

Rhws Primary School



Safeguarding Policy

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Vale of Glamorgan Council
Directorate of Learning and Skills

Model Safeguarding Policy

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Disclaimer

Please ensure that you are using the most up to date version of this policy.
If the review date has passed please contact the Reviewer.

OUT OF DATE POLICY DOCUMENTS MUST NOT BE RELIED UPON

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Guidance Note

Schools and other settings within the Directorate of Learning and Skills must have an effective safeguarding/child protection policy that is:

- in accordance with Local Authority guidance locally agreed interagency procedures
- inclusive of services that extend beyond the school day
- reviewed at least annually
- made available to parents or carers on request
- provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs

This model Safeguarding Policy is made available by the Vale of Glamorgan Directorate of Learning and Skills to support the development of safeguarding policies in all areas of the Directorate.

The model policy is based upon the model child protection policy provided in Welsh Government guidance document no: 265/2020 of *Keeping learners safe*.

Please note that the term school is used throughout this model safeguarding policy. However, the document is intended for use by all settings within the Directorate of Learning and Skills and therefore will need to be amended accordingly for use by libraries and Adult Community Learning.

Similarly, the model policy refers extensively to safeguarding/*child protection*, *children* and *pupils* and will need to be amended for use in adult settings.

The model policy can be adapted by individual institutions by the addition of an organisational logo and additional content relevant to the setting.

The model policy exists within the legislative and governance frameworks for safeguarding in Wales, including:

- Section 175 of the Education Act 2002
- Common law duty of care
- Children Act 1989
- Children Act 2004
- The Equality Act 2010
- The Social Services and Well-being (Wales) Act 2014
- Safeguarding Children: Working Together Under the Children Act 2004
- Wales Safeguarding Procedures
- The Children's Rights Framework
- The United Nations Convention on the Rights of the Child (UNCRC)
- The Rights of Children and Young Persons (Wales) Measure 2011
- The Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015
- Regional Safeguarding Board
- Child Practice Reviews: multi-agency professional forums
- Counter-Terrorism and Security Act 2015
- Female Genital Mutilation Act 2003

- European Convention on Human Rights

NB. A safeguarding policy must reflect new and emerging legislation and guidance.

Safeguarding Policy for Rhws Primary School

1. Introduction

Rhws Primary School fully recognises the contribution it makes to safeguarding and child protection and that children have a right to be safeguarded and protected from harm.

Our policy is informed by a children's rights approach to safeguarding as a principled and practical framework for working with children, grounded in the UN Convention on the Rights of the Child.

There are three main elements to our policy:

- Prevention through the culture, teaching and pastoral support offered to learners;
- Procedures for identifying and reporting cases, or suspected cases, of abuse – because of our day to day contact with children our staff are well placed to observe the outward signs of abuse;
- Support to learners who may have been abused

Our policy applies to all staff and volunteers working in the school and governors. Learning support assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

Our policy should be read in conjunction with Welsh Government guidance document no: 265/2020 *Keeping Learners Safe*.

2. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard learners.

Our school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensure children know that there are adults in the education setting whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for Relationships and Sexuality Education which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate; and
- take a whole school (setting) approach to wellbeing which will incorporate safeguarding and preventative measures to support children and families.

3. Procedures

We will follow the Wales Safeguarding Procedures that have been endorsed by 58 Safeguarding Children Boards. Our school will:

- ensure it has a Designated Safeguarding Person (DSP) for safeguarding who has undertaken the appropriate training;
- recognise the role of the DSP and arrange support and training;
- ensure every member of staff and every governor knows:
 - o the name of the DSP and their role and the designated governor for safeguarding;
 - o that they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board; and
 - o how to take forward those concerns where the DSP is unavailable.

Responsibilities:

- ❖ DSP – Matt Worth (Headteacher)
- ❖ DDSP – Kelly Toshack (Deputy Headteacher)
- ❖ DDSP – Shelley Hopkins
- ❖ Governor for Safeguarding – Julie Green
- ❖ Local Authority Safeguarding Officer – Jason Redrup
- ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect and know how to respond to a learner who may disclose abuse or neglect.
- ensure that members of staff who are Education Workforce Council of Wales registrants are aware of the Code of Professional Conduct and Practice for Registrants with the Education Workforce Council and the expectation within the Code that registrant has regard to the safety and well-being of learners in their care and related content;
- ensure that parents have an understanding of the responsibility placed on the school/college/setting and staff for safeguarding and child protection by setting out its obligations in the school brochure or website;
- provide training for all staff so that they:
 - o understand their personal responsibility;
 - o know the agreed local procedures and their duty to respond;
 - o are aware of the need to be vigilant in identifying cases of abuse and neglect;
 - o know how to support a child who discloses abuse or neglect; and
 - o understand the role online behaviours may have in each of the above
- notify the local authority's social services team if:
 - o a learner on the child protection register is excluded, either for a fixed term or permanently; or

