

POLISI DIOGELU PLANT A PHOBL IFANC /

SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY

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Ysgol Gyfun Gwynllyw

**POLICY STATEMENT**

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

We will safeguard children by:

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

This document has been written for all education staff but particularly for those in those in schools, including volunteers and governors. All education settings must revisit their Safeguarding policy annually and should ensure all staff, including staff from elsewhere visiting school, should be made familiar with its expectations. Additionally where pupils go on trips or visit external education providers or work placements, schools should find this policy and guidance helpful in ensuring good safeguarding practices are maintained.

**ROLES & RESPONSIBILITIES**

**GOVERNING BODIES**

Governing Bodies are responsible for ensuring that their establishment has:

* Policy and procedures in place consistent with SEWSCB guidelines and the LA Safeguarding Children and Young People Policy. The Governing Body is expected to review these annually and ensure that parents are aware a policy is in place and available to see on request. A model policy for schools to adopt is included in this document.
* Governors must also ensure that their school has a member of the senior management team who is designated with lead responsibility for child protection (referred to as the Child Protection Coordinator or *CPC*), that they are properly trained **and** have time to carry out their duties. The governing body should satisfy themselves that should the nominated member of staff not be in school for any reason, there are robust systems in place to ensure any safeguarding issue can be dealt with appropriately and efficiently.
* Governors should receive information on safeguarding activity within their establishment without breaching confidentiality. This information should be used as part of the annual review of the school’s policy.
* Governors also need to oversee safe recruitment of staff. This includes ensuring that all members of staff, including volunteers, have a CRB check at the point of employment with the school. Additionally it is the Local Authority’s strong advice that all governors should also have a CRB check upon appointment. All CRBs should be renewed every three years and a register of CRBs should be maintained and regularly monitored.
* We continue to recommend and in accordance with Clywch recommendations that each Governing Body has a lead Governor to ensure that child protection is receiving proper consideration.
* Governors should ensure the headteacher and senior management team have robust processes in place to ensure the well-being of pupils educated off-site, in work placements and with other providers. Where students are considered to be vulnerable (e.g. because the student has special educational needs) the governing body should also ensure that any additional steps have been taken to protect these vulnerable pupils – this is particularly important for secondary school governors.
* The Chair of Governors must take the lead if an allegation is made against the Headteacher, seeking immediate advice from the Education Service Lead Safeguarding Officer – Darren Joseph or from the Interim Head of Education Service, Dermot McChrystal. In these circumstances Human Resources will also offer prompt advice to the chair of governors.
* The Governing Body must ensure that any data required by the LA for monitoring purposes is made available.

Governors will support their Headteacher/Designated Person in ensuring policies and systems in school fulfil the safeguarding responsibilities.

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

**When Parents Involve Governors in Child Protection Issues**

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

**Role of Chair of Governors**

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

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

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

**The Role of the Safeguarding Children Governor (SCG)**

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

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

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

**Safeguarding Children - Your Role**

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

Here are some ways in which you can help your school fulfil its duties:

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

All staff should receive basic safeguarding children information at induction and attend formal training every 3 years – there should however be an opportunity to discuss safeguarding at staff meetings every year. Those in school with specific safeguarding children responsibility e.g. the Child Protection Coordinator should attend more comprehensive training **at least** every two years.

**School’s Role**

For more detailed information on all aspects of schools’ safeguarding procedures please refer to the safeguarding policy in the next section of the document **(page 12)**.

**Role of the Child Protection Co-ordinator (CPC)**

Each learning provider, be they a school, a Local Authority nursery or a grant maintained nursery should have a Child Protection Coordinator. This person must be a member of the school’s/nursery’s leadership or management team. The post holder must be appropriately trained and able to provide advice and support to other staff. The responsibility for this training rests with the school/setting although the Local Authority provides regular safeguarding training for schools and Local Authority nurseries. The Local Authority will also provide safeguarding training for the maintained/non-maintained early years sector which is provided for a small fee.

