



THE MICHAELSTON & GLYN DERW FEDERATION



CHILD PROTECTION AND SAFEGUARDING POLICY – October 2015

Rationale

It is a guiding principle of law (Children's Act 2004 and Education Act 2002) that the protection and welfare of the child are always paramount. The Federation Policy on Child Protection & Safeguarding fully supports this framework and seeks to encourage the development of young people in ways which will foster security, confidence and independence. The Federation as a community feels that Child Protection and Safeguarding is so vital that the rationale, objectives and guidelines for implementation should be made explicit so that:

- Parents and carers, governors and support agencies have confidence that the school has been positive and pro-active in implementing a coherent Child Protection & Safeguarding Policy.
- All those involved with the day-to-day work of the school share a common philosophy which provides a firm and clear basis within which to work.

Policy Principles

"THE WELFARE OF THE STUDENT IS PARAMOUNT"

- All students have an equal right to a safe environment to learn in regardless of age, gender, ability, culture, socio-economic status, race, language, religion or sexual identity.
- All staff have an equal responsibility to act on any suspicion, concern or disclosure that may suggest a student is at risk of harm or in need of additional support.

What do we mean by Safeguarding and promoting the welfare of the child?

It is defined as protecting children from maltreatment; preventing impairment of children's health and development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This includes everyone under the age of 18.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect the child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

It is important to remember that safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised.

Aims and Purposes

- To provide all staff with the necessary information to enable them to meet their child protection and safeguarding role / responsibilities.
- To provide open and effective communication between students, parents, agencies and adult members of the school community.
- To foster a school environment, in which every student feels valued and able to articulate wishes and feelings in their preferred method of communication and in an atmosphere of acceptance and trust.
- To keep all staff well informed about child protection and safeguarding issues in order to ensure consistently good practice.
- To encourage all students to maintain a positive self-image.
- To ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with students.
- To include in the curriculum activities and opportunities for students to acquire skills and attitudes, to both resist abuse in their own lives and to prepare themselves for responsibilities, including parenthood, in their adult lives.
- To ensure we adhere to safe practices when working with all our communities, school, local and global.

Procedures

Where there is a risk to a student of immediate harm, in most instances the DCPO would make a referral. However, any member of staff can make a referral. In the absence of DCPO, therefore, where a student is at risk of immediate, serious harm, **make the referral by contacting Childrens Access Point immediately (Tel: 02920536490). Record the details and pass on to DCPO.**

Furthermore, if the student's situation does not appear to be improving the staff member with concerns should press for reconsideration through the DCPO or Head Teacher. Concern should always lead to help for the child at some point.

- In management of CP cases, the designated Safeguarding Lead will follow those procedures laid down by the All Wales Child Protection Procedures.
- The Governing Body understands and fulfils its safeguarding responsibilities.
- A student making a disclosure to a member of staff needs:
 - Reassurance that they have done the right thing
 - To be taken seriously
 - To find staff accessible
 - To know that staff will do their utmost to help
 - To be told that what they have said will be reported on/referred to the designated teacher
- During a disclosure, the member of staff must:
 - Avoid leading questions/jumping to conclusions.
 - Fully record what was said immediately, using the child's own words.

- ❑ All staff will make it clear to any child disclosing information that they cannot guarantee confidentiality, but they will only pass the information on to the people that can help them.
- ❑ Parents will be advised of the intention to refer to Social Care and their views and co-operation sought, unless we have good reason to believe that to do so would place a child at greater risk of harm.
When referring students to other external agencies, due regard will be taken of student confidentiality before the decision is made to contact parents.
- ❑ For children who are deemed to be 'at risk', their confidential records will be kept separately. The information shared about them will be discussed with the child in the first instance.

All staff will be aware of students where there is a Safeguarding issue although details will only be shared on a 'need to know' basis. The Designated Person will make a judgement in each individual case about who needs and has a right to access particular information. (See Confidentiality Policy)

- ❑ Where a student with a Child Protection Plan leaves, their information is transferred to the new school immediately and the child's social worker is informed.
- ❑ The Attendance Officer will notify Social Care or Education Welfare Service if there is an unexplained absence:-
 - of more than 2 days of a Child in Care or of a student who is on a Child Protection Plan or
 - a period of 10 days continuous unauthorised absence for all other students
- ❑ 'At Risk' and vulnerable students will be discussed at regular meetings as outlined in the School's Special Educational Needs Policy. Staff will be able to access limited information on vulnerable students in order to provide appropriate support
- ❑ Where there are concerns about a student, a teacher may be asked to keep a log of observations. This will be kept securely, separately from generally accessible pupil and class records.
- ❑ All adults, (including supply teachers, volunteers and temporary staff) will be given a copy of the Federation 'Safeguarding statement' which outlines our Safeguarding procedures and highlights the name and contact details of the Designated Safeguarding Officer.
- ❑ Parents may access the school's child protection procedures via the school prospectus/website.

