwards, Headteacher submitted the first review and revision of this policy to the Governing Body on 02/11/2020 where it was approved and recorded within the minutes of the meeting. It has been reviewed annually.

3. Introduction

The safeguarding of children is of utmost importance at Barker’s Lane School. School should provide a secure and inclusive environment in which children and young people can flourish and grow. In order to achieve this, wide ranging measures have been put into place, by way of policies, as outlined in Section 17.

Child Protection work often involves uncertainty and ambiguity. However, the process that underpins the Child Protection Process is clear and must be adhered to. It is a fundamental principle that the protection of children from harm is the responsibility of **all individuals working with children**. Parents and the public rightly expect high standards from child protection workers in safeguarding children but achieving them is challenging for practitioners working in this field.

Wrexham County Borough Council and the Governing Body of Barker’s Lane School fully recognise the paramount importance of Child Protection and Safeguarding. The aim of this policy is to reduce the risk of harm to children in our school and to ensure their health and wellbeing.

The terms ‘child protection’ and ‘safeguarding’ mean different things to different people and it is for this reason that Welsh Government have defined the terms which can be viewed in **Appendix A**.

The School Safeguarding Leadership Structure is as follows:

Governing Body	Strategic overview
Head Teacher	Overall Leadership
Designated Safeguarding Person	Management and Administration
All Staff	Responsibility to <u>record and report</u> child protection concerns.

At Barker’s Lane, the Headteacher is also the Designated Safeguarding Person.

There are three main elements specifically with regard to the safeguarding of children:

- Prevention through the teaching and pastoral support offered to pupils.
- Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children, school staff are well placed to observe the outwards signs of abuse.
- Support to pupils who may have been the victims of abuse.

This policy applies to all Governors, Staff and Volunteers working in the school, Teachers, Teaching Assistants, Mid-day Supervisors, Caretakers, Secretaries, and Office Staff all of whom could be the first point of disclosure for a child.

As well as applying to the list of people set out above, it imposes personal obligations upon them.

All staff MUST record and report any child protection issues, concerns or suspicions to the Designated Safeguarding Person, as soon as it is identified and practically possible, and to Children’s Services SPOA 01978 292039 if this is outside of school.

This report of any incident or concern should not be delayed if CP staff are not available. A Deputy or named person must be available in school at all times during the school day.

4. Local Authority Safeguarding Obligations

A Local Authority shall make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children. [Section 175 Education Act 2002].

The Local Authority will:

- Monitor compliance with the Wales Safeguarding Procedures.
- Ensure advice, guidance and training is available as required.

5. School Safeguarding Obligations

5.1. The Governing Body:

- Ensure the school has effective policies and procedures in place to deal with child protection and safeguarding matters.
- Ensure the school follows safe recruitment processes.
- Ensure the school has effective policies and procedures in place to deal with allegations of abuse against members of staff.
- Monitor compliance with those policies and procedures.
- Ensure any deficiencies in relation to child protection arrangements are brought to its attention and remedied without delay.
- Ensure all staff undertake the appropriate training commensurate with their grade, in accordance with the LA's training strategy
- Ensure that a member of the Governing Body is nominated for liaising with the LA and other agencies as appropriate, in the event of allegations of abuse being made against the Head teacher.
- Review its policies and procedures annually.

5.2. The Head Teacher:

- Ensure that there is a designated senior member of staff, who has undertaken the appropriate and enhanced training required of the Designated Safeguarding Person (DSP) role. The name of the DSP and Deputy DSPs will be clearly displayed around the school.

- Ensure that a named DSP is always on site at the school or that appropriate arrangements are in place to ensure any Safeguarding/Child Protection issues are dealt with by a trained and named DSP.
- Ensure that the matter is referred in a timely fashion on the day of the concern being raised within the school especially if there is the possibility of a child returning home before the matter has been referred or resolved.
- Work closely with the DSP and the Designated Governor for Safeguarding / Child Protection, who will oversee the school's safeguarding policy and practice.
- Work with all members of the Governing Body to understand and fulfil all responsibilities.
- Recognise the importance of the role of the DSP and arrange support and training. The DSP within the school is a key figure and will be provided with additional, enhanced and refresher training in accordance with the Local Authority Training Strategy
- The Head teacher will have read and fully understood the Welsh Government Guidance: Keeping Learners Safe 2022.
- Ensure every member of staff and every governor knows:
 - the name of the DSP and their role,
 - the name of the designated Governor for Safeguarding/Child Protection,
 - that they have individual responsibility for referring child protection concerns to the DSP within the agreed timescales,
 - that they have individual responsibility to take forward concerns to a Deputy DSP if the DSP is unavailable,
 - that they have a duty to follow up concerns and make referrals if necessary.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may report abuse.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure and other such documents/leaflets.
- Provide mandatory training for all staff so that they know:
 - their personal responsibility,
 - the agreed school procedures,
 - the need to be vigilant in identifying cases of abuse,

