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Safeguarding Policy

“The curriculum needs to be delivered in a school with an ethos which empowers children, a school which allows them to voice ideas, feelings and opinions, treats them with respect, values their contribution and lets parents make a contribution to the educational process.”
From *“Responding to Child Abuse”*.

Introduction:

It is recognised that teachers play an important role in identifying potential cases of child abuse. It is also important that all relevant agencies involved in child abuse cooperate together for the benefit of the child. All schools have a designated teacher for safeguarding, who liaises with Social Service departments and with teachers in school. For this procedure to work, it relies on the skills and expertise of every class teacher and adult within school to recognise or report concerns.

At Glan Usk Primary School **Mr J J Beecher** is the designated person for safeguarding (DSP). **Mrs C Kucia**, Deputy Headteacher, is the deputy in his absence. In the absence of these members of staff, Assistant Headteachers will be the designated contacts. **Mr Ian Cole** is our link governor for all matters relating to Safeguarding. Staff may also contact **Nicola Davies** the LA Safeguarding Officer. All staff have total commitment to child protection. They raise children’s awareness about themselves through Personal and Social Education, and develop a trusting climate so that children feel able to talk and share their thoughts and feelings.

Glan Usk has a policy of partnership between home and school, but with child abuse, or suspicion of child abuse, our first and only responsibility is to the child. This may mean that parents are not informed or consulted in some instances. We may not be able to prevent child abuse, but by following child protection procedures, we are trying our best to protect all our children and this is our first and only responsibility.

All staff, through their duty of care, ensure that children are kept safe, remain healthy and are able to say “NO”. Suspected cases are reported, procedures adhered to and subsequent actions are left to the appropriate agencies. We also care for children who have been abused and understand their problems should the circumstances arise.

Procedures:

At this school we will follow the **All Wales Child Protection Procedures** (April 2008) and other guidance and protocols that have been endorsed and agreed by the Newport Safeguarding Children Board. (NSCB)

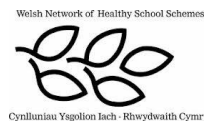
The school will:

- A. Ensure it has a named designated senior member of staff who has undertaken the appropriate training in line with agreed national and local requirements. This school



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will also nominate a named deputy who will be the central contact in times when the designated person is absent. In the unlikelyhood that both are absent or unavailable the most senior person will act as contact point for other staff.

- B. Recognise the role of designated person and arrange support and training. The school will look to the NSCB and in particular the Authority's Safeguarding Officer for Education for guidance and support in all child protection matters in assisting the school's designated person.
- C. Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor knows:
 - i. the name and contact details of both the designate and deputy person responsible for safeguarding;
 - ii. that it is the named designated person and/or their deputy who have the responsibility for making child protection referrals within NSCB timescales, by completing the agreed multi-agency form. That the designated person and deputy will seek advice from the CPO and or Social Services Duty and Assessment Team if necessary when a referral is being considered; if in doubt a referral must be sent. That the referring person will ensure that the CPO will be sent a copy of the referral as soon as it is practically possible.
- D. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
- E. Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for safeguarding by setting out their obligations in school prospectus and other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance.
- F. Provide training for all staff so that they know:
 - i. their personal responsibility;
 - ii. to be cognisant of agreed local procedures(NSCB)
 - iii. the need to be vigilant in identifying suspected cases of abuse; and
 - iv. how to support a child who discloses abuse, particularly the do's and don'ts
- G. Notify the DSP and Social Services if:
 - i. a pupil on the child protection register is excluded either for a fixed term or permanently; and
 - ii. if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)
- H. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial



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and review child protection conferences and core groups; and support these with the submission of written reports.

- I. Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation.
- J. Ensure that all records and files are kept secure locations. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information'.
- K. Adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools.
- L. Ensure that all recruitment and selection procedures follow all national and local guidance. The school will seek advice and guidance from the Authority's Human Resources Department on recruitment and selection.
- M. Seek to designate a governor for safeguarding who will champion and oversee the school's safeguarding policy and practice. This governor will feed back to the governing body on safeguarding matters as and when required but will be required to write an annual report to body on the school's safeguarding activities.

