



## Child Protection and Safeguarding Children

*One of the most important principles of safeguarding is that it is **everyone's** responsibility. Each professional and organisation must do everything they can to ensure that children and adults at risk are protected from abuse* (Taken from Welsh Government Safeguarding March 2016)

Linda Wright is the person responsible for Child Protection and the safeguarding of children at Treffos. (DSP) Designated Safeguarding Person. Safeguarding and promoting the welfare of children, for the sake of this policy is defined as:

- Protecting children from maltreatment
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

*(Definition taken from the Welsh Assembly Government -Safeguarding Children in Education (2008).*

### *Summary:*

The school has a statutory duty to safeguard pupils and to promote their welfare.

We recognise that all educational staff have a crucial role to play in noticing indicators of possible abuse or neglect and addressing these concerns where appropriate in partnerships with other agencies, normally the Social Services Department.

We recognise that through our curriculum opportunities pupils can learn about keeping safe: this can include issues such as domestic abuse, substance abuse and where help can be signposted.

We have policies and procedures in place which include activities outside the school.

We follow appropriate recruitment and training procedures.

All staff are alert to signs of abuse and neglect and know the agreed procedures for reporting concerns to the designated child protection officer.

We have no responsibility for investigating child protection concerns, however, staff may have a role in assisting enquiries and attending reviews and conferences.

If a child approaches a member of staff on behalf of themselves or another pupil we will listen to the child but we will not promise to maintain confidentiality. The staff member will inform the DSP. We would then make notes and, if it is agreed, refer the case to social services and/or the police without delay and confirm the referral in writing to make sure action has been taken.



An agreed record of all discussions should be made and any actions agreed and who is responsible for taking them. All notes are stored securely. *(Based on Safeguarding Children in Education (2008))*

### **Introduction**

We support the children within our care, and endeavour to protect them from maltreatment and have procedures in place to foster children's health and well being. The guidance relates directly to the safeguarding procedures and duties under the Social Services and Well-being (Wales) Act 2014. Further information relating to promoting positive behaviour can be found in our policy through this link.

[Promoting positive behaviour and anti-bullying policy.](#)

To this end we aim to:

- Create an environment to encourage children to develop a positive self-image
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a secure environment for all children
- Always listen to children.
- Encourage children to at all times respect other pupils and their property.

### **The legal framework for this policy is based on:**

- Education Act 2002
- Safeguarding Children in Education (2014)

Practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff will often be the first people to sense that there is a problem. They may well be the first people in whom children confide about abuse. The school has a duty to be aware that abuse does occur in our society.

This statement lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to welfare issues including physical, sexual, emotional abuse or neglect.

Our primary responsibility is the welfare and well-being of all children in our care. As such we believe we have a duty to the children to act responsibly in any instance that may come to our attention. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. [The Preventing Radicalisation Policy](#) sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

Treffos School endeavours:



- that children are never exposed to significant risk while in the charge of school staff (We undertake woodland activities and excursions to beaches and mountains- risk assessments are always made in these circumstances and staff must always make provision for Plan B which keeps pupils safe if initial plans have to be modified.)
- that confidentiality is maintained
- that all staff receive a copy of this policy document which is reviewed annually
- that all teachers have read and understood the updated modules in the Welsh Government document, Keeping Learner's Safe (April 2022)
- that all staff are alert to the signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed.
- that all staff are familiar and updated regularly with child protection issues and procedures ● that all teachers have appropriate training in supporting children to keep safe online.
- to keep every child's well-being and safety at the centre of all we do.

#### Contact telephone numbers

- **Isle Anglesey County Council 01248 750057**
- **Police where there is an immediate child in danger 0845 607 1002**
- **Children and Families Service Isle of Anglesey (Teulu Mon): 01248 725888 Gwynedd: 01286 679379**
- **Children's Services (emergency out of hours) 01248 353551**
- **North Wales Safeguarding board Anglesey 01248 725 888 or 01248 353 551 (out of hours) Gwynedd 01758 704 455 or 01248 353 551 (out of hours)**
- **Named doctor safeguarding children 03000 853186**
- **Senior Nurse safeguarding children 03000 853186**
- **Head of Children and Family Services 01248 752708**
- **Children in Wales (029) 2034 2434**
- **NSPCC 0808 800 5000**



Further guidance for staff is available in the Welsh Government's guidance. [Keeping Learners Safe 2022](#) This document also signposts practitioners to the online Wales Safeguarding Procedures.

Additional provision for staying safe online is detailed in our IT Acceptable User Agreement. All teaching staff are to regularly complete training in keeping children safe online.