Responsibilities to support implementation

All staff must understand their roles and responsibilities in respect of child protection management in cases of suspected or disclosed abuse and their wider safeguarding responsibilities towards all students and vulnerable students in particular.

The safety of the child overrides confidentiality. When in doubt, staff (including temporary or supply staff and volunteers) must share their concerns immediately with the designated teacher. At the Federation, this is the Assistant Head teacher, KS3 Mrs Lindsey Davies. (In her absence, the Head of Wellbeing Faculty Mrs R Chadwick or Mrs R Pritchard). Notes of any disclosure must be recorded.

A student must be referred to Social Services if there are concerns about their welfare, possible abuse or neglect. A record of the referral to First Response (Social Care) will be held securely detailing the nature of the referral.

The school recognises that it does not have the responsibility to investigate cases of suspected child abuse. Its responsibilities are:

- Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from student records, with a front sheet listing dates and brief entry to provide chronology.
- Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings and contributes to the CAF process.
- Providing, with the Head teacher, an annual report for the Governing body, detailing any changes to the policy and procedures; training undertaken by the DCPO, and by all staff and Governors; relevant curricular issues, number and types of incidents / cases, and number of students referred to Social Care and subject to Child Protection plans (anonymised).
- The school will co-operate with relevant external agencies in any enquiries regarding child protection matters, including representation at child protection conferences, core groups and multi-agency planning meetings.
- A named teacher is designated for Children in Care (CiC) and the list of students is regularly reviewed and updated. At the Federation, this is Mrs R Pritchard and Mrs G Union.

Governor Responsibilities

The Governing Body will ensure the school:-

- Has an effective Child Protection policy together with a staff behaviour policy (Safer Working Practices) available to all staff, including temporary staff and volunteers on induction. The CP policy will be updated annually and it will be available publicly.
- Contributes to inter-agency working in line with Working together and Safeguarding children 2013 and that a co-ordinated offer of early help is available for those with additional needs.

- A member of the governing body, usually the chair is nominated to liaise with the local authority and partner agencies on CP relating to allegations of abuse against the head teacher.
- Appoints a member of Leadership team as Designated CP Officer who should be given appropriate resources and time to support other staff on Safeguarding and CP issues.
- Considers how students are taught about Safeguarding, including online, through Teaching and Learning opportunities, as part of providing a broad and balanced curriculum
- Adheres to statutory responsibilities to check staff who work with students, taking proportionate decisions on whether to ask for any check beyond what is required; and ensuring volunteers are appropriately supervised.
- The school should have written recruitment and selection policies and procedures in place. Regulations require at least one person on any appointment panel to have undertaken safer recruitment training.
- Has put in place all procedures to handle allegations against members of staff and volunteers.
- Has put in place a procedure to make a referral to the Disclosure and Barring Service (DBS) if a person in a 'regulated activity' has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**
- Has put in place procedures to handle allegations against other students.
Ensures that students' wishes or feeling are taken into account when determining what action to take and what services to provide to protect individual students through ensuring there are systems in place for them to express their views and give feedback.
- Ensures staff have the skills, knowledge and understanding necessary to keeping looked after children safe.
- In particular, appropriate staff should have the necessary information relating to:
 - a) A student's looked after legal status (i.e. by voluntary arrangements with consent of parents or on an interim or full care order
 - b) Contact arrangements with birth parents or those with parental responsibility.
 - c) The student's care arrangements and the levels of authority delegated to the carer by the authority looking after him / her.
 - d) Ensures the DCPO, through the designated teacher for Looked after children, should have details of the student's social worker and the name of the virtual school head in the authority that looks after the child
- Has safeguarding responses to children who go missing from school, particularly repeat instances, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent its re-occurrence
- Must act reasonably in making decision about the suitability of prospective employees based on checks and evidence including: Criminal record checks (DBS), barred list checks and prohibition checks together with reference and interview information.
- Completes and submits to the LEA annually the monitoring form of child protection activity. The LEA monitoring form will be used as a basis for review.
- Remedies any deficiencies or weaknesses in regard to Child Protection and Safeguarding arrangements that are brought to its attention without delay.
- Follows safer recruitment procedures that includes the requirement for appropriate checks

Supporting Children

We recognise that a child who is abused or neglected, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused and neglected or who are at risk of harm.