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

The CPC should:

* Provide information and advice on Child Protection within the school or service.
* Ensure new and temporary members of staff are aware of procedures and how to obtain advice. Where other groups use the school site the CPC should ensure other site users are aware of the school’s high expectations on safeguarding and ask to see the group’s safeguarding policy.
* Ensure that the school or setting’s Safeguarding Policy and Procedures are adhered to and to inform Social Care of relevant concerns about individual children.
* Liaise with Social Care and the Police as appropriate.
* Be aware of the Local Safeguarding Children Board and be familiar with procedures.
* Ensure that an individual case record/child protection log is maintained of the action taken by the school/learning service, the liaison with other agencies and the outcome.
  + See Appendix 3 – Safeguarding Incident Log.
  + Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing, under confidential cover in accordance with the referral process.
  + Identify training needs within the school/learning service and ensure that staff are appropriately trained. All CPCs should ensure their own training is updated every two years.
  + Ensure the appropriate member(s) of staff attend child protection strategy meetings and that the school provides written reports. The school should always provide a written report in addition to attending the strategy meeting or review – the report should be given to the child protection strategy meeting chairperson whether it is asked for or not.
* Support the Headteacher and Chair of Governors in ensuring the school has robust safe recruitment and allegation procedures.

**ROLE OF THE LOCAL EDUCATION AUTHORITY**

The Local Authority will ensure that SEWSCB guidelines are adhered to by taking the following actions:

Training

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

All central staff have received safeguarding training and this will be refreshed every two years. The Local Authority will also provide safeguarding training twice a year for staff that have recently joined the Authority.

Advice

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

* Advice can be sought from either the statutory bodies or the Education Service[[1]](#footnote-1).
* However this discussion should not delay any emergency action to protect a child. **The golden rule is if undecided or unsure make a Child Protection Referral**. If you are still in doubt or unhappy with any advice given then always make a referral.
* Making a referral will not necessarily initiate an investigation but will make those bodies (Police and Social Care) with the statutory responsibility for making such decisions aware of concerns. When determining whether a referral should be made you may need to find out some information e.g. the child’s name, date of birth etc., the same information if available on the alleged perpetrator, what event happened – just the facts as reported by the child or the adult who witnessed the event.
* It is important that CPCs or headteachers do not investigate the allegation to satisfy themselves an event actually has happened. This might prejudice any subsequent police investigation and could also warn a perpetrator that they have been detected. Where there is evidence immediately available e.g. a reliable witness that either confirms or contradicts an allegation then the Headteacher should take this into account when deciding if a referral should be made. Remember when in any doubt then you should make a referral.
* Allegations made against a professional member of staff are treated in exactly the same way as any other allegation. This area is never easy or indeed pleasant for anyone involved. Procedures are there to support staff, keep children safe and protect staff.
* Allegations made against a professional are usually more complicated and often quite different in nature with the possibility of suspension and/or disciplinary action taken by the school in consultation with the Local Authority. In all such cases advice should be taken from the LA Child Protection Officer and a Senior Personnel Officer.

**Making a Referral**

* In accordance with SEWSCB Guidance if **any** person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to Social Care or the police who have statutory duties and powers to investigate and intervene when necessary.
* The Children Act 1989 defines abuse as when a child is suffering, or is likely to suffer ‘significant harm’.
* If you suspect that a child is being abused or neglected, or a child tells you that they are being abused, **contact 01495 762200 (or 0800 328 4432 for out of office emergencies)** and tell them it is a Child Protection referral.
* **If the child is at immediate risk of harm, telephone the police.** 
  + - Abuse can take many forms:
    - Neglect
    - Physical abuse
    - Sexual abuse
    - Emotional abuse
    - Domestic abuse also has a detrimental effect on a child’s well-being – where a child is subject to **or** a witness to domestic violence then a child protection should be made.
* When a concern is raised, Social Care will make enquiries, usually starting by visiting the child and the family. This is usually done with the police.
* If there are concerns that a visit to the family home would put the child at more risk of harm Social Care and sometimes the Police will first make enquiries of other professionals who might know the child and their family, e.g. the school, their health visitor or school nurse, their GP, a youth worker.
* School staff should not carry out their own investigations into allegations. Schools should carefully and factually record what has been disclosed or any observations they have made that led to the referral being made.
* Where a child has made a disclosure the exact wording the child has used should be recorded. The child should not be re-interviewed by any member of staff - a child protection referral should be made.
* Schools must follow the All Wales Child protection procedures and should be familiar with them. A copy is in every school but the document is also available at the following link:

<http://www.torfaen.gov.uk/HealthAndSocialCare/SocialCareServices/ChildrenServices/ChildProtection/AllWalesChildProtectionProcedures/Publications/Procedures.pdf>

