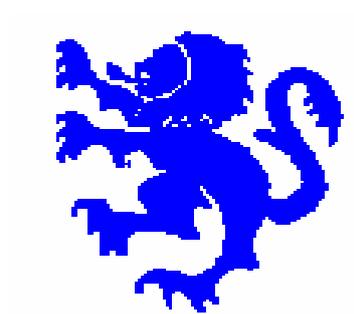


Child Protection Policy Polisi Amddiffyn Plant

Ysgol Uwchradd Llanidloes High School



Mabwysiadwyd gan y Corff Llywodraethol ar
Adopted by the Governing Body on
27/01/2016

----- (Chair of Governing Body)

Duddiad adolygu: Ionawr 2017
Review date: January 2017

Introduction

1.1 Ysgol Uwchradd Llanidloes High School fully recognises the contribution it makes to child protection.

There are three main elements to our policy:-

- a. prevention through the teaching and pastoral support offered to pupils;
- b. procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and
- c. support to pupils who may have been abused.

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

Prevention

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

The school will therefore:-

- a. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- b. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- c. include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and
- d. include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Procedures

3.1 We will follow the All Wales Child Protection Procedures that have been endorsed by the Local Safeguarding Children Board.

3.2 The school will:-

- a. ensure it has a designated senior member of staff, who has undertaken the appropriate training;

The designated members of staff are Mr C. Eley, Child Protection Officer and Mrs Ann Lewis.

b. recognise the role of the designated person and arrange support and training. Mr. C.Eley is awaiting training to level 3, Mrs Ann Lewis has this training.

c. ensure every member of staff and every governor knows:-

- the name of the designated persons and their role;
- that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board;

and

- how to take forward those concerns where the designated person is unavailable.

When the Child Protection Coordinators are not available, concerns should be passed to the most senior teacher available. This would normally be the Headteacher, Deputy Headteacher or an Assistant Headteacher.

In the event of none of these being available staff and governors can report concerns to Powys Social Services Children's team.

d. ensure that 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;

e. ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure;

f. provide training for all staff so that they know:-

- i. their personal responsibility;
- ii. the agreed local procedures;
- iii. the need to be vigilant in identifying cases of abuse; and
- iv. how to support a child who discloses abuse.

g. notify the local social services team if:-

- a pupil on the child protection register is excluded either for a fixed term or permanently; and
- 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 review and child protection conferences and core groups and the submission of written reports to the conferences;

- i. keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately;
- j. ensure all records are kept secure and in locked locations;
- k. adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 *Staff Disciplinary Procedures in Schools*;
- l. ensure that recruitment and selection procedures are made in accordance with Welsh Assembly Government guidance circular 34/2002 "*Child Protection: Preventing Unsuitable People from working with Children in the Education Sector*"; and
- m. designate a governor for child protection who will oversee the school's child protection policy and practice.

The designated governor is Mrs Margot Jones.

Supporting the Pupil at Risk

4.1 We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

4.3 The school will endeavour to support the pupil through:-

- a. the content of the curriculum to encourage self esteem and self motivation (see section 2 on Prevention);
- b. the school ethos which:-
 - i. promotes a positive, supportive and secure environment; and
 - ii. gives pupils a sense of being valued (see section 2 on Prevention);
- c. the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on 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 endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- d. liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service; and
- e. keeping records and notifying Social Services as soon as there is a recurrence of a concern;

4.4 When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform Social Services.

Bullying

4.5 Our policy on bullying is set out in ***a separate policy*** and is reviewed annually by the governing body.

Physical Intervention

4.6 Our policy on physical intervention is set out in ***a separate policy*** and is reviewed annually by the governing body.

Children with Statements of Special Educational Needs

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

CYNGOR SIR POWYS COUNTY COUNCIL

CYMUNEDAU, SGILIAU A DYSGU / COMMUNITIES, SKILLS AND LEARNING

GWASANAETH YSGOLION / SCHOOLS SERVICE

CHILD PROTECTION – DEFINITIONS AND PROCEDURES

DEFINITIONS OF CHILD ABUSE

What is child abuse?

Abuse and neglect are forms of maltreatments of a child. A child is abused and neglected when someone inflicts significant harm, or fails 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. A child is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently, does not change their status or their entitlement to services or protection under the Children Act, 1989.

Significant harm is defined in legislation as ill treatment or the impairment of health and development of a child.

Everybody should:

- be alert to potential indicators of abuse or neglect;
- be alert to the risks that abusers may pose to children;
- share their concerns so that information can be gathered to assist in the assessment of the child's needs and circumstances;
- work with agencies to contribute to actions that are needed to safeguard and promote the child's welfare'
- continue to support the child and their family.

Classifications of abuse

- Emotional abuse
- Sexual abuse
- Neglect
- Physical abuse

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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children.

It may feature age or developmentally inappropriate expectations being imposed on a child.

Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone. The definition of significant harm has been extended to include 'suffering experienced by children who witness the ill-treatment of another person such as domestic violence' (Children and Adoption Act, 2002).

Possible signs and indicators of emotional abuse

- changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging
- Depression, aggression, extreme anxiety
- Nervousness, frozen watchfulness
- Obsession or phobias
- Sudden underachievement or lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention-seeking behaviour
- Persistent tiredness
- Running away
- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- Neurotic behaviour – obsessive rocking, thumb sucking, and so on
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating and lack of appetite
- Depression, withdrawal

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 or non-penetrative acts.

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

Possible signs and indicators of sexual abuse

- Any allegations made concerning sexual abuse
- Bruises, scratches, or bite marks on the body
- Excessive pre-occupation with sexual matters and detailed knowledge of adult sexual behaviour
- Child who is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations

- Eating disorders – anorexia, bulimia (these may indicate the possibility that a child or young person is self-harming)
- Scratches, abrasions or persistent infections in the anal or genital regions
- Sexual awareness inappropriate to the child's age – shown for example in drawings, vocabulary, games etc.
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or go to certain places
- Repeated urinary infections or unexplained stomach pains
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends
- Pregnancy (in older young people)

Sexual Abuse: why children don't tell

- Threats
- Bribes
- Making the child feel guilty
- Persuading that what is happening is normal
- Being told that they will be taken away if they tell
- Hoping to protect a brother or sister if they put up with the abuse
- Being persuaded that this is how people show their love
- Being told that they asked for it because they acted seductively
- Fear of losing favours, such as a place on the team or squad
- Being told that they will be responsible for the abuser going to prison
- Fear of losing control of their lives
- How to put it into words

Neglect

Neglect is the persistent failure to meet a child's basic physical and 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, failure 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.

Neglect may occur during pregnancy as a result of maternal substance abuse.

Possible signs and indicators of neglect

- Hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness and non-attendance
- Untreated medical problems
- Poor social relationships
- Compulsive stealing or scrounging
- Tiredness

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 care-giver fabricates or induces illness in a child whom they are looking after.

Common sites for accidental injury

- Forehead
- Chin
- Spine
- Forearm
- Hips
- Shins
- Knees
- Elbows
- Nose

Common sites for non-accidental injury

- Eyes – bruising (particularly both eyes)
- Skull – fracture, bruising or bleeding under skull (from shaking)
- Cheek/side of face – bruising, finger marks
- Mouth – torn frenulum
- Neck/shoulders/chest/upper and inner arms – bruising, grasp marks
- Genitals – bruising
- Knees – grasp marks
- Back, buttocks, thighs – linear bruising, outline of belt/buckles, scalds/burns

Possible signs and indicators of abuse

- Unexplained injuries or burns, particularly if recurrent
- Injuries not consistent with the explanation given for them
- Injuries that occur in places not normally exposed to falls, rough games etc.
- Reluctance to change for, or participate in, games or swimming
- Refusal to discuss injuries or improbable explanations
- Untreated injuries or lingering illnesses
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression / bullying
- Over-compliant behaviour or 'watchful attitude'
- Running away
- Significant changes in behaviour without explanation
- Bruises on babies, bites, burns, fractures, etc. which do not have an accidental explanation (these may also indicate the possibility that a child or young person is self-harming)
- Cuts/scratches/substance misuse (these may also indicate the possibility that a child or young person is self-harming).

Signs of abuse

The above lists are not exhaustive and there may be other indicators of abuse.

- What is important is to keep everything in context with the wider situation and not to jump to conclusions, and
- Talk to your Designated Teacher for Child Protection, or other appropriate professionals, if you have concerns.

Compromised Parenting

No single factor causes children to be abused. Many factors influence family life and the development of a child.

Parental problems such as mental illness, domestic abuse and substance misuse can make the task of parenting harder and may increase the risk of abuse or neglect.

These factors can affect children in a number of ways. They may directly affect the growing foetus, expose a child to stress or harm and limit the adult's ability to parent.

Abuse of Trust

Welsh Assembly Government Circular No: 005/2008 Safeguarding Children in Education – the role of local authorities and governing bodies under the Education Act, 2002, states as follows:-

All Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, teaching assistant, support worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

PROCEDURES

What to do if you are worried or concerned about a child/young person

Seek advice from the school's Designated Teacher for Child Protection or their deputy.

If school staff are not available, advice can be requested from the following:-

Schools Service Designated Lead for Child Protection / Safeguarding

Mr John Mitson

Tel: 01597 826431

Fax: 01597 826475

Email: john.mitson@powys.gov.uk

In the event of the Child Protection / Safeguarding Lead being unavailable, the following officers, within the Schools Service, can be contacted:-

Mr Ian Roberts, Head of Schools Service

Tel: 01597 826422
Mobile: 07867 908919
Fax: 01686 614009
Email: ian.roberts@powys.gov.uk

Mr Imtiaz Bhatti, School Effectiveness Officer, Working With Others

Tel: 01597 826401
Mobile: 07585 402356
Fax: 01597 826475
Email: Imtiaz.bhatti@powys.gov.uk

Mrs Ann Thomas, School Effectiveness Officer, Working With Others

Tel: 01597 826425
Mobile: 07825 552262
Fax: 01597 826475
Email: ann.thomas@powys.gov.uk

In addition, advice can also be provided by any of the Authority's Education Welfare Officers i.e.