- o there is an unexplained absence of a learner on the child protection register of more than two days duration from school (or one day following a weekend).
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial review and child protection conferences and core groups and the submission of written reports to the conferences;
- keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately;
- ensure all records are kept secure and in locked locations;
- adhere to the procedures set out in the Welsh Government's Disciplinary and Dismissal Procedures for School Staff;
- ensure that recruitment and selection procedures are made in accordance with Welsh Government's guidance Keeping Learners Safe guidance; and
- designate a governor for safeguarding who will oversee the school's child protection policy and practice.

4. Supporting those at risk

- We recognise that children/young people who are at risk, suffer abuse or experience violence may be deeply affected by this.
- Our school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school/college/setting their behaviour may be challenging and defiant or they may be withdrawn.
- Our school will endeavour to support the learner through:
 - o the content of the curriculum to encourage self-esteem and self-motivation
 - o our school ethos which:
 - o promotes a positive, supportive and secure environment; and
 - o gives learners a sense of being valued (see section 2 on Prevention)
- Our school behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies who support the learner such as local authority officers – such as the Educational Psychology Service, Engagement Service or the Education Welfare Service – Child and Adolescent Mental Health Services and advocacy services;

- keeping records and notifying the local authority as soon as there is a recurrence of a concern.
- When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform Social Services.
- having a suitable secure email address in order for notifications to be received as part of Operation Encompass, and to support the child subject of that notification

5. Anti-Bullying

The Anti-Bullying Procedures 2020 (and associated documentation) are under review by the governing body. Subject to their formal approval the procedures indicated in the Vale of Glamorgan model anti-bullying policy 2020 will apply at the direction of the GB.

6. Physical intervention

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

7. Children with Additional Learning Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

8. Prevent Duty

Section 26 of the **Counter-Terrorism and Security Act 2015** came into effect on 01 July 2015. This section of the Act places a **statutory duty** on schools to “have due regard to the need to prevent people from being drawn into terrorism”.

Prevent is one of four strands of the government's counter-terrorism strategy and aims to stop people becoming terrorists or supporting terrorism.

Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and popularise views which terrorists exploit.

The **Revised Prevent Duty Guidance** explains the **statutory duty** on schools to “have due regard to the need to prevent people from being drawn into terrorism”. The section for Schools starts at paragraph 57.

All staff have received training as part of Level 1 safeguarding training. They have the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas. We know as a School how to refer children and young people for further help.

The standard training received by the Headteacher (DSP) to support Prevent is **WRAP** (*Workshop to Raise Awareness of Prevent*).

9. Recruitment and Selection

Our school is committed to safeguarding and promoting the welfare of children and expects all employees, agency workers, contractors and volunteers to share this commitment. Safer Recruitment is the first step to safeguarding and promoting the welfare of children in our school by the implementation of a policy and procedures that help deter, reject, prevent or detect people who might abuse children or are otherwise unsuited to working in a school environment.

Our policy on safer recruitment is set out in a separate document and consistent with the Vale of Glamorgan Council's *Safer Recruitment Policy* (2013) and *Safer Recruitment Guidelines* and Welsh Government guidance document no: 265/2020 *Keeping Learners Safe*.

10. Safeguarding Responsibilities in Other Specific Circumstances

Our school is aware of the duty and responsibility to safeguard pupils in specific circumstances and has adopted statutory and good practice guidance, consistent with Welsh Government guidance document no: 265/2020 *Keeping Learners Safe*. Our school has developed the following additional policies, procedures and guidance that should be considered in conjunction with this policy:

• anti-bullying	• educational visits	• health and safety
• attendance	• e-safety	• school transport (Vale)
• behaviour/relationships	• exclusion	• social media
• data protection	• healthcare needs	• whistleblowing

11. School Site Security

Rhws Primary 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 contractors to our site are required to sign in and out of school premises. They will clearly list the company for whom they work and the reason for their visit. As a daily contractor is unlikely to have a DBS disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment is formulated by the School, using the Daily Contractors Log sheets, which clearly list the control measures employed by the school to safeguard pupils.