- how to support the child who tells of abuse.
- **Appendix B** provides the definitions of abuse/neglect/significant harm
- **Appendix C** provides the indicators of abuse/neglect/harm
- **Appendix D** provides advice on staff responsibilities - what to do?
- **Appendix E** provides advice on steps to take where a child is to be spoken to ascertain whether a child protection concern exists
- **Appendix F** provides advice on steps to take when meeting with a young person to ascertain whether the SHB protocol applies or a sexual relationship present a risk of harm to them
- Ensure that notification is sent to the LADO **and** the appropriate local Social Services Single Point of Access for Children (SPOA Tel 292039) if the school:
 - should have to exclude a pupil on the child protection register, either for a fixed term or permanently,
 - should have to exclude a pupil who is a 'Looked After Child (LAC), either for a fixed term or permanently,
 - if there is an unexplained absence of a pupil on the child protection register (following consultation with the ESW)
- Establish and maintain effective links with relevant agencies and schools as required with particular focus on child protection matters.
- To attend or ensure school are represented at initial review and case conferences, core groups. To also ensure the submission of written reports to the conferences. Schools should attend the above meetings and must not delegate this involvement after the initial case conference i.e. schools must take part in all future meetings about a specific child after committing to attending core group meetings. *In school holidays, the school will inform the ESW if a representative from school can not attend.*
- Ensure written records are kept of concern about children (noting the date, event, persons present during discussions, action taken, the reasons any decisions were taken) Appendix **D**.
- Ensure all records are kept secure. **All records are logged on My Concern.**
- Adhere to the procedure set out in the Welsh Assembly Government guidance circular when an allegation is made against a member of staff Welsh Government Circular: 002/2013 - Disciplinary and Dismissal Procedures for School Staff and Welsh Government Circular: 009/2014 - (Handling allegations of abuse against teachers and other staff) linking to Part 5 of The Wales Safeguarding Procedures.
- Ensure that the recruitment and selection procedures are made in accordance with Welsh Government Circular: 158/2015 Chapter 5.

- Ensure that an up to date register is maintained to confirm the date that all staff received Child Protection/Safeguarding training. (All staff should receive refresher training within 3 years of the original training).

5.3. The Designated Safeguarding Person:

- Undertake the appropriate and enhanced training required of this role, as per the LA training strategy
- Be on the school site, or ensure that appropriate arrangements are in place in their absence, to ensure any safeguarding/child protection issues are dealt with by a trained and named Deputy DSP.
- Refer the matter on the day of the concern being raised to them and in good time to enable Children's Service to respond before the end of the school day.
- Work closely with all staff to oversee the school's safeguarding/child protection policy and practice.
- Work with all members of the Governing Body to understand and fulfil the school's responsibilities.
- Notify the Head Teacher and Governors of any non-compliance with the procedure or further training requirements.
- Be alert to signs of abuse. Know how to respond to a pupil who may tell of abuse and know how to respond to a pupil who may disclose abuse.
- Upon receipt of Notification, ensure notification is also sent to the local Social Services Single Point of Access for Children (01978 292039) if the school:
 - should have to exclude a pupil on the child protection register, either for a fixed term or permanently,
 - should have to exclude a pupil who is a 'Looked After Child (LAC), either for a fixed term or permanently,
 - if there is an unexplained absence of a pupil on the child protection register.
- Establish and maintain effective links with relevant agencies and schools as required.
- Focus on child protection matters, including attendance at initial review and case conferences, core groups and the submission of written reports to the conferences. Schools will attend the above meetings and must not delegate this involvement after the initial case conference i.e. schools must attend all future meetings about a specific child after committing to attending core group meetings. *In school holidays, the school will inform the ESW if a representative from school can not attend.*
- Ensure written records are kept of concern about children (noting the date, event, persons present during discussions, action taken, the reasons any decisions were taken including, if the

decision is not to report), even where there is no need to refer the matter to social services immediately **Appendix D**.

- Ensure all records are kept secure. **All records are logged on My Concern.**
- Adhere to the procedure set out in the Welsh Assembly Government guidance circular when an allegation is made against a member of staff Welsh Government Circular: 002/2013 - Disciplinary and Dismissal Procedures for School Staff and Welsh Government Circular: 009/2014 - (Handling allegations of abuse against teachers and other staff) linking to Part 5 of The Wales Safeguarding Procedures.
- Ensure that the recruitment and selection procedures are made in accordance with Welsh Government Circular: 158/2015 Chapter 5.
- The DSP will have read and fully understood the Welsh Government Guidance: Keeping Learners Safe 2022

5.4. All staff:

- All Staff **MUST** record and report any safeguarding / child protection issues, concerns or suspicions to the DSP as soon it is identified and practically possible. **This is not a matter of individual choice**. There is a duty to record and report your concerns **without delay** once the allegation/concern has been raised.
- Understand that safeguarding is **EVERYBODYS RESPONSIBILITY**. Every individual must recognise their role and responsibilities to safeguard and promote the welfare/wellbeing of children.
- Be familiar with and follow the school's procedures and protocols for safeguarding and promoting the welfare of children and know who to contact in the school to express concerns about a child's welfare.
- Be alert to indicators of abuse, neglect and exploitation which may occur within the family home or in the wider community.
- Have access to and comply with the Wales Safeguarding Procedures available electronically on through your App Store on your smartphone or at <https://safeguarding.wales/>.
- Understand the principles and practice contained in Keeping Learner's Safe 2022 and Social Services and Well-being Act 2014.
- Have received child protection training to a level commensurate with their role and responsibilities.
- Know when and how to refer any concerns about child abuse and neglect to social services or the police.
- Know that a child, parent, caregiver, relative or member of the public who expresses concerns about a child's welfare to a professional and / or agency employee must never be

asked to make a self-referral to social services or the police. The professional and/or agency employee must make the referral.