Our school will support all students by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head Teacher at the student's new school as a matter of urgency, a photocopy of these records should be kept in a confidential file.

Confidentiality

We recognise that all matters relating to child protection are confidential.

The DCPO or Head Teacher will disclose personal information about a student to other members of staff on a 'need to know' basis, in accordance with the Federation's Confidentiality policy and Information Sharing policy.

However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard students.

All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or well-being or that of another.

We will always undertake to share our intention to refer a student to social care (1st Response) with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we would consult with social care on this point.

We are duty-bound to share information with Police as part of formal request for information to support an on-going investigation.

Anti-Bullying

Our policy on the prevention and management of bullying is set out in the school's Anti-bullying policy.

Prejudice-based Incidents

Our policy on bullying relates to sex, race, religion and belief, disability, sexual orientation or gender reassignment is set out in the Federation's Equalities policy and acknowledges that repeated incidents or a single serious incident may will be considered under Safeguarding procedures.

There are a variety of ways* that students are able to disclose a concern they may have against another student, including direct contact with staff, use of the anti-bully button and the 'concern' button on Virtual Student Safeguarding noticeboard, both of which are on their FROG home page.

Further details can be found in student planner. *The Behaviour and Attendance policy provides more detailed information about this.

When recording Safeguarding-related incidents, staff are encouraged to provide detailed information on SIMS .

Safeguarding related incidents data (which includes all prejudice-based incidents) is reviewed each term by the Leadership team.

Child Sexual Exploitation

The Federation is committed to dealing with the issue of Child Sexual Exploitation. The Federation seeks to teach students to make positive choices and informed decisions in their relationships so that they can protect themselves from sexual exploitation.

The Federation seeks to create an environment where staff can be trusted, where students feel safe and confident so that they feel comfortable about disclosing any worries relating to their own safety or the safety of other students.

The Federation will support parents who have concerns about their child's behaviour, appearance or friends who are not part of the school community.

Support through the curriculum

Messages about healthy relationships and risky behaviour is taught through Personal, Social and Health Education (PSHE). Other topics to support raising awareness of CSE is also covered across the curriculum including:

- Respect and responsibilities
- Awareness of unhealthy relationships, sexual exploitation and grooming
- Exploring gender stereotypes and gender roles
- Awareness of risk, assessing risk and the consequences of risk taking, including sexual bullying and peer pressure
- Building skills and confidence in developing positive, healthy relationships.

Child Sexual Exploitation and E-Safety

All students are at risk of online sexual exploitation. The Federation seeks to ensure that its e-safety procedures are robust and that students are taught on-line safety skills so they know: -

On line risks

- How to recognised unsafe online contact
- To be confident to report any concerns about themselves or others to a member of staff.

Drugs – (See separate policy)

The possession, use or supply of illegal and other unauthorised drugs whilst in any school context is unacceptable.

Contravening this is seen as a serious violation of the Federation's Behaviour and Attendance Policy and students should expect any such act will result in a period of exclusion from school, and, in some cases, permanent exclusion.

Through the Drugs policy, the Federation sets out a procedure in relation to drugs, and develop an education programme which helps students make healthy and safe lifestyle decisions, as well as ensuring the pastoral needs of our students, especially vulnerable students, are met.

The Drugs policy also:

clarifies the School's approach to drugs for all staff, students, governors, parents / carers, external agencies and the wider community;

enables staff to manage drugs on school premises, and any incidents that occur, with confidence and consistency, and in the best interests of those involved;

ensures that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the School;

Educational provision - Off Site (Safeguarding Agreement with Alternative Education providers)

Students attending off-site provision are aware of 'local Safeguarding procedures' which comply with recommendations in the Safeguarding children and Safer Recruitment in Education (2007). All off-site providers will confirm their Safeguarding policy and procedures, a copy of which will be held by the Federation and up-dated each year. The Federation students will be aware of how to seek support if safeguarding issues arise. For further details, refer to E-Safety policy

Emergency and Critical Incident Policy

The Federation is aware of a range of emergencies that may arise on school premises. These incidents may range from a flooded classroom; a water leak; loss of all computer data, to the death of a student or member of staff; a tragic accident during a school trip or other off-site visit; an intruder comes on site.