12. Confidentiality

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

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

13. Self-Evaluation and Audit

Our school maintains an up-to-date safeguarding self-evaluation report which is consistent with the Estyn *Self-evaluation form for Safeguarding and Child Protection*. Our school also uses the Welsh Government safeguarding self-evaluation *Audit Tool and Guidance* that accompanies *Keeping learners safe (Annex 3)* as tool for continuous improvement in safeguarding practice.

14. Allegations Against Employees and Volunteers

Any allegation of abuse made by or on behalf of a child will be taken seriously and the child will be listened to and dealt with sensitively.

Our school also has a duty of care to our employees and volunteers and will support individuals subject to an allegation to manage and minimise the stress inherent in the allegations process.

Welsh Government guidance circular 9/2014 "*Safeguarding Children in Education: Handling Allegations of Abuse against Teachers and other Staff*" sets out specific advice to be followed where a child protection allegation is made against a member of staff.

The Teacher Unions, the Association of Directors of Social Services and the Association of Chief Police Officers, have agreed to join NEOST Guidance on practice and procedure in cases where there has been an allegation against a member of staff of abuse of trust. Guidance can also be found in chapter 4.3.6 All Wales Child Protection Procedures.

When a member of staff witnesses or receives an allegation of professional abuse against another adult who is working with children/young people: this could include staff, volunteers, governors, occasional workers or contractors, and those staff that are not on school site but come into contact with children/young people i.e. those who transport children/young person to and from school, school crossing patrol etc. s/he should:

Report the matter immediately to the Head teacher, who should:

- obtain details of the allegation in writing, signed and dated;
- keep a record of dates, times, location and names of potential witnesses;

- not investigate the allegation, or interview pupils, or discuss the allegation with the member of staff, (but should consider, in consultation with the Safeguarding Officer and the Child Protection Unit, whether the allegation requires further investigation and if so by whom.);
- inform the Chair of Governors;
- Contact the **Local Authority** Safeguarding Officer Jason Redrup **01446 709867** jredrup@valeofglamorgan.gov.uk who, together with the Principal Officer for Child Protection, will give urgent consideration as to whether or not there is sufficient substance to the allegation to warrant an investigation: The outcome will either be:
 - i. without foundation
 - ii. internal disciplinary procedures
 - iii. a referral under the Child Protection procedures

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

Should the case be referred under the Child Protection Procedures the investigation will be informed by the guidance in “Working Together” and the All Wales Child Protection Procedures, which recommend that there should be a strategy discussion to plan the investigation and any subsequent action.

If the Head teacher is unsure about whether a case should be formally referred he may seek advice and support from the Designated Lead Officer.

If Head teacher is the person against whom the allegation is made, the member of staff must consult with the Chair of the Governing Body who will then contact the **Local Authority** Safeguarding Officer Jason Redrup **01446 709867** jredrup@valeofglamorgan.gov.uk who will discuss the allegation with the Child Protection Unit.

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

15. Safeguarding Training

Our school is committed to ensuring that all staff (permanent and non-permanent) and volunteers undertake the appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for safeguarding children effectively, which is kept up-to-date by annual refresher training, this is known as Level 1 training.

Our school ensures that the Designated Senior Person (DSP), Deputy Designated Senior Person (DDSP) for safeguarding, the Designated Safeguarding Governor and the Chair of Governors undertake training in inter-agency working that is provided by, or to standards agreed by the Regional Safeguarding Board and refresher training to keep their knowledge and skills up to date, in addition to basic safeguarding training.

All Governors also receive appropriate training on their safeguarding responsibilities and in handling allegations of abuse against school staff.

Records are kept by the DSP of the dates of training, details of the provider and a record of staff attendance at the training.

It is a requirement that the DSP, DDSP and relevant Governors undertake an annual refresher training, known as level 2. As well as full multi agency training as per the requirements of *Keeping Learners safe*, every 3 years, in relation to their safeguarding duties.

Addendum

Definitions and Further Information

Full procedures and information regarding reporting concerns and processes can be found at the [Wales Safeguarding Procedures website](#).

Emotional Abuse and Neglect

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: hu

.3milating 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. [For more information click here](#).

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). [For more information click here](#).

Neglect

This means failure to meet a person's basic physical, emotional, social or psychological needs, likely to result in an impairment of the person's well-being (for example, an impairment of the person's health). [For more information click here.](#)

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) [For more information click here.](#)

For information on other specific types of abuse, click on the links below:

[Safeguarding children from harmful practices related to tradition, culture, religion or superstition including FGM](#)

[Safeguarding children from Child Criminal Exploitation \(CCE\)](#)

[Safeguarding children from child sexual exploitation \(CSE\)](#)

[Safeguarding children from online abuse](#)

[Glossary](#)