### **Types of abuse**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them, or by failing to act to prevent harm. Children may be abused within a family, institution, or community setting by those known to them or a stranger. This could be an adult or adults, another child or children.

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

### **Physical abuse**

Action needs to be taken if staff have reason to believe that there has been a physical injury to a child where there is definite knowledge, or reasonable suspicion that the injury was inflicted or knowingly not prevented. These symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles and face. Many children will have cuts and grazes from normal childhood injuries – these should also be noted and discussed and any concerns reported to the DSP. Other injuries may include burns or scalds. These are not usual childhood injuries and should **always** be discussed with the DSP .

### **Procedure:**

- Signs of marks/injuries to a child, when they come into school or occur during time at the school will be looked into and recorded as soon as noticed by a staff member
- The incident will be discussed with the parent at the earliest opportunity
- Such discussions will be recorded and the parent will have access to such records
- If there appear to be any queries regarding the injury, the Local Safeguarding Children's Board (LSCB) in the local authority will be notified. See contact numbers above and select most appropriate.

### **Fabricated illness**

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the parent. The parent may seek out unnecessary medical treatment or investigation. The signs may include a parent exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness e.g. through poisoning, starvation,

inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

### **Sexual abuse including child sexual exploitation**

([safeguarding-children-from-child-sexual-exploitation \(1\).pdf](#)).

Action must be taken under this heading if the staff member has witnessed occasion(s) where a child indicated sexual activity through words, play, drawing, had an excessive preoccupation with sexual matters, or had an inappropriate knowledge of adult sexual behaviour or language.

This may include acting out sexual activity on dolls/toys or in the role play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

The symptoms may also include a distinct change in a child's behaviour. They may be withdrawn or overly extroverted and outgoing. They may withdraw away from a particular adult or peer in the case of peer on peer abuse ([Peer-on-Peer abuse toolkit](#)) and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

If a child starts to talk openly to an adult about abuse they may be experiencing; the procedure stated later in this document under 'recording abuse suspicions' will be followed.

#### **Procedure:**

- The adult should reassure the child and listen without interrupting if the child wishes to talk
- The observed instances will be detailed in a confidential report
- The observed instances will be reported to the DSP
- The matter will be referred to LSCB in the local authority.

#### **Emotional abuse**

Action should be taken under this heading if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection.

This may include extremes of discipline where a child is shouted at or put down on a consistent basis, lack of emotional attachment by a parent, or it may include parents or carers placing inappropriate age or developmental expectations upon them. Emotional abuse may also be imposed through the child witnessing domestic abuse and alcohol and drug misuse by adults caring for them.



The child is likely to show extremes of emotion with this type of abuse. This may include shying away from an adult who is abusing them, becoming withdrawn, aggressive or clingy in order to receive their love and attention. This type of abuse is harder to identify as the child is not likely to show any physical signs.

**Procedure:**

- The concern should be discussed with the DSP
- The concern will be discussed with the parent
- Such discussions will be recorded and the parent will have access to such records
- If there appear to be any queries regarding the circumstances, the matter will be referred to the LSCB in the local authority.

**Online abuse** (To be read in conjunction with [Online Safety Policy](#))

Action should be taken under this heading if the staff member has reason to believe that a child has been subjected to online abuse. They should seek immediate advice from the DSP.

The school recommends that parents familiarise themselves with the NSPCC's online safety hub [NSPCC](#) and [CEOPs ThinkUKnow](#) for advice on keeping their children safer online whilst at home, including how to begin a conversation about online safety with their child.

Children and young people may experience several types of abuse online:

- bullying/online bullying
- emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
- sexting (pressure or coercion to create sexual images)
- sexual abuse
- sexual exploitation.

Children and young people can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online or the perpetrator may arrange to meet the child in person with the intention of abusing them.

**Indicators of online abuse**

- spend much more or much less time than usual online, texting, gaming or using social media
- be withdrawn, upset or outraged after using the internet or texting
- aggressive behaviour
- sexualised behaviour
- be secretive about who they're talking to and what they're doing online or on their mobile phone



- with older children, have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

#### **Procedure:**

- The adult should reassure the child and listen without interrupting if the child wishes to talk
- The observed instances will be detailed in a confidential report
- The observed instances will be reported to the DSP
- The matter will be referred to LSCB in the local authority.

#### **Neglect**

Action should be taken under this heading if the staff member has reason to believe that there has been persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation and failure to seek medical treatment when required on behalf of the child), which results in serious impairment of the child's health or development, including failure to thrive.