The Federation, through its Emergency policy, seeks to outline a range of actions that should be considered with different incidents. It details some of the range of threats and how staff should respond to them.

The Federation believes that by taking the correct course of action in response to incidents or threats involving School staff, students or property may determine whether there is a further incident, whether the School will receive the available support at the right level and, in some cases, whether justice is served. By outlining clear guidelines on actions to take, distraction will be kept to a minimum, allowing the School to get on with their real business.

The Federation acknowledges that the impact of incidents will vary depending upon the circumstances. The Federation seeks to put plans in place to cover most eventualities while making a subjective judgement on the level of support needed and the impact upon the School.

The key staff responsible for management of the Emergency play are designation 'The Emergency Management Team' (EMT). They are the Senior Leadership Team, The Site Manager and the Site

estates team. Depending on the nature of the emergency, other senior staff or LA officials (BCC Security Services) may be called upon to support.

E-safety & Social Networking policy – (See separate policy)

Students will be taught about E-Safety and learn how to keep themselves safe whilst using online environments and using new technologies.

As part of Safer Working practices, staff are expected to follow the guidelines set out in the Federation's Use of Social network policy.

Escalation policy – Disagreements with other professionals (See separate policy)

Where there are concerns about decisions made by other professionals within school or between school and other agencies, the Federation's Escalation policy aims to provide a formal structure for resolving the disagreements. All the Federation staff are aware of this policy and are guided to use it in the above circumstances.

Female Genital Mutilation – FGM (See separate policy)

The UN Special Rapporteur on violence against women has stated that FGM is a traditional practice which should be construed as a definite form of violence that cannot be overlooked nor justified on the grounds of tradition, culture or social conformity, in accordance with Article 2 of the UN Convention on the Rights of the Child.

FGM is illegal in the UK under the Female Genital Mutilation Act 2003

- It is illegal for anyone to circumcise a woman or child for cultural or non-medical grounds
- The act makes it an offence to take a UK national or resident overseas for the purpose of or to aid and abet, procure, carry out FGM.
- FGM carries a maximum penalty of 14 years

Health & Safety, Security – (see separate policy)

Our Health & Safety policy and Security Policy, set out in separate documents, considerations we give to the protection of our students, staff and visitors.

Home visits

In line with the Federation's Health & Safety policy, home visits must be completed by two staff and during school hours. A separate guideline is provided that must be followed by staff.

Lanyards / identity cards - Safe Site. Students, staff and visitors.

The Federation is committed to Safeguarding its staff, students and visitors. For this reason every person on the school site is expected to wear a lanyard with Identity card at all times.

We are all expected to support the mandatory wearing of ID cards and Lanyards and to encourage students to view it as an essential part of a student's uniform.

Looked after children

The Federation is aware that the most common reason for children becoming looked after is as a result of abuse and/or neglect. The Federation seeks to ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe.

In particular, the Federation seeks to ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Staff also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead, through the designated teacher for looked after children, has details of the child's social worker. The designated teacher for Looked after Children is tasked to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

Supporting students with Medical conditions

The Federation recognises that by providing a clear policy that is understood by all, the specific medical needs of students will be met so that they are able to participate actively in all aspects of school and simultaneously ensure the Federation is able to meet their safeguarding responsibilities.

The Federation will ensure that all staff (including support staff and temporary/supply staff) are fully aware of their duty of care to students and that they are well informed about the school's protocol in case of any medical emergency. The Federation understands that certain medical conditions are serious and can be potentially life threatening if ill-managed or misunderstood. We understand the importance of medication being taken as prescribed during the school day.

The Federation will seek to enable individual students to take responsibility for management of their condition and their medication.

The Federation will encourage parents to keep the school informed of any developments in the condition or treatment of their child.

Promoting fundamental British values to Students - (See separate policy the Federation Anti Terrorism)

The Federation actively promotes the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The Federation prevents the promotion of partisan political views in the teaching of any subject in the school.

The Federation take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students they are offered a balanced presentation of opposing views.

By supporting activities which promote the fundamental British values, the Federation is committed to the development of community cohesion and the prevention of extremism and radicalisation.

Responding to concerns:

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the designated senior person immediately responsible (Mrs Lindsey Davies) If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted.

If there was no immediate risk but action is required then PREVENT or if unavailable, Police non-emergency 101 would be contacted and this would then determine the further response.

The Curriculum and combatting extremism.