North Powys

Mrs Margaret Jones

Tel: 01686 626395
Mobile: 07974 141281
Fax: 01686 614009
Email: margaret.jones@powys.gov.uk

Mr Geraint Thomas

Tel: 01686 626395

Mobile: 07774 764710

Fax: 01686 614009

Email: geraint.thomas@powys.gov.uk

Mid/South Powys:

Mr Chris Davies

Tel: 01874 612211

Mobile: 07785 761569

Fax: 01874 610279

Email: christopher.davies@powys.gov.uk

Mr David Evans

Tel: 01874 612211

Mobile: 07831 834021

Fax: 01874 610279

Email: david.thomas.evans@powys.gov.uk

Advice can also be provided by any of the Authority's School Effectiveness Officers, Leadership and Management, and School Effectiveness Officers, Teaching and Learning.

Further to the above, advice can be requested from the Council's Safeguarding Manager and her contact details are as follows:-

Ms Ali Davies

Tel: 01597 827325

Email: alison.davies1@powys.gov.uk

In addition, advice can be requested from Social Services Officers (contact telephone numbers below) and Family Protection Officers within the Dyfed Powys Police – telephone number 101 or 0845 330 2000.

If the child is in immediate danger, the police should be called. If the child is not in immediate danger, Children's Services should be called and a written referral must be submitted within two days.

Always seek advice and support.

It is essential that all agencies work together to protect children. To delay reporting a suspicion of abuse could be disastrous.

Referrals should be made to Children's Services as soon as a problem, suspicion or concern becomes apparent, and certainly within 24 hours. Referrals to Children's Services in Powys should be made to the Duty Officer based at:-

- Neuadd Maldwyn, Welshpool 01938 552017
- The Park, Newtown 01686 617520/1
- 1 High Street, Llandrindod Wells 01597 827325
- Neuadd Brycheiniog, Brecon, 01874 624298
- Hendreladus, Ystradgynlais, 01639 844595
- Out of Office Hours 0845 757 3818

The referral should be clear, legible, factual (rather than opinions) and contain as much information as possible.

Allegations against Staff

If a member of staff observes abuse by other staff in the school or becomes aware of an allegation against the headteacher, he / she should immediately refer this matter to the designated teacher for Child Protection. If the designated teacher for Child Protection is the member of staff involved, the concern / allegation should be reported to the deputy designated teacher for Child Protection. If that individual is not available, the member of staff should, without delay, report the matter to the Schools Service Lead Officer for Child Protection / Safeguarding (tel: 01597 826431) and, if this officer is unavailable, liaise with Children's Services regarding appropriate action.

What to do if a child discloses to you

- If a child discloses to you, do not further question the child but ensure that the child is safe. Don't interrogate or ask 'leading' questions, for example, 'What did he/she do next?' Such questions may invalidate your evidence (and the child's) in any later prosecution. You may ask an open question, for example, 'Is there anything else you want to say?' but nothing more. Ensure the physical environment is welcoming, giving the opportunity for the child to talk in private but making sure that others are aware that the conversation is taking place.
- Remain open to the disclosure: do not appear shocked or disbelieving (even if you feel like it). Be attentive and look at them whilst they are speaking. Above everything else, listen without interrupting. Allow the child to feel secure and give them time. Try to remain calm, even if on the inside you are feeling somewhat different. Do not criticise the alleged perpetrator and do not ask the pupil to repeat what they have said for another member of staff.

- Never promise that you will keep what they say secret but do reassure them that you will act on their behalf to ensure only those who need to know are told.
REMEMBER the procedures after disclosure can seem more frightening to a child than the alleged abuse. They may have been threatened that something bad will happen to them if they tell.
- If they decide not to tell you after all, accept their decision but let them know that you are always ready to listen.
- Only speak of the allegation to those to whom you must refer. **Only discuss this with those who need to know to safeguard the child** – confidentiality is still essential except for the line of referral.
- **RECORD** accurately everything you have been told, observed and/or have actioned, by whom, where, when, time – using the child’s own words (do not interpret what they have said). Brief notes should be written immediately with the record written up as soon as possible afterwards. Do not destroy your original notes in case they are required by a court.
- **Remember** overall that **the CHILD’S WELFARE IS PARAMOUNT.**

Helpful responses:

- You have done the right thing in telling
- I am glad you have told me
- I will try to help you

Don’t say:

- Why didn’t you tell anyone before?
- I can’t believe it!
- Are you sure that this is true?
- Why? How? When? Who? Where?
- I am shocked, don’t tell anyone else.