

# Palmerston Primary School

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& the Directorate of Learning and Skills

## Safeguarding / Child Protection Policy

February 2015 Revised for January 2017



**Safeguarding / Child Protection Policy**  
**for Palmerston Primary School**

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## 1: Introduction

Under the Safeguarding Children Agenda, our school recognises that a Safeguarding Policy requires a broader view than that of the traditional child protection policy. The *Safeguarding Children in Education* model Child Protection Policy has been incorporated into this Policy. Therefore a number of elements that would previously not have been within a child protection policy have been incorporated. However, absolute focus is maintained that the aim of this document is the protection and welfare of children and young people.

At the outset, it is critical that definitions of the terms used within this policy are clarified. **Appendix A** includes definitions and concepts taken from the Safeguarding Children: Working Together Under the Children Act 2004 and are included here for ease of reference and to ensure that common terminology is used to assist in work undertaken between partners.

The underpinning policy principles ensure that the health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture, religion or disability. They have a right to be safe in our school. All staff have an equal responsibility to act upon any suspicion or disclosure that may suggest a child is at risk of harm.

Legislation forms the basis for this Policy and the Vale of Glamorgan Safeguarding & Child Protection Policies. The following, therefore, is consistent with the Vale of Glamorgan Policy:

Our aims are:

- to provide a safe environment for children in which to learn;
- to establish what actions the school can take to ensure that children remain safe at home as well as at school;
- to raise the awareness of all staff to these issues, and to define their roles and responsibilities in reporting possible cases of abuse;
- to identify children who are suffering, or likely to suffer, significant harm;
- to ensure effective communication between all staff on child protection issues;
- to set down the correct procedures for those who encounter any issue of child protection.

***'Safeguarding'***, is not just about protecting children/young people from deliberate harm. It encompasses issues for schools including:

- pupil health and safety
- bullying/cyberbullying
- racist abuse
- harassment and discrimination
- 'Prevent' – Radicalisation & Extremism
- use of physical intervention / safe handling
- meeting the needs of pupils with medical conditions
- providing first aid

- drug and substance misuse
- educational visits
- sex and relationship education
- internet safety
- issues which may be specific to a local area or population e.g. gang activity
- school security
- the welfare of learners on extended vocational placements

At Palmerston Primary School, we have separate policies within which we aim to address many of the above areas. We have a Health & Safety Policy that addresses many of the areas including security, pupil welfare and educational visits; we also have a separate Anti Bullying Policy, Behaviour Policy, SEN/ALN Policy, Racial Equality Policy, eSafety Policy, Social Networking Policy, Attendance Policy, Positive Handling Policy and Safer Recruitment Policy etc.

Palmerston Primary School fully recognises the contribution it makes to Safeguarding Children.

There are three main elements to our policy:-

1. **Prevention** through the teaching and pastoral support offered to children;
2. **Procedures** that clearly outline the expectations of all parties within a Safeguarding agenda for identifying and reporting cases, or suspected cases, of abuse, concern and or vulnerability. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and
3. **Support** to children who may have been abused, give a cause for concern or are vulnerable.

This policy applies to all staff and volunteers working within the school. Additionally this policy applies to all occasional workers, volunteers, contractors and governors. All adults on school site must be aware of the school's Safeguarding Policy as any adult, as well as teachers can be the first point of disclosure for a child.

Within this school the Head Teacher retains overall responsibility for Safeguarding. The Named Senior Officer for Safeguarding in the Learning and Skills Directorate is David Davies (01446 709184). The Learning and Skills Directorate Safeguarding Officer is Dorian Davies (01446 709180).

Key safeguarding personnel within the school are:

- The Designated Senior Person Child Protection – Mrs Katy Edwards
- The Deputy Designated Senior Persons Child Protection – Miss Sarah Cason
- The Link Governor for Child Protection – Ms Nicola Herbert

(**Appendix B** outlines the detailed roles and responsibilities of each post)

## **2: Prevention**

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

The school will therefore:-

- a) establish and maintain an ethos where children people feel secure and are encouraged to talk, and are **listened to**;
- b) ensure children know that there are adults within 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 or exploitation, both in their own communities and the cyber community, and to know to whom to turn for help; and
- d) include within the curriculum, material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

All staff demonstrate a total commitment to Child Protection. They raise children's awareness of themselves through Personal and Social Education (P.S.E.) and develop a trusting climate so that they feel able to talk and share their thoughts and feelings. We also help to develop appropriate attitudes in our children and make them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable them to take and make decisions for themselves.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make optimum educational progress.