Aims:

By following these safeguarding procedures we:

- Care for the child
- Care for our school
- Care for the community we serve
- Respond to the guidelines and procedures of other agencies.

Guidelines:

In reporting concern or suspicion, all adults in school must follow the procedures outlined in Appendix 1. Guidance in the form of a concise booklet is issued to all staff and reviewed annually. The designated teacher, head teacher or deputy head teacher will then follow the 'All Wales Child Protection Procedures'.

Reasons for Following Procedures:

- It protects the child to the best of our ability
- It avoids delay
- It provides consistency
- It protects all staff
- It ensures that, if further action is taken by another agency, then the school has followed the protection procedures.



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Teachers and other staff are in contact with children all day and are in a position to detect possible abuse. They must not think that by voicing concern they are necessarily starting procedures. The criteria should be that they have 'reasonable suspicion' and under the Children Act, 1989, this definition has been extended to include 'or may suffer in future'.

The reporting teacher will be told of any further action taken, on a 'need to know' basis, all staff are aware of the need for confidentiality in all matters of safeguarding.

If the reported case is taken up and investigated by an external agency, then any meetings, case conferences or action taken will be followed through and the teacher concerned informed.

Staff have an important role in hearing what children have to say. The school can provide a neutral place where children feel it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what children say, treat it seriously, and value what they say. It is crucial not to ask leading questions. Our role is to enable the child to speak and then know what to do next.

Record Keeping:

The names of pupils on the Child Protection Register will be kept by the head teacher. Teachers will be kept informed of any child in their class who is placed on the Child Protection Register. Teachers must inform the head teacher of any changes/additions so that this list can be kept up to date.

In addition, records of child protection concerns, referrals, and minutes of meetings are kept in a separate safeguarding file, located in the Headteacher's office.

Signs and Symptoms of Abuse:

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
 - Bruise marks in or around the mouth
 - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
 - Grasp marks
 - Finger marks
 - Bruising of the ears
 - Linear bruising (particularly buttocks or back)



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- Differing age bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural pattern
- Attention seeking
- Apprehension
- Antisocial behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance - repeated infection etc.

Definitions 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 via an inter-agency Child protection Plan.

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 they are looking after. This situation may be described as fabricated or induced illness by carer.

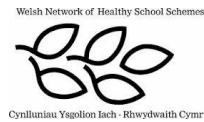
Sexual Abuse:

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



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physical contact, including penetrative 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 in watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect:

Neglect is the persistent failure to meet a child’s basic physical needs and/or psychological needs, likely to result in 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 medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Emotional Abuse:

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far 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 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 ill treatment of a child, though it may occur alone.

All Wales Child Protection Procedures

Supporting the Pupil at Risk:

At Glan Usk we recognise that children who are at risk, suffer abuse or witness violence are often affected by these in adverse ways, some may be deeply troubled by these events.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school due to these adverse factors their behaviour may be challenging and defiant or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.

The school will endeavour to support the pupil through:

- A. The content of the curriculum to encourage self-esteem and self-motivation;
- B. The school ethos which:
 - i. promotes a positive, supportive and secure environment; and
 - ii. gives pupils a sense of being valued;
- C. The school’s behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will follow a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil’s sense of self-worth. The school will express and explain to all pupils that some behaviour is unacceptable,



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(Shared with parents via school prospectus and other points of communication) but each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's Behaviour Policy in conjunction with this and other named policies noted in this policy.

- D. Liaison with other agencies who support the student such as Social services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and others; and
- E. Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.

Policies related to this Safeguarding Policy include:

- Behaviour Management Policy
- Anti-Bullying Policy
- Restrictive Physical Intervention Policy
- E-Safety Policy

When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (using the agreed policy and procedures for the 'Transfer of Sensitive Information' and the designated person will be central to this process) and if not already done, to inform Social Services of the move.

All Wales Child Protection Procedures

These procedures are to be followed in reported abuse cases or suspicion of abuse. Copies of the procedure are held by Mr Beecher in a file entitled 'Safeguarding Policy and Procedures'.