- Know that if any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to social services or the police, who have statutory duties and powers to make enquiries and intervene when necessary

In addition to their duty and responsibility to make referrals, there are other ways in which everyone who works with children and families can contribute to the safeguarding of children and the child protection process:

- Treat the child's welfare as paramount.
- Be alert and aware of the risks which individual abusers or potential abusers may pose to children.
- Recognise when a parent or carer has compromised parenting capacity. Such problems which may affect their capacity to provide effective and appropriate care, or which may mean they pose a risk of harm to a child. Such parents may need to be supported in accordance with the Social Services and Wellbeing Act 2014.
- Be aware of the impact and effects of abuse and neglect on children.
- Have an understanding of the Framework for Assessment of Children in Need and their Families and the support available from TAC.
- Share and help to analyse information so that an informed assessment can be made of the child's needs and circumstances.
- Contribute as required to provide help or a specific service to the child or a member of their family as part of an agreed plan and contribute to the reviewing of a child's progress.
- Contribute as necessary at all stages of the child protection process.
- Contribute to regularly reviewing the outcomes for the child against specific shared objectives. This will include school Pastoral Support Planning (PSP).
- Work co-operatively with the parents unless this is inconsistent with the need to ensure the child's safety and wellbeing.
- Be committed to fully co-operating with all other agencies in the interests of safeguarding children.

The partner agencies listed in the Social Services and Wellbeing Act 2014 share statutory responsibility for safeguarding and promoting the welfare of children and there is a duty placed on all professionals working for those agencies to report concerns.

This is not a matter for individual choice

The suspected abuse of a child must be reported to Social Services SPOA (295505 / 202039) or the Police. These are the agencies, together with the NSPCC, with statutory powers to investigate suspected abuse.

Agencies **must not undertake** their own internal child protection enquiries and must refer their concerns. If the concern involves a member of staff, please see Section 12 of this policy.

6. Prevention

Under the Social Service and Wellbeing Act 2014 schools have a duty to identify early the needs of all children/young people with the purpose of prevention and protection. Concerns should be discussed with the ESW on duty on 01978 295505.

We recognise that good self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children. The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure that they know all adults in the school who can be approached if they are worried or in difficulty
- include in the curriculum activities and opportunities for health and wellbeing and RSE which equip children with the skills they need to stay safe from abuse and to know who to turn to for help

School should also be aware of the services available to their pupils in the form of counselling via The Info Shop or support from dedicated services such as Youth Work in Education and Youth Justice Prevention Support.

7. Procedures

School will comply with the Wales Safeguarding Procedures that have been endorsed by the Local Safeguarding Children Board. An electronic copy of the Wales Safeguarding Procedures may be viewed via searching Wales Safeguarding Procedures on your App Store or visit <https://safeguarding.wales/>.

We will consider the safeguarding responsibilities in specific circumstances outlined in the Wales Safeguarding Procedures and practice guidance from Welsh Government:

- Keeping Learners Safe – available at: <https://gov.wales/keeping-learners-safe>.
- Female Genital Mutilation – available at: <https://gov.wales/female-genital-mutilation-guidance-professionals>

- Handling allegations of abuse against teachers and staff – available at: <https://gov.wales/sharing-information-safeguard-children> and Section 5 of the Wales Safeguarding procedures.
- Safeguarding Children at risk of abuse or neglect – available at: <https://gov.wales/safeguarding-children-risk-abuse-or-neglect>.
- Information sharing to safeguard children – available at: <https://gov.wales/sharing-information-safeguard-children>.
- Safe and Effective Intervention: Use of reasonable force and searching for weapons – available at: <https://gov.wales/safe-and-effective-intervention-guidance-schools-and-local-authorities>.
- Responding to issues of self-harm and thoughts of suicide in young people – available at: <https://gov.wales/responding-issues-self-harm-and-thoughts-suicide-young-people>.
- Keeping Young Performers Safe: Performance Licences for children available at: <https://gov.wales/keeping-young-performers-safe-performance-licences-children>.