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| --- |
| **YSGOL GYFUN GWYNLLYW**  **Safeguarding Policy**  **2013 - 2014** |

|  |
| --- |
| YSGOL GYFUN GWYNLLYW  Headteacher: Mr H Ellis Griffiths |

Named personnel with designated responsibility for Safeguarding

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Academic year | Designated CPC | Deputy CPC | Nominated Governor | Chair of Governors |
| 2013-14 | Miss Helen Rogers | Miss Rhian James | Mrs Caroline Davies | Mr Roger Roberts |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Policy review dates

|  |  |  |  |
| --- | --- | --- | --- |
| Review Date | Changes made | By whom | Date Shared |
| February 2015 |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Dates of Staff training and details of course title and training provider

|  |  |  |
| --- | --- | --- |
| Whole school | Designated Senior person | Deputy Designated Senior Person |
| 27/06/2013 – Children in Wales | See Appendix 4 | See Appendix 4 |
| 02/12/2013 (teaching and support staff) |  |  |
| 24/01/2014  (support staff) |  |  |
|  |  |  |

Governor Review of policy dates

|  |
| --- |
| February 2015 |
| February 2016 |
| February 2017 |
| February 2018 |

|  |  |  |  |
| --- | --- | --- | --- |
| Designated Governor |  |  |  |
| Mrs Caroline Davies |  |  |  |
|  |  |  |  |
|  |  |  |  |

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Introduction

School Commitment

Providing a Safe and Supportive Environment:

1. Safer Recruitment and Selection

2. Safe Practice

3. Safeguarding Information for Pupils

4. Partnership with Parents

5. Partnership with Others

6. School Training and Staff Induction

7. Support, Advice and Guidance for Staff

8. Children Missing from Education

9. Pupil Information

10. Roles and Responsibilities:

* + Governing Body
  + Headteacher
  + Designated Senior Person
  + All Staff and Volunteers

Identifying Children who are suffering or likely to suffer Significant Harm

Definitions

Taking Action to Ensure that Children are Safe at School and at Home:

1. Staff will immediately report
2. Responding to Disclosure
3. Action by Designated Senior Person
4. Action following a Child Protection referral
5. Recording and Monitoring
6. Supporting the Child and Partnership with Parents

**INTRODUCTION**

This policy applies to all adults, including volunteers, working in or on behalf of the school.

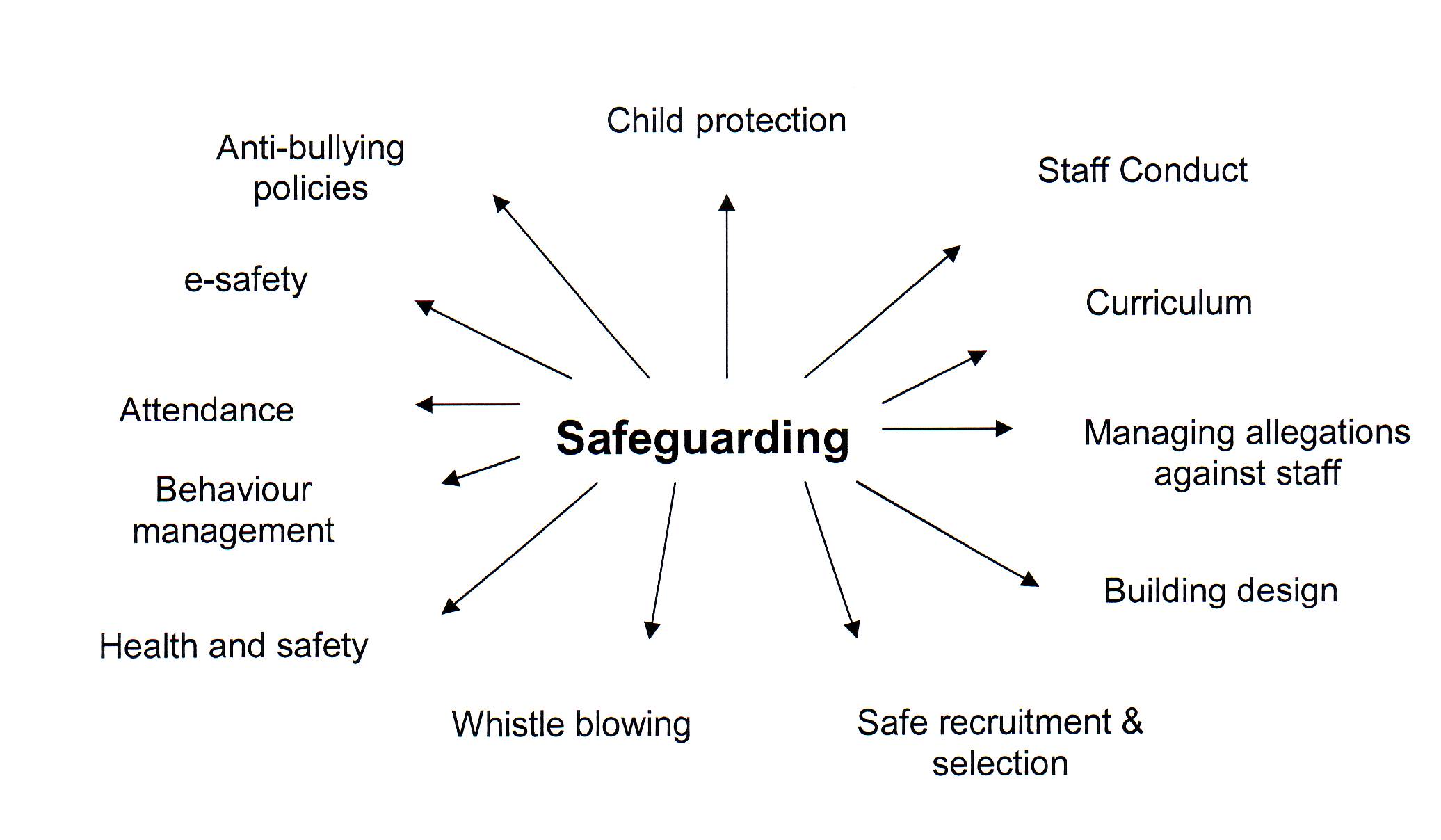
Everyone working in or for our school service shares the objective to help keep children and young people safe by contributing to:

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

**SCHOOL COMMITMENT**

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

We will make sure that all of our policies link up to promote the safeguarding of children.



**PROVIDING A SAFEAND SUPPORTIVE ENVIRONMENT**

**1 Safer Recruitment and Selection**

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers, governors and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Records Bureau checks.

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

* a CRB Enhanced Disclosure is obtained for **all** new appointments to our school’s workforce;
* this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff – a copy is also held at the Human Resources Team, Torfaen Council;
* all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
* our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
* identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority.

**2 Safe Practice**

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

<http://www.torfaen.gov.uk/HealthAndSocialCare/SocialCareServices/ChildrenServices/ChildProtection/TorfaenLocalSafeguardingChildrenBoard/Home.aspx>

<http://www.torfaenlscb.org.uk/index.htm>

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

* are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
* work in an open and transparent way;
* work with other colleagues where possible in situations open to question;
* discuss and/or take advice from school management over any incident which may give rise to concern;
* record any incidents or decisions made;
* apply the same professional standards regardless of gender or sexuality;
* be aware of confidentiality policy;
* are aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them.

**3 Safeguarding Information for pupils**

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

Our school will ensure that pupils are made aware that information can be found at the following *e.g. helplines, posters, NSPCC and Childline ‘kidzone‘, Miss dorothy.com, Crucial Crew, Living Dangerously*

School’s arrangements for consulting with and listening to pupils are through the *school council, peer support schemes, the pastoral support team, the Youth Counselling Service*

We make pupils aware of these arrangements by *focussing on fostering good relationships with Form Tutors, PSE lessons, the role of the school nurse and organised, Sixth Form Buddy system, external agencies.*

**4 Partnership with Parents**

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. The importance of safeguarding is outlined to parents during the transitional work undertaken between Keys Stages Two and Three. While not causing alarm, as a school we underline the importance to staying safe especially when using social networking sites etc. We refer them to websites such as [*www.nspcc.org.uk*](http://www.nspcc.org.uk)*; or* [*www.ceop.gov.uk*](http://www.ceop.gov.uk) *) We also inform parents that it is imperative that they report any concerns (however trivial they may appear to be to the school immediately.*

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

Ysgol Gyfun Gwynllyw will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with *the appropriate Head of Year or Head of Pastoral Care.*

We make parents aware of our policy through the school prospectus, website and parents are made aware that they can view this policy on request.

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

**5 Partnerships with Others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Torfaen Local Safeguarding Children Board. *The school has established links for promoting a safe and supportive environment with a number of agencies e.g Torfaen, Social Care, Barnardo’s, Police, Health, Childline in Partnership with schools, NSPCC, National Youth Advocacy Service, Surestart etc.* There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

**6 School Training and Staff Induction**

The school’s senior member of staff with designated responsibility for child protection undertakes basic child protection training and training in inter–agency working annually. The Headteacher and all other school staff, including non teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at 3 yearly intervals.