The Federation seeks to show that through its ethos and curriculum we can promote a common sense of identity and support diversity, showing our students how different communities can be united by common experiences and values.

Prevent Duty - Radicalisation

The Federation deplores terrorism of every kind and of any radical ideology. We will do anything we can to protect our students from the threat of terrorism and we will not tolerate extremism in our school.

Our response to extremism and terrorism includes interventions, exclusions and involving third parties such as the police. The Federation will work with the local authority, local law enforcement, religious and community leaders to identify children vulnerable to radicalisation and to stamp out extremism if it arises.

We will work with local religious and cultural organisations to instil a strong sense of identity in our students, as well as a clear place and purpose within the school. Our school is stronger thanks to our open, multi-faith and multi-racial community. We will always aim to integrate and engage every child within the school community and in the wider community. We will celebrate a range of different religious and cultural festivals across the year giving every child the opportunity to take part.

We will monitor and assess incidents which suggest students are engaging, or are at risk of engaging in extremist activity and/or radicalisation. Where a pupil has been identified as at risk of radicalisation, our school will take action proportionate to the incident/risk.

Safe recruitment – (see separate policy)

Our school endeavours to ensure that staff employed are 'safe' by following the guidance in 'Keeping Children Safe in Schools' (March 2015) together with the local authority and the school's individual procedures.

Our school must act reasonably in making decision about the suitability of volunteers, visitors and prospective employees based on checks and evidence including: Criminal record checks (DBS), barred list checks and prohibition checks together with reference and interview information.

The Federation will seek to ensure that volunteers and visitors involved in regulated activities who are not being adequately supervised can confirm that an Enhanced DBS certificate with barred list information has been completed. In addition, in order to allow greatest flexibility of access for governors to every school activity, it will undertake an Enhanced DBS certificate with barred list information check for them.

The Federation has put in place a procedure to make a referral to the Disclosure and Barring Service (DBS) if a person in a 'regulated activity' has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

The school should have written recruitment and selection policies and procedures in place. Regulations require at least one person on any appointment panel to have undertaken safer recruitment training.

Safe Site – (see separate Health & Safety policy)

All staff who use the Federation site facilities, including Visitors and Volunteers are expected to follow the Federation's Security policy procedures as recommended in Keeping Children Safe in Education (March 2015)

Extended schools' activities will seek to ensure safeguarding of students through compliance with the Federation's Extended schools Safeguarding policy, based on recommendations in the Keeping Children Safe in Education (2015) which state (page 29, para 77) that:

The Federation will require written notification from any third-party organisation that uses its premises to confirm that it has carried out the checks on an individual who will be working at the school (in respect of the enhanced DBS certificate) that the Federation would otherwise perform. The contents of the written notification must demonstrate it has received confirmation that the certificate has been obtained (by either the employment business or another such business). Where the position requires a barred list check, this must be obtained by the third-party prior to appointing that individual. The Federation will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Supervision of Students during non-contact times. As part of a member of staff's duty of care to students, all are expected to support a Daily Duty rota. A team of staff are deployed each day, Monday – Friday, across the school site which seeks to ensure the safety and well-being of students.

Self Injury / Self Harm (see separate policy)

‘Every child has a right to feel safe’. The Federation seeks to support this by fostering a student’s positive self- image, security, confidence, independence and a sense of worth. To support students involved in self harm, the school has introduced a policy outlining the procedures, roles and responsibilities of various stakeholders.

Supporting Staff

We recognise that staff working in the school who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DCPO and to seek further support. This could be provided for all staff by, for example, the Head teacher, by Occupational Health, and / or a teacher / trade union representative as appropriate.

Safer Working practices guidelines (see separate policy)

Staff have access to the Federation’s ‘Safer Working practices guidelines’ which aims to provide guidelines on how staff should behave in order to minimise the risk of allegations against themselves by a student. A copy of this is available on the staff resource area and provided to all new staff as part of their induction training.

We recognise that designated staff should have access to support / training courses, workshops or meetings.

All staff have received basic Child Protection training as part of their Induction, with refresher training every 3 years, but it is recognised that there remains an ongoing need to update this and the wider Safeguarding areas, particularly for new staff.

Additional training will be offered to staff (where required) on specific issues in relation to all vulnerable students and child protection.

Allegations against Staff (see separate policy)

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. Staff may wish to follow the Whistle-blowing policy as outlined by the Local Area Safeguarding Board.

If a student makes an allegation against a member of staff, the Headteacher should be informed immediately.