It is essential that staff and governors are aware of the following individual Wales Safeguarding Procedures All Wales Practice Guides:

- Safeguarding Children from Child Criminal Exploitation (CCE).
- Safeguarding children from harmful practices related to tradition, culture, religion or superstition.
- Safeguarding children who may be trafficked
- Safeguarding children affected by Domestic Abuse.
- Safeguarding children from child neglect.
- Safeguarding children from Online Abuse.
- Safeguarding children where there are concerns about Harmful Sexual Behaviour.
- Safeguarding children who are home educated.
- Safeguarding children who go missing from home or care.
- Safeguarding Children from Child Sexual Exploitation (CSE).
- All Wales Flowchart for practitioners when dealing with a Disclosure of concern identified of Forced Marriage.
- Revised Home Office “Prevent Duty” Guidance for England and Wales.

- The Modern Slavery Act 2015 was introduced to criminalise slavery, forced servitude and human trafficking in the UK.

Safeguarding Modern Slavery- Schools have a duty to:

To protect children (and adults in their area) who may be experiencing, or at risk of abuse, neglect and other kinds of harm and;

To prevent children (and adults in their area) from becoming at risk of abuse, neglect and other kinds of harm.

Professionals Strategy Meeting

The purpose of a strategy meeting is to share and discuss in detail all the information held by school regarding the nature of your concerns and sharing views and concerns about service support with a family.

Please note: This use of a strategy meeting is not a replacement to making appropriate referrals to children's services on a child.

This process is to address cases where evidence exists where better working together across services could address the concerns raised by school.

The strategy called by school could potentially reduce the amount of time and resources used by contacting individual agencies for advice and support and updates on a pupil, by providing a coherent plan that school, agencies and family can agree upon in the best interests of the child.

8. Support

Under the Social Service and Wellbeing Act 2014 schools have a well-being duty to promote the well-being of people who need care and support. Relevant partners which include school staff have a duty to report to the Local Authority if it has reasonable cause to suspect that a child is at risk.

Children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame and be deeply affected.

The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation with liaison and support from the appropriate commissioned services.
- The school ethos will promote a positive, supportive and secure environment and give pupils a sense of being valued.

- The schools behaviour policy is aimed at supporting vulnerable pupils in school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth.
- The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse that has occurred.
- The liaison with other relevant agencies. This could include but is not limited to Social Services and other support agencies such as Child and Adolescent Mental Health Service, Educational Psychology Service, Behaviour Support Services, Education Social Work Service, Youth Work in Education, Youth Justice Service and Advocacy Services (Info Shop.)
- The keeping records and notifying Social Services as soon as there is a concern.

9. Transfer of Safeguarding information to a new school or Local Authority.

When a pupil on the Child Protection register leaves the school, the school will transfer information to the new school immediately and inform the Safeguarding Officer and allocated Social Worker in Social Services.

Any safeguarding file on a child must be shared **separately** to the child school file to ensure confidentiality and mark the safeguarding file for the attention of the Head Teacher of the new school.

The Wales Accord on the Sharing of Personal Information (WASPI) link outlines organisational responsibilities in relation to the sharing of sensitive information. www.waspi.org/

10. Children with Additional Learning Needs

Statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with varying disabilities, sensory impairment and/or emotional and behaviour problems will be particularly sensitive to signs of abuse.

School staff need to have a high level of awareness with children who have ALN and promote a culture where children are able to make their wishes and feelings known in respect of their care and treatment.

Making sure all children with ALN know how to raise concerns if they are worried or angry about something and giving them access to a range of adults with whom they can communicate. Children with communication difficulties should have available to them at all times a means of being heard.

Children with ALN who are interviewed as part of any safeguarding investigation should be allowed to express their views as to who will be the appropriate adult in an interview situation. Advice must be sought from Social Services SPOA (295505) in relation to the appropriate involvement of family or school staff in the attendance of any interview with the child or young person.

11. Supporting Staff

Staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation upsetting and/or professionally and morally difficult. Staff should be supported - by providing an opportunity and the time to talk through their anxieties either with their supervisor who may consider further support from the school DSPr, Local Authority Designated Officer (LADO) and/or the Occupational Health Department.

Section 5 of this policy provides other examples of the support the school will provide.

The professional supervision of the DSP would be the responsibility of the school. However the Local Authority can help to facilitate specific networking support through school when requested.

12. Allegations made against Members of Staff

The school will follow the Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff.

The Head Teacher and DSP will ensure that they are fully aware of the relevant legislation and guidance in relation to procedures required when an allegation is made against a professional and in particular:

- Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff
- Welsh Government Guidance: Circular No: 002/2013 - Disciplinary and Dismissal Procedures for School Staff
- HR FACT SHEET - Managing Child Protection and Sensitive HR Issues
- Education Workforce Council (EWC) Code of Conduct.
- Part 5 of The Wales Safeguarding Measures
- Keeping Learners Safe 2022

The above guidance may be found on www.wales.gov.uk.

Advice and guidance is also available from the LADO and SPOA.

All staff must ensure that any allegation regarding an adult who is working with children is reported immediately to the Head Teacher. This will include all school staff, volunteers, governors, occasional workers or contractors and those staff who are not on the school site but come into contact with children i.e. those who transport children to/from school, school crossing patrols etc.

Allegations against members of staff should be brought immediately to the attention of the Head Teacher (the Chair of Governors, Chief Officer for Education or LADO if the allegation is against the Head Teacher). For ease of reference in this document this person will be known as the 'Case Manager'.