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

**7 Support, Advice and Guidance for Staff**

Staff will be supported by Ysgol Gyfun Gwynllyw, *Torfaen Local Authority and professional associations.*

The designated senior person for Safeguarding/Child Protection will be supported by Mr H Ellis Griffiths, Headteacher and Mrs Caroline Davies nominated governor*.*

**8 Children Missing from Education**

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

**Confidentiality**

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

***The School should have a clear and explicit confidentiality policy.***

The school policy should indicate:

**When information must be shared with police and Social Care where the child/young person is/may be at risk of significant harm.**

**When the pupil’s and/or parent’s confidentiality must not be breached**

**that information is shared on a need to know basis**

**9 Pupil Information**

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

* names and contact details of persons with whom the child normally lives;
* names and contact details of all persons with parental responsibility (if different from above);
* emergency contact details (if different from above);
* details of any persons authorised to collect the child from school (if different from above);
* any relevant court orders in place including those which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
* if the child is or has been on the Child Protection Register or subject to a care plan:
* name and contact detail of G.P.
* any other factors which may impact on the safety and welfare of the child
* The school will collate, store and agree access to this information

**10 Roles and Responsibilities**

***Our Governing Body will ensure that:***

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

***Our Headteacher will ensure that:***

* the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
* sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
* all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

***Senior Member of Staff with Designated Responsibility for Child Protection(Child Protection Coordinator)will:***

**Referrals**

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

**Training**

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

**Raising Awareness**

* ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
* ensure parents are made aware of the child protection/ safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
* where a child leaves the establishment, ensure the child protection file is copied for the new establishment asap and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.

***All staff and volunteers will:***

* fully comply with the school’s policies and procedures
* attend appropriate training
* inform the designated person of any concerns

**Staff And Volunteers Should Never:**

* Engage in sexually provocative or rough physical games, including horse play.
* Allow children to use inappropriate language unchallenged.
* Make sexually suggestive comments in front of, about, or to a child, even in “fun”.
* Let allegations made by a child go without being addressed and recorded
* Deter children from making allegations through fear of not being believed.
* Do things of a personal nature for children that they can do themselves.
* Share a bedroom with a child or young person.
* Invite or allow a child or young person to stay with them at their home unsupervised.
* Jump to conclusions about others without checking facts.
* Rely on their own good name to protect them.

**IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BESUFFERING SIGNIFICANT HARM**

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

**Definitions**

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

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

**Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

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

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

**Neglect**is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

**TAKING ACTION TO ENSURE THAT CHILDREN ARESAFE**

**AT SCHOOL AND AT HOME**

All staff follow the Torfaen LSCB Child Protection Procedures which are consistent with ‘Working Together to Safeguard Children’ and the All Wales Child Protection Procedures.

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

**1 Staff must immediately report:**

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

**2 Responding to Disclosure**

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Appropriate arrangements have been made  *to ensure that pupils with communication difficulties are enabled to express themselves to a member of staff with appropriate skills.*

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

**3 Actions by the CPC**

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

Staff will:

* listen to and take seriously any disclosure or information that a child may be at risk of harm
* try to ensure that the person disclosing does not have to speak to another member of school staff
* clarify the information
* try to keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened?’ rather than ‘Did x hit you?’
* try not to show signs of shock, horror or surprise
* not express feelings or judgements regarding any person alleged to have harmed the child
* explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
* reassure and support the person as far as possible
* explain that only those who ‘need to know’ will be told
* explain what will happen next and that the person will be involved as appropriate

Following any information raising concern, the Child Protection Coordinator will consider:

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

Then decide:

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

OR

* not to make a referral at this stage
* if further monitoring is necessary
* All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form.

**4 Action following a child protection referral**

The Child Protection Coordinator or other appropriate member of staff will:

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

**5 Recording and monitoring**

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

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

**6 Supporting the Child and Partnership with Parents**

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

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

We will provide a secure, caring, supportive and protective relationship for the child

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

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

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

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

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

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

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely *in the Headteacher’s office.*

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

**Initial Action**

* The person who has received an allegation or witnessed an event will immediately inform the headteacher/CP Coordinator and make a record (see appendix 3)
* In the event that an allegation is made against the Headteacher the matter will be reported to the Chair of Governors who will proceed as the ‘headteacher’
* The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs
* The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children
* The Headteacher may need to clarify any information regarding the allegation, however no person will be interviewed at this stage
* The headteacher will consult with the Local Authority Lead Safeguarding Officer (Dermot McChrystal) or a Senior HR Officer (see Contacts List) in order to determine if it is appropriate for the allegation to be dealt with by school or if there needs to be a referral to social care and/or the police for investigation
* Consideration will be given throughout to the support and information needs of pupils, parents and staff
* The Headteacher will inform the Chair of Governors of any allegation.