Central to all procedures for child abuse is a case conference. The following people and agencies might be invited to attend:

From school:

- The DSP or in his absence the Deputy DSP
- The School's Pupil and Family Support Worker
- Social Services
- Senior Medical Officer
- Senior Nurse
- NSPCC
- Probation Service
- Police

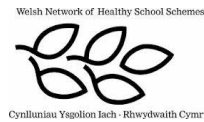
Other agencies may be involved:

- Clinical or Educational Psychologist
- Consultant Psychiatrist (if hospital is concerned)



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- Senior Educational Welfare Officer
- Headteacher or designated teacher
- Headteacher from siblings' school
- Community worker if appropriate
- Housing Department
- County Council Chief Executive/Clerk's Department
- Recognised voluntary organisations
- Emergency duty team (Social Service)
- The Child Protection Register is held by the Child Protection Coordinator at Royal Chambers, Newport. This contains information about confirmed and suspected cases of child abuse.
- Sexual abuse cases are investigated by the Police.
- Social Services may be present to assist the Police

Adults in Glan Usk Primary School:

Safeguarding includes ensuring that those with unsupervised access to children are officially cleared to do so. This requires school to undertake background checks on adults.

At Glan Usk we are vigilant in the checking of all staff. This means that:

- All new school staff are CRB checked and they are not permitted to start their employment until proof of this has been provided.
- Existing school staff are all CRB checked.
- Head Teacher and Deputy Head Teacher
- Teaching staff
- School support staff
- All staff were CRB checked from September 2008 when the school became Glan Usk following amalgamation.

Regular volunteer helpers in school and students are also CRB checked.

Occasional helpers, e.g. assisting with school trips, etc. are not CRB checked. These people however, are always supervised by school staff and do not have any unsupervised access to children (on school trips only school staff escort children to toilets).

In addition, all teachers are required to register with the EWC (Education Workforce Council). Supply teachers are either teachers known to the school or staff employed through an agency.

Should a CRB check be positive. The Head Teacher, Chair of Governors and officers from the LA (including HR) meet to agree an appropriate course of action.



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Training and Awareness:

Each year the Safeguarding Policy will be reviewed.

Safeguarding is discussed and minuted at every staff, phase and Leadership meeting. Children will be referred to by initials and class or year group.

The school takes account of national and local training requirements and guidance, which will include Newport Safeguarding Children Board’s (NSCB) guidance, advice and training opportunities.

The school will ensure that the Designated Person for Child Protection (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP’s development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated person will be considered.

All staff and governors will receive the Level 1 Safeguarding training at the beginning of each new academic year and be regularly updated during the course of the year as appropriate by the designated person.

Designated Persons responsible for Child Protection:

The designated person for child protection at this school is:

Mr JJ Beecher – Headteacher

The deputy designated person for child protection at this school is:

Mrs Catherine Kucia – Deputy Headteacher

In their absence: Mrs Sarah Robson or Miss Joanne Lewis – Assistant Headteachers

The nominated governor for safeguarding at this school is:

Mr Ian Cole

The Authority’s Child Protection Officer is:

Nicola Davies
Education Safeguarding Officer
Phone - 01633 235664
Mob - 07817106758
Nic.Davies@newport.gov.uk

Important Contacts:

Duty & Assessment team: 01633 656656/851423
Completed MARFs should be sent to:



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Duty & Assessment Team: children.duty@newport.gov.uk and copied to Education
Safeguarding: education.safeguarding@newport.gov.uk

Preventions: 01633 851782/01633235210

www.familiesfirstnewport.org.uk (referral form can be found at the above website)

Policy Review and Update:

This policy was updated in January 2017

This policy was presented and accepted by the Governing Body in February 2017

All staff were made aware of this policy in January 2017

This policy will be reviewed in September 2017

Equality Statement:

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, colour, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination. All Child Protection procedures are designed to promote equal opportunities and cultural diversity.

Appendices:

Appendix 1 – Child Protection Flowchart

Appendix 2 – Child Protection Guide Booklet for Staff

Appendix 3 – Cause for Concern Sheet

Appendix 4 - Child Protection Log

Appendix 5 - Report to Social Services Proforma

Appendix 6 – MARF

Appendix 7 – Procedures for Dealing with Self-Harming Incident

Appendix 8 – Self-Harm Incident Log



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