The Head Teacher (or Chair of Governors in the case of a Head Teacher) as the Case Manager, has overall responsibility for any safeguarding allegation.

In the first instance the Case Manager should immediately discuss the allegation with the SPOA and the Local Authority Education Safeguarding Officer (LADO) within Education (who will also support the school with how to adhere to the Welsh Government guidance listed above). The Local Authority Education Safeguarding Officer should be informed of **all** allegations that come to a school's attention and appear to meet the criteria set out above.

Governing Bodies are responsible for dealing with staff disciplinary matters in all maintained schools and should refer to Welsh Government Guidance: Circular No: 002/2013 - Disciplinary and Dismissal Procedures for School Staff.

(<http://wales.gov.uk/topics/educationandskills/publications/guidance/staffdisciplinary-and-dismissal/?lang=en>) and Welsh Government Circular: 009/2014

<http://learning.wales.gov.uk/docs/learningwales/publications/140410safeguarding-children-in-education-en.pdf>

13. Safer Recruitment

The school will adhere to the Welsh Government Circular: 158/2015 Keeping Learners Safe/Chapter 5 (This document replaces Welsh Government Circular: 34/02 Preventing Unsuitable People from Working with Children.) All members of staff, volunteers and governors will be required to hold an up to date Disclosure and Barring Service (DBS) disclosure certificate. The school will maintain a record of all staff DBS disclosure dates and ensure that renewals are timely.

A written log of all daily supply staff, volunteers and contractors will be kept clearly listing where the DBS disclosure is available or a risk assessment will be formulated in lieu of an available DBS disclosure.

The Head Teacher retains responsibility for ensuring that all persons attending the school site are appropriately risk assessed in circumstances where DBS disclosures are unavailable.

The school will also adhere to safer recruitment practices with regard to publicity materials, recruitment websites, advertisements, candidate information packs, person specifications, job descriptions, competency frameworks, interviews and induction training.

The school will adhere to the Local Authority Recruitment Procedures and the Welsh Government Safer Recruitment Guidance.

14. School Site Security

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

All daily visitors to the school site are required to book in and out of school premises. A record of the company for whom they work and the reason for the visit is kept by the school office. As a daily contractor is unlikely to have a DBS disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment will be undertaken by the school, which clearly lists the control measures employed by the school to safeguard the children.

15. N W Safeguarding Children Board (NWSCB)

North Wales Safeguarding Children's Board (NWSCB) is a statutory body which co-ordinates, monitors and challenges its partner agencies in safeguarding children in North Wales. The objectives of the NWSCB are to PROTECT children in its area who are experiencing or at risk of abuse, neglect or other kinds of harm and PREVENT children who are experiencing or at risk of experiencing abuse, neglect or other kind of harm.

Wrexham Council is a statutory partner of this Board with representatives from both Education and Social Care departments.

Schools should be aware of the work of the Safeguarding Board. Each school should be updated through subscribing to the NWSCB's website (www.northwalessafeguardingboard.wales) and its [bulletins](#). Schools are encouraged to attend events and training by the NWSCB. Virtual Training is also offered by NWSCB.

Schools may need to be involved in the Child Practice Review process. Schools will work closely with Education and Children Services in such circumstances to ensure that requests for information and documentation is responded to timely. School may also need to attend Learning Events during a review process. School staff will receive support and guidance from Education and Children's Services in order to participate fully in these events.

The NWSCB strategic plan for 2023-2024 is available at: <https://www.northwalessafeguardingboard.wales/wp-content/uploads/2023/03/NWSCB-Annual-Plan-2023-24-Final.pdf>

16. Equality and Diversity

The school is committed to ensuring that all children and young people gain maximum benefit from their education regardless of ethnic origin, sex, age, sexual orientation, disability, religious belief or non-belief, use of BSL or other languages, nationality, responsibility for dependents or any other reason which cannot be shown to be justified.

In order to make sensitive and well informed professional judgments about a child's needs and a parent's capacity to respond to their child's needs, it is important that school staff will be sensitive to differing family patterns, and lifestyles and to child rearing patterns that vary across different racial, ethnic and cultural groups.

17. Confidentiality & Information Sharing

The school recognises that all matters relating to child protection and safeguarding are confidential, however there is a balance between child protection and the right to privacy, as outlined below.

The Head Teacher and/or the Child Protection Officer will disclose any information about a pupil to other members of staff on a need-to-know basis only. There is a professional responsibility to share information with other agencies in order to safeguard children.

Staff will understand that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.

In order to make soundly based decisions there is a need to understand the general principles of sharing information identifiable to a child and/or young persons or their parents/carers. The safety and welfare of a child or young person must be the first consideration when making decisions about sharing information about them.

There must be a legal basis for sharing information and a legitimate purpose for doing so. When dealing with confidential information we will need to be satisfied that there is either:

- a statutory obligation to disclose
- expressed or implied consent from the persons involved or
- an overriding public interest in disclosing information

The GDPR Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

Until the development of inter-agency information-sharing protocols all staff will seek advice from the Child Protection Officer and/or the Head Teacher with regard to the sharing of any information.