(School may wish to expand this section to include procedures with reference to Torfaen Safeguarding Children Board Procedures and Torfaen Disciplinary Procedures).

**References**

**Websites**

**Keeping Children Safe** [**www.ceop.gov.uk**](http://www.ceop.gov.uk)

KS2/3 [www.missdorothy.com](http://www.missdorothy.com)

Bullying & child abuse [www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

Domestic Violence [www.thehideout.co.uk](http://www.thehideout.co.uk)

Internet Safety [www.ceop.org.uk/thinkuknow](http://www.ceop.org.uk/thinkuknow)

[www.childnet-int.org](http://www.childnet-int.org)

KS2/3 [www.kidsmart.org.uk](http://www.kidsmart.org.uk)

Jenny’s story [www.childnet-int.org/jenny](http://www.childnet-int.org/jenny)

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**Appendix 1**

**Legislative Framework**

Legislation underpins SEWSCB Safeguarding Policy & Procedures.

**CHILDREN ACT 1989**

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

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

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

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

* any local authority;
* any local education authority;
* any local housing authority;
* any health authority, Special Health Authority or National Health Service Trust; and
* any person authorised by the National Assembly for Wales in exercising the Local Authority's functions under Part III of the Act.

This part of the Act places a duty on local authorities to provide support and services for children in need, including children looked after by the Local Authority, and those in secure accommodation. The body whose help is requested in these circumstances has a duty to comply with the request, provided it is compatible with its other duties and functions.

Section 47 places a duty on:

* any local authority;
* any local education authority;
* any housing authority;
* any health authority, Special Health Authority or National Health Service Trust; and
* any person authorised by the National Assembly for Wales

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

Meaning of "harm"

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

CHILDREN ACT 2004

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

The Children Act 2004 strengthens the arrangements for protecting and promoting the Welfare of children and young people. It places a duty on all local authorities in Wales to make arrangements to promote co-operation with a view to improving the well being of children in their area, in relation to:

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

EDUCATION ACT 2002

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

Section 157 places the same duties on the proprietors of all independent schools and colleges.

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

Providing a safe environment for children and young people to learn in education settings; and

Identify children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school’.

(Safeguarding Children in Education Guidance, 2004)

**HUMAN RIGHTS ACT 1998 AND DATA PROTECTION 1998**

The Children Act 1989 and Human Rights Act 1998 have changed the way referrals to Social Care are made. Parents now have a right to know that their child is being referred – unless it is reasonable to assume that informing the parents will place the child in danger or that it would lead to the destruction of evidence – this is most likely in cases of alleged physical or sexual abuse.

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

Data protection legislation means that parents/former pupils have the right to see their school records and although child protection information is exempt from this requirement, if a parent or former pupil asked to see notes registering any child protection concerns, then it is likely that a Local Authority would be obliged to show them, unless to do so would cause individual harm to the parent or former pupil, unless the case had involved a criminal prosecution, care order or other legal prohibition. Therefore, it is vital that all information written about children, or allegations made by children is kept to objective comments, verbatim accounts and factual information.

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

**SEXUAL OFFENCES ACT 2003**

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

**The following guidance has also been considered:**

All Wales Child Protection procedures

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

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

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

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

The Bichard Inquiry Report – The Home Officer, 2004.

The Victoria Climbie Inquiry Report of and inquiry by Lord Laming 2003.

**Appendix 2**

**CATEGORIES OF ABUSE**

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

**NEGLECT**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate care or treatment.

**PHYSICAL ABUSE**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill-health to a child whom they are looking after.

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

**EMOTIONAL ABUSE**

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

It involves conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

It may involve causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it might occur alone.

**SEXUAL ABUSE**

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

The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

**Appendix 3**

**Safeguarding Incident Log**

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

The log must include:

* Date/time of receipt of information.
* Details of who the information was received from and given to.
* Date/time/location of incident.
* Name/DOB/address of child.
* Details of what happened/observed to happen.
* It is imperative that the child’s own words are recorded.
* Details of anyone else involved.
* What action was taken at the time?
* Details of action taken by CPC
* Date and time of recording of log.
* Log signed and dated.
* Details of referral e.g. to who, when.
* If no referral – why – log kept on record.
* Details of LEA officer informed.
* Record of suggested action by social services, LEA, police e.g. advice re child being sent home or remaining in school.

These records should be maintained in school securely.