If the allegation concerns the behaviour of the Headteacher, the Chair of Governors should be informed immediately.

The school will follow its ‘Allegations against staff policy’ procedures as outlined in Section 4 – Keeping children Safe in Schools – March 2015

If any member of staff has a safeguarding concern about an adult in the school, these concerns must be raised with the Head Teacher

Prevention

We recognise that the school plays a significant part in the prevention of harm to our students by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.

The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables students to feel secure and encourages them to talk knowing they will be listened to.
- Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Communicate to all students that a range of external agencies are available to support them on occasion.
- Provide across the curriculum, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help.

Transfer of CP records

In order to promote a child's welfare and thus their educational needs, the Federation has a duty of care to request Safeguarding files from the feeder school when the student starts at the Federation and to transfer sensitively any Safeguarding concerns around the child when the child moves to a new setting. To achieve this, the Federation will follow the guidelines on Transfer of Child Protection to and from another setting.

'Use of Reasonable force' (see separate policy)

The Federation's 'Guidelines on Use of force' (as outlined by the 'Education and Inspections Act 2006 and DfE guidance on Use of Force) states that staff must only ever use physical intervention as a last resort, e.g. when a student is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate.

Such events will be recorded

Whistleblowing (see separate policy)

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to their Line Manager or the head teacher in confidence and follow the Federation's Whistleblowing policy

Designated Child Protection Staff

Designated Child Protection Lead (DCPO)
Deputy Designated Person

Lindsey Davies
Rhiannon Pritchard &
Rebecca Chadwick

Nominated Governor
Designated Person - Children in Care

Dewi Jones
Rhiannon Pritchard & Geraldine Union

Relevant Documents

Keeping children safe in Education – Statutory guidance for schools and colleges – July 2015

Working together to Safeguard Children – 2015 (pdf)

Guidance for Safer Working Practice for Adults who Work with Children and Young People. Nov 2009

Protection of freedoms Act 2012

What to do if you're worried a Child is Being Abused HM Govt 2006d

There is a detailed description of the different types of abuse that can occur and the signs to look for on the next page.

Child Abuse – Signs and Symptoms *How do you know?*

Physical abuse

- Unexplained recurrent injuries;
- Improbable excuses or refusal to explain injuries;
- Wearing clothes to cover injuries even in hot weather;
- Refusal to undress for PE;
- Bald patches;
- Chronic running away;
- Delay in seeking medical help or examination;
- Self-destructive tendencies;
- Aggression towards others;
- Fear of physical contact –shrinking back if touched;
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to ‘make him study’);
- Fear of suspected abuser being contacted.

• Although the signs listed below may not indicate that a child has been abused, they may help you to recognise something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms. Note that a child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs, and may hide what is happening from everyone.

Sexual abuse

- Being knowledgeable in a sexual way which is inappropriate to the child’s age;
- Medical problems such as chronic itching, pain in the genitals, venereal diseases;
- Other extreme reactions, such as depression, self –mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes;
- Sudden loss of appetite or compulsive eating;
- Being isolated or withdrawn;
- Inability to concentrate;
- Lack of trust of someone they know well, such as not wanting to be alone with a babysitter or childminder;
- Starting to wet again, day or night, nightmares;
- Become worried about clothing being removed;
- Suddenly drawing sexually explicit pictures;
- Talking about having a secret.

- If you have concerns it is important to **act** to avoid further harm.

Emotional abuse

- Physical, mental and emotional development lags.
- Sudden speech disorder
- Continual self-deprecation (I'm stupid, ugly, worthless);
- Overreaction to mistakes
- Inappropriate responses to pain (I deserve this);
- Neurotic behaviour (rocking, hair twisting, self mutilation);
- Extremes of passivity or aggression.

Neglect

- Constant hunger;
- Poor personal hygiene;
- Constant tiredness
- Poor state of clothing
- Very thin
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

Reasons why some people may not report abuse

- Child asks you to keep silent – keep a secret;
- Fear of breaking up the family;
- Fear of exposing the child to further abuse;

- Fear of breaking a trusting relationship with child/family;
- Fear of presenting evidence in court;
- Afraid of misrepresenting or overreacting to the situation;
- Assuming another agency is dealing with the problem;
- The 'rule of optimism' – everything will work out OK;
- Assuming one parent/carer will protect;
- Believing the child is fantasising/lying;
- Being persuaded by the child's retraction;
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse;
- Being unable to comprehend the unbelievable nature of the disclosure;
- Not understanding procedures