The Head Teacher and Child Protection Officer will be fully aware of the guidance surrounding the Data Protection Act and the guidance surrounding the sharing of information:

- Wales Accord on the Sharing of Public Information (WASPI) framework www.waspi.org/
- Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children

For ease of reference the Seven Golden Rules for Information Sharing are **Appendix F**.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417696/Archived-information_sharing_guidance_for_practitioners_and_managers.pdf

NOTE: that the 7 golden rules are taken from the gov.uk web site and covers the information contained in the Welsh Government WASPI information

18. Related Policies

It is a term of this policy that these documents are read and complied with

It is also a term of this policy that risk assessments are documented and securely stored in relation to any activities or persons as required in the following policies

18.1. School Policies

- Behaviour
- Anti-Bullying

- Positive Handling
- Health & Safety
- Online Safety
- Healthcare Needs
- Equality of Opportunities
- Whistleblowing
- Dignity at Work

18.2. Local Authority

- WCBC Recruitment and Selection Procedure (which includes safer recruitment practices) covering new starters, contractors and volunteers.
- Common Attendance Policy/Procedure
- Whistle Blowing Policy

18.3. National

- Welsh Government Circular: 283/2022 Keeping Learners Safe
- Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff. Replaces Section 10 of below document
- Welsh Government Circular: 002/2013 Disciplinary and Dismissal Procedures for School Based Staff
- Welsh Government Guidance 'Model' Safeguarding Policy
- Wales Safeguarding Procedures
- Information Sharing and Data Protection - WASPI Framework and North Wales Inter-Agency Information Sharing Protocol for the Assessment of Children in Need & Children in Need of Child Protection 2014 www.waspi.org/
- Department of Education - Keeping Children Safe in Education - Statutory Guidance for Schools April 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417715/Archived-Keeping_children_safe_in_education.pdf
- Teaching Drama: Guidance on Safeguarding Children and Child Protection for Managers and Drama Teachers Circular 23/2006
- The following legislation is covered in Welsh Government Circular: 158/2015
 - Section 175 Education Act 2002
 - Common Law Duty of Care
 - Children Act 1989
 - Children Act 2004
 - Equality Act 2010
 - Social Services & Well-being (Wales) Act 2014

Safeguarding Children: Working together under Children Act 2004 Children's Rights Framework

United Nations Convention of the Rights of the Child (UNCRC)

Rights of Children and Young Persons (Wales) Measure 2011

Gender-based violence, Domestic Abuse and Sexual Violence (Wales) Bill

19. Compliance with this Policy

All staff must read and understand the contents of this policy, the appendices, and related policies outlined in this policy.

Any new staff must comply with the same at the very earliest opportunity.

20. Appendix A: Definitions of Safeguarding

Definition of Safeguarding

Safeguarding means preventing and protecting children and adults at risk from abuse or neglect and educating those around them to recognise the signs and dangers.

Wales Safeguarding Procedures.

21. Appendix B: Definitions of Abuse

(Taken from Wales Safeguarding Procedures)

This describes physical, sexual, psychological, emotional or financial abuse (and includes abuse taking place in any setting, whether in a private dwelling, an institution or any other place).

Neglect

This means a failure to meet a person's basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person's well-being (for example, an impairment of the person's health).

Physical Abuse

Physical abuse means deliberately hurting a child or young person. It includes: physical restraint; such as being tied to a bed, locked in a room inflicting burns cutting, slapping, punching, kicking, biting or choking stabbing or shooting withholding food or medical attention drugging denying sleep inflicting pain shaking or hitting babies fabricating or inducing illness (FII).

Emotional Abuse

Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are often suffering another type of abuse or neglect at the same time.

Emotional abuse includes: humiliating or constantly criticising a child threatening, shouting at a child or calling them names making the child the subject of jokes, or using sarcasm to hurt a child blaming, scapegoating making a child perform degrading acts not recognising a child's own individuality, trying to control their lives pushing a child too hard or not recognising their limitations exposing a child to distressing events or interactions such as domestic abuse or drug taking failing to promote a child's social development not allowing them to have friends persistently ignoring them being absent manipulating a child never saying anything kind, expressing positive feelings or congratulating a child on successes never showing any emotions in interactions with a child, also known as emotional neglect.

Sexual Abuse

There are 2 different types of child sexual abuse. These are called contact abuse and non-contact abuse. Contact abuse involves: touching activities where an abuser makes physical contact with a child, including penetration. It includes: sexual touching of any part of the body whether the child's wearing clothes or not rape or penetration by putting an object or body part inside a child's mouth, vagina or anus forcing or encouraging a child to take part in sexual activity making a child take their clothes off, touch someone else's genitals or masturbate. Non-contact abuse involves: non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes encouraging a child to watch or hear sexual acts not taking proper measures to prevent a child being exposed to sexual activities by others meeting a child following sexual grooming with the intent of abusing them online abuse including making, viewing or distributing child abuse images allowing someone else to make, view or distribute child abuse images showing pornography to a child sexually exploiting a child for money, power or status (child exploitation)

Neglect

This means a failure to meet a person's basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person's well-being (for example, an impairment of the person's health).