**Safeguarding Children in Education**

**A check list for governing bodies**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Designated Person for Child Protection** | **Responses/Action Taken** | **Date** |
| 1 | Who is the Designated Person for Child Protection in your school?  Are they on the Senior Leadership Team |  |  |
| 2 | Has the Designated Person for Child Protection sufficient resources and time allocated to allow them to discharge their responsibilities i.e. supporting vulnerable pupils within the school, attending Child Protection Case Conferences, Reviews, Core Groups |  |  |
| 3 | What arrangements are in place when the Designated Person for Child Protection is not available?  Has this person received appropriate training?  If so when? |  |  |
| 4 | Are all new staff given a written statement about the school’s policy and procedures and the name and contact details of the Designated Person for Child Protection and Chair of Governors |  |  |
| 5 | Has the Designated Senior Person for Child Protection received in-depth training to fulfil their role and responsibilities if appointed to the role within the last two years? If so have you had sight of their certificate of attendance?  Or  If in post for more than two years have they undertaken refresher training every two years? If so have you had sight of their certificate of attendance? |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Designated Person for Child Protection**  **(Continued)** | **Responses/Action Taken** | **Date** |
| 6 | Continual Professional Development: What inter-agency training has been identified or completed by the Designated Person for Child Protection (this includes training provided by Torfaen Safeguarding Children Board or other training which is to the standards agreed by the Board) |  |  |
| 7 | How does your school ensure that all staff receive basic safeguarding (child protection) training to undertake their roles and responsibilities  All staff should receive training a minimum of every 3 years, this include volunteers, to be compliant with statutory guidance.  NB: It is good practice to deliver whole school training on safeguarding annually to ensure all staff are up to date with their training and all new staff receive timely training on issues relating to safeguarding. |  |  |
|  | **Nominated or Named Governor** | **Responses/Action Taken** | **Date** |
| 8 | Does your Governing Body have a named Governor for safeguarding?  Their roles and responsibilities include liaising with the Head about child protection issues within the school and to provide information and reports to the governing body |  |  |
| 9 | Does the named Governor follow a recommended “job description”? |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Nominated or Named Governor**  **Continued** | **Responses/Action Taken** | **Date** |
| 10 | Has the named Governor, attended appropriate safeguarding Training? |  |  |
| 11 | Does the named Governor provide an annual report to the whole Governing Body in respect of training undertaken by Governors, the Designated Person for Child Protection, staff and volunteers? |  |  |
| 12 | Does the named Governor audit compliance with Safeguarding Children and Safer Recruitment in Education including CRB checks and the central record of checks completed for staff, volunteers, Governors and Contractors |  |  |
|  | **Whole Governing Body** | **Responses/Action Taken** | **Date** |
| 13 | Have all Governors undertaken training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively? |  |  |
| 14 | Have any members of the Governing Body completed appropriate training in respect of allegations against staff? |  |  |
| 15 | Have any members of the Governing Body undertaken Safe Recruitment training or received guidance on Safe Recruitment practices? |  |  |
| 16 | Does the governing body operate robust safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff, any person who is contracted to provide services based on the school site and volunteers |  |  |
| 17 | Is there a nominated member of the governing body responsible for liaising with the Local Authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against the Head? NB: This is normally the Chair or Vice Chair. |  |  |

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| --- | --- | --- | --- |
|  | **Whole Governing Body (Continued)** | **Responses/Action Taken** | **Date** |
| 18 | Have all members of the Governing Body had an Enhanced CRB check completed and renewed checks every 3 years ? |  |  |
| 19 | How do staff and adults in school know the school’s policy and procedures and the name and contact details of the Designated Person for Child Protection, Chair of Governors? |  |  |
| 20 | Are the policies and procedures adopted by the governing body fully implemented and followed by staff?  How do you know? |  |  |
| 21 | How has the Governing Body ensured that safeguarding children is embedded within in all policies and procedures including performance management, supervision and training of a staff? |  |  |
| 22 | Is the Schools Safeguarding (Child Protection) policy and procedures in accordance with current statutory and inter-agency guidance and requirements, namely:  All Wales Child Protection Procedures  Torfaen Safeguarding Children Board guidance  Torfaen Guidance on Safe Recruitment Practice  NB a Model Safeguarding (Child Protection ) Policy is available from the Local Authority  If Yes:  Date ratified by the Governing Body  Date to be Reviewed  Does the School/Staff handbook have information re accessing policy and procedures and who to contact if they have concern in respect of the conduct of colleague, the Head or governors? |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Whole Governing Body (Continued)** | Responses/Action Taken | Date |
| 23 | Are there written policies and/or protocols for:   * Anti bullying * Inclusion * Pupil Well Being * Complaints and compliments * Use of the Internet, photography and mobile phones (both Pupil and Staff) * Behaviour Management Policy * Whistle blowing   + Intimate Care Policy   + Doors on showers   + Entry security system/Site security/CCTV   + High visibility in pupil areas   + One to one working   + Well maintained school boundaries   + Use of toilet shower and changing facilities   + Residential Trips & Risk Assessments   + Recruitment and Selection |  |  |
| 24 | Have you agreed a timetable for the annual review of policies, and procedures, including safeguarding and the well being of pupils ? Who is responsible? |  |  |
| 25 | Are all staff, governors and volunteers aware of where the primary copies of all polices, procedures and protocols etc are kept?  NB this should include Agency Staff |  |  |
| 26 | Are you clear how any deficiencies or weaknesses about child protection arrangements will be remedied and what support is available from the Local Authority? |  |  |
| 27 | Is there an established system for recording confidential child protection information? |  |  |