Signs may include a child persistently arriving at school unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), or a child having an illness that is not being addressed by the parent/carer. A child may also be persistently hungry if a parent/carer is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at school. They may be clingy and emotional.

Concerns should be reported to the DSP.

#### **Indicators of child abuse**

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents/carers or staff
- Repeated injuries
- Unaddressed illnesses or injuries.

#### **Recording suspicions of abuse and disclosures**

Staff should make an objective record (supported by the DSP) of any observation or disclosure and include:

- Child's name
- Child's address



- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of injuries or marks seen
- Exact observation of an incident including any other witnesses
- Name of the person to whom the concern was reported, with date and time; and the names of any other person present at the time.
- Any discussion held with the parent/carer (where deemed appropriate).

These records should be signed by the person reporting this and the DSP, dated and kept in a separate confidential file. If a child starts to talk to an adult about potential abuse it is important **not** to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure it is vital details are logged down accurately.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the LSCB. Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The school expects all members of staff to cooperate with the LSCB in any way necessary to ensure the safety of the children.

### **Staffing and volunteering**

It is the policy of the school to provide a secure and safe environment for all children. The school will therefore not allow an adult to be left alone with a child who has not received their enhanced DBS disclosure clearance.

All staff will attend regular child protection training. This will include the procedures for spotting signs and behaviours of abuse and abusers, recording and reporting concerns and creating a safe and secure environment for the children in the school. The DSP must keep a record of all staff training, including the dates and details of the provider.

We have a named DSP within the school that coordinates child protection and welfare issues.

- We provide adequate and appropriate staffing resources to meet the needs of children
- Applicants for posts within the school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information





- We abide by statutory requirements in respect of references and suitability checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the school or has access to the children
- All students will have enhanced DBS checks conducted on them before their placement starts
- Volunteers, including students, do not work with children unsupervised
- We have procedures for recording the details of visitors to the school and take security steps to ensure that we have control over who comes into the school, so that no unauthorised person has unsupervised access to the children
- All staff have access to a whistle blowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner
- All staff will receive opportunities to discuss child protection training and any needs for further support

### **Informing parents/carers**

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the LCSB does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

### **Confidentiality**

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the LCSB.

### **Support to families**

- The school takes endeavours to build up trusting and supportive relations among families, staff and volunteers within the school
- The school continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate under the guidance of the LCSB with the proviso that the care and safety of the child is paramount.

### **Employees or volunteers of the school**



It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in an education setting is dealt with fairly, quickly and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. The quick resolution of allegations of abuse should be a clear priority to the benefit of all concerned. All unnecessary delays should be eradicated.

The school has a safer recruitment policy and the DSP has received safer recruitment training. If an allegation is made against a member of staff or volunteer, it should be reported to the DSP or second named person in their absence. In all cases we will follow the guidance in the Welsh Assembly Government document - [Safeguarding Children in Education \(2014\)](#)

If a charge of abuse is made against either of the joint Headteachers (Proprietors) this incident **cannot** be investigated through school based procedures and staff have a duty to place the case before Local Children's Safeguarding Board through Teulu Mon (see contact numbers that may be used).

The Local Authority Designated Officer (LADO), and the LCSB will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

- LADO will be informed immediately for advice and guidance
- A full investigation will be carried out by the appropriate professionals (LADO, LCSB) to determine how this will be handled
- The school will follow all instructions from the LADO, LCSB and ask all staff members to do the same and co-operate where required
- If the allegation could possibly interfere with the normal working of the school, the member of staff or volunteer will be allocated to another area, after due consultation with all parties and professionals, including the LADO
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- Treffos reserves the right to suspend any member of staff on full pay during an investigation
- All enquiries/external investigations/interviews will be documented and kept in a locked file
- Unfounded allegations will result in all rights being reinstated
- Founded allegations will be passed on to the relevant organisation (police) and will result in the termination of employment. Estyn will be notified immediately of this decision. All records will be kept until the person reaches normal retirement age or for 10 years if that is longer. This will ensure accurate information is available for references and future DBS checks and avoid any unnecessary re-investigation
- The school retains the right to dismiss any member of staff in connection with founded allegations following an inquiry



- Counselling will be available for any member of the staff who is affected by an allegation and their colleagues in the school.

### **Use of mobile phones by staff**

The school has provided i-Pads for each class in the school so that they may be used to take photos and film clips of school activities and access school or class email messages from parents. Personal mobile phones should not be used for this purpose. There are several school mobile phones which may be used on class trips to maintain contact with school and as an emergency contact if the class are offsite. Personal mobile phones may be used for personal business during break times.

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