Financial

Financial abuse includes theft, fraud, pressure about money, misuse of money.

22. Appendix C: Indicators of Harm

Indicators of Harm

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

Indicators in the Child

Bruising - It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

Bruising in or around the mouth

Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)

Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas

Variation in colour possibly indicating injuries caused at different times

The outline of an object used, e.g. belt marks, hand prints or a hair brush

Linear bruising at any site, particularly on the buttocks, back or face

Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting

Bruising around the face

Grasp marks to the upper arms, forearms or leg

Petechae haemorrhages (pinpoint blood spots under the skin), commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures - Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

The history provided is vague, non-existent or inconsistent

There are associated old fractures

Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry, and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries - Tears to the frenulum (tissue attaching upper lip to gum) often indicates force-feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning - Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness - Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non-organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self-esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks - Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds - It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious, e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid. Old scars indicating previous burns/scalds, which did not have

appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars - A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators in the Parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault
- Parent/carer may be over-involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much-needed break, nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes

Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault or a culture of physical chastisement

2 Emotional Abuse

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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. 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 (including cyber-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.

Indicators in the Child

- Developmental delay
- Abnormal attachment between a child and parent/carer, e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends

- Depression, withdrawal
- Behavioural problems, e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Indicators in the Child

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child, e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child, e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the Family/Environment

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

3 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. 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, clothing and 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 caregivers); or
- ensure access to appropriate medical care or treatment
- may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the Child - Physical Presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite

- Dry, sparse hair
- Recurrent/untreated infections or skin conditions, e.g. eczema or persistent head lice, scabies, diarrhoea
- Unmanaged/untreated health or medical conditions, including poor dental health
- Frequent accidents or injuries

Indicators in the Child - Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialisation

Indicators in the Child - Emotional/Behavioural Presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self-esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the Parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child, e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs, e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs, e.g. poor dental health, failure to attend or keep appointments with health visitor, GP or hospital, lack of GP registration, failure to seek or comply with appropriate medical treatment, failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators in the Family/Environment

- History of neglect in the family

- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings Family has a past history of childhood abuse, selfharm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

4. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

Activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the Child - Physical Presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Indicators in the Child - Emotional/Behavioural Presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

- Self-harm, e.g. eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention or concentration (in a world of their own)
- Sudden changes in school work habits, become a truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours, e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

Indicators in the Parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators in the Family/Environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Family member is a sex offender

23. Appendix D: when a child discloses about another child

A child may decide to disclose to a practitioner that they;

- Have been subject to harm, abuse or neglect;
- Are aware of another child who may or is being abused.

It is important to recognise that children may 'tell':

- Verbally
- Through play
- Through their behaviour.

The way in which the practitioner responds to these initial disclosures determines whether the child continues to describe what has happened to them or shuts down and retracts anything they may already have said.

As these accounts can prove crucial in legal proceedings the way in which practitioners manage them is important.

It is essential to:

- Keep the child at risk safe; safeguarding is paramount;
- Ask all the normal questions you would ask to determine if there is a safeguarding risk such as:
 - What's happened?
 - When did it happen?
 - Where did it happen?
 - How did it happen?
 - Who did it?
- Listen and observe;
- it is vitally important that as soon as possible the practitioner records what has been said to them as this may be the first and only account available to the police;
- Keep an open mind about what you see and hear.
- Explain to the child any actions to be taken in a way that is appropriate to their age and understanding;
- Do not promise to keep what you have been told secret or confidential as practitioners have a duty to disclose information to social services and in some cases the police;
- Remember reporting concerns is not a betrayal of trust.

Reporting concerns

- Immediately to your line manager and/or the designated safeguarding person (DSP) seeking advice and if not available contact social services.
- Ensure that the concerns are reported immediately to the local social services:
- Do not delay;
- Do not confront the alleged abuser;
- Do not worry that you may be mistaken. Practitioners will always be taken seriously by social services. It is better to discuss the disclosure with somebody with the experience and responsibility to make a decision than take no action.

Recording concerns

- Record, as soon as you can and no later than 24 hours following the disclosure, what you have been told:
- Use the exact words the child used;
- Describe the circumstances in which the disclosure happened; the setting and anyone else who was present;
- Be aware that the report may be required for legal action or disciplinary procedure so be sure to separate fact from opinion;
- Make a note of the date, time, place and people who were present when the disclosure took place.

REVIEW

Factual observations to include child's comments verbatim:

Child's Comments

What did they actually say, quote their words, do not put asterisk instead of swear words or difficult words. Use actual words if you can remember or state that they were similar words used and that you are being approximate

Situation and Task

Where was the incident, what was the child supposed to be doing, was this usual task/situation for the child to be in, was this something that the child would not have experienced before. Were clear instructions given?

Others present

How many other children were present, were any involved, what was their contribution to the incident?