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| --- | --- | --- | --- |
|  | **Whole Governing Body (Continued)** | Responses/Action Taken | Date |
| 28 | Does the School have a policy on transferring information at key transition points e.g. Year 6, in relation to vulnerable children and child welfare concerns and children about whom there are Child Protection concerns? |  |  |
| 29 | Do you receive an annual report on the number of incidents/cases (without names or details, as they are strictly confidential)? |  |  |
| 30 | Does the governing body have in place procedures for dealing with allegations of abuse against members of staff and volunteers that comply with Statutory guidance, All Wales Guidance and Human Resources procedures? |  |  |
| 31 | Do staff take appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies?  How do you know this? |  |  |
|  | A Safeguarding Ethos | **Responses/Action Taken** | **Date** | |
| 32 | How does the school make clear its commitment to safeguarding children and promoting the welfare of its pupils to staff, parents, carers, volunteers and Governors? |  |  | |
| 33 | Are all staff and volunteers able to raise concerns about poor or unsafe practice in accordance with agreed whistle blowing policies? |  |  | |
| 34 | Are all school trips robustly risk assessed and in accordance with guidance? |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **A Safeguarding Ethos (Continued)** | **Responses/Action Taken** | **Date** |
| 35 | Are pupils, parents and staff listened to and complaints taken seriously? |  |  |
| 36 | Is the physical environment made as safe as possible for pupils in and out of school?  How? |  |  |
| 37 | Does the Governing Body question attitudes to and knowledge of safeguarding during the recruitment and selection of ALL staff and volunteers? |  |  |
|  | **Extended Services** | **Responses/Action Taken** | **Date** |
| 38 | Where the governing body provides services or activities directly under the supervision or management of school staff, the school’s arrangements for safeguarding (child protection) will apply. How does the Governing body ensured that all who are involved in delivering extended services are aware of and comply with safeguarding policy, procedures and good practice? |  |  |
| 39 | Where services or activities are provided separately by another body, does the governing body have a copy of the organisation’s child protection policy? |  |  |
| 40 | How does the governing body ensure that appropriate CRB checks have been undertaken? |  |  |
| 41 | Where services or activities are provided separately by another body, has the headteacher/principal liaised with that organisation about child protection issues and reporting lines? |  |  |
| 42 | Is there an appropriate policy for premises lettings? |  |  |

|  |  |
| --- | --- |
|  | **School Report to Child Protection Conference** |
| **Name** |  |
| **Date of Birth** (day/month/year) |  |
| **Address** |  |
| **Special Needs Register/IEP/Other** |  |
| **Known Medical Conditions** |  |
| **Attendance Record** |  |
| **Punctuality** |  |
| **Any known significant events** (*Child or Family History)* |  |
| **Child’s Needs and Development**  Academic ability and/or performance.  Appearance and presentation.  Stage of development |  |

|  |  |
| --- | --- |
|  | **School Report to Child Protection Conference** |
| Name |  |
| **Social and Emotional Wellbeing –**  Peer Group  Behaviour  Personality  Interaction with Teachers  Emotional Well-being |  |
| **Family and Parenting/Carer Environment**  Level of parental/carer Involvement  Knowledge of wider family circumstances  Social  circumstances.  Level of participation in after school clubs (for eg)  Relationship between teachers and parents/carers  Attendance at parents evening |  |

|  |  |
| --- | --- |
|  | **School Report to Child Protection Conference** |
| **Any other comments** |  |

1. You can contact any Inclusion Officer or HR Officer. [↑](#footnote-ref-1)