Environmental Factors

Was there anything about the child's physical surroundings that affected their behaviour?

Other adults present

Do you need to cross-reference your account of the incident with anyone else's?

Adult's Comments

What words were actually spoken to the child at the end of the incident/event?

Written Record

Record the Time, Day and Place of the incident, any disclosure and the time that the notes were made. Recordings must be:

- | | |
|---------|--|
| Timely | As soon as possible and within the same working day and if a child protection concern or referral as soon as practicably possible. |
| Factual | Do not record your opinion - imagine that you are a video camera watching the incident and write a narrative that is descriptive but not over complicated. |

Event/Incident Conclusion

How did the matter end, what was the child's behaviour like at the end of and after the incident? Describe your follow up actions e.g. informed the Child Protection Officer and provide him/her with my notes of the incident. Where appropriate, provide a rationale for your decision.

Note: Not all items above will be relevant for all recordings, just be mindful of the headings and record information that is available, do not feel compelled to 'tick every box'

24. Appendix E: Steps to take where a child is to be spoken with to ascertain whether a child protection concern exists

Subject to any expressions of opinion by the Welsh Government in revised guidance, Child Protection Officers are advised to take the following steps where a child is to be spoken to in order to ascertain whether a child protection concern exists:

1. The child should be offered the opportunity to have support from an adult of their choice at the meeting (“The Accompanying Adult” or “AA”), whether it is a member of school staff or a parent or other relative.
2. The child’s wish should normally be respected if it is practicable to comply with it (or unless the adult named is involved in some way in the concern being investigated). If it is not feasible to have that adult present, the child should be invited to nominate another adult. If the child does not feel able to make a choice, the COP should suggest someone appropriate.
3. As stated above, the AA should be told of the purpose of the meeting in advance and be given a chance to discuss matters with the pupil. The AA should make it clear that he/she is there to support and advise the pupil, but should not promise that discussions between the pupil and him/her will be kept confidential, as there may be situations in which the AA is told matters that must be made known to the CPS, social services or the police.
4. The AA should be made aware that he/she should not hesitate to intervene on behalf of the pupil if any aspect of the meeting is considered inappropriate.
5. The AA should speak to the pupil after the meeting to seek to provide reassurance and support.

-

25. Appendix F: Steps to take when meeting with a young person to ascertain whether the SHB protocol applies or a sexual relationship present a risk of harm to them

Subject to any expressions of opinion by the Welsh Government in revised guidance, DSPs are advised to take the following steps when speaking to a young person in a safeguarding and child protection context:

1. Consideration needs to be given as to whether the meeting is appropriate under the applicable guidance and what its objective is.
2. Consideration needs to be given to whether the pupil is likely to be vulnerable and any particular support needs identified.
3. The number and identity of adults present at the meeting should be considered, and consideration given to whether their presence is necessary
4. Consideration should be given to ensuring that the location of the meeting ensures sufficient privacy and confidentiality.
5. Before the meeting starts, the pupil and any Accompanying Adult should be informed of the purpose of the meeting and the pupil given an opportunity to speak to an Accompanying Adult before the meeting starts. The pupil should be told that he/she can speak to the Accompanying Adult at any time.
6. The pupil should be asked about matters in a sensitive way and invited to give an account. They should not be put under any pressure to do so.
7. If at any stage it becomes clear that a formal referral to social services or the police needs to be made, the meeting must stop.
8. Advice may need to be given to the pupil about how to conduct themselves in the future. Such advice should be given in a sensitive non-judgmental way.
9. The meeting should conclude with reassurance being given to the pupil.

A full record should be made by the DSP of the meeting.

27. Appendix G Information Sharing

7 Golden Rules for Information Sharing

1. Remember that the GDPR Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family, where appropriate) from the outset about why, what, how and with whom information will or could be shared, and seek their agreement unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and where possible respect the wishes of those who do not consent to share confidential information. You may still share the information without consent if in your judgement that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: Base your information-sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share then record what you have shared, with whom and for what purpose.

31. Appendix H: What is Safeguarding –Primary

WHAT IS SAFEGUARDING?

Keeping YOU safe and happy

Hurt **Worried**

Family life **School work**

Sad **Tests** **FRIENDS**

Cyber-bullying

Going away from home **Going to a new school**

Secrets **Frightened** **Home**

Upset **Confused** **Bullying**

ChildLine
0800 1111

Worry box
Don't forget YOU can also post your worries

“School.....here to protect you!”

Designed by and with thanks to pupils from – Christchurch School, St Asaph VP School, Ysgol Betws GG, Ysgol Bro Cinmeirch, Ysgol Bro Dyfrdwy, Ysgol Bro Elwern, Ysgol Bryn Clwyd, Ysgol Carreg Emlyn, Ysgol Carrog, Ysgol Coer Drewyn, Ysgol Esgob Morgan, Ysgol Gellifor, Ysgol Llywelyn, Ysgol Pant Pastynog, Ysgol Pendref, Ysgol Rhewl, Ysgol Tremeirchion, Ysgol Twm o'r Nant, Ysgol y Castell, Ysgol y Parc