## **3: Procedures**

Palmerston Primary School follows the All Wales Child Protection Procedures and all local protocols in relation to safeguarding that have been endorsed by Cardiff and the Vale of Glamorgan Local Safeguarding Children Board.

Palmerston Primary School has:-

- A designated senior person for Child Protection (DSP) - Mrs Katy Edwards (HT), who has undertaken the appropriate training and a deputy, who will substitute in the designated person's absence – Miss Sarah Cason(DHT)
- This substitute is a senior member of staff and shadows the CP Designate. In the absence of both DSPs from school, the most senior member of staff will substitute and consult with the Safeguarding Officer, Dorian Davies, if required.

- Appropriate arrangements are in place for the support and training of both the Designate and the Deputy Designate. Please refer to Safeguarding / Child Protection Training records for designated persons and staff;
- In the event of the DSP and Deputy DSP not being available to deal with an emergency involving Child Protection issues, the member of staff with the concern should follow procedures laid out in this policy. Others could include members of the Senior Management Team (SMT) including Miss Tracy Merriott and Mrs Bev Hopkin.
- provided training for all staff regarding:-
  - I. their personal, statutory responsibility;
  - II. the agreed local procedures;
  - III. the need to be vigilant in identifying cases of abuse;
  - IV. how to support a child who discloses abuse and
  - V. Record keeping

This should take place annually for existing staff and immediately for new staff

- identified a specific governor who is a designated Child Protection link and who will oversee the school's Safeguarding policy and practice;
- ensured that every member of staff and every governor knows:-
  - I. the name of the designated person and their role; and the shadow arrangements in place;
  - II. that they have an individual responsibility for referring child protection concerns using the appropriate channels and within the timescales laid down in the All Wales Child Protection Procedures;
  - III. the expectations of the school in regard to the recording and reporting of CP concerns
- ensured 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 or website;
- a clear understanding that the local Children & Young People Service (CYPS) team must be contacted immediately if:
  - a child who is on the Child Protection Register (CPR) is excluded either for a fixed term or permanently; and
  - a child who is on the CPR has an unexplained absence;
- worked to develop effective links with relevant agencies and co-operated as required with their enquiries regarding child protection matters, including attendance at Initial and Review Child Protection Conferences, core groups, and submitted written reports to such meetings as required, **(Appendix F)** and MARAC reports **(Appendix G)**;
- ensured that members of staff are aware of the definitions of abuse and neglect **(Appendix C)**, and the need to be alert to signs of abuse.

## **What to do if a child tells you that they or another child is being abused**

- Show the child that you have heard what they are saying, and that you take their allegations seriously;
- Encourage the child to talk, but do not prompt or ask leading questions;
- Don't interrupt when the child is recalling significant events. Don't make the child repeat their account;
- Explain what actions you must take, in a way that is appropriate to the age and understanding of the child;
- Do not promise to keep what you have been told secret or confidential, as you have a responsibility to disclose information to those who need to know. Reporting concerns is not a betrayal of trust;
- Write down as soon as you can and no later than 24 hours what you have been told, using the exact words if possible. Keep rough notes;
- Report your concerns to your line manager or (if appropriate) the member of staff in your organisation with designated responsibility for child protection;
- Do not confront the alleged abuser;
- Do not worry that you may be mistaken. You will always be taken seriously by CYPS. It is better to have discussed it with somebody with the experience and responsibility to make an assessment;
- Make a note of the date, time, place and people who were present at the discussion.'

## **Records of Concern/Significant Event/Disclosure**

Whenever a member of staff has concerns, or when a child presents with a marked change of behaviour, a Record of Concern/Significant Event/Disclosure (**Appendix D**) should be completed noting the date of the event/concern and action taken. This record of concern should be signed by both the referrer and the Designated Senior Person for Child Protection and a copy kept by the DSP, even when there is no need to refer the matter to CYPS immediately.

All staff should be aware of the following paragraph from AWCPP 2008:

<p><b>If any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to CYPS or the police, who have statutory duties and powers to make enquiries and intervene when necessary.</b></p> <p style="text-align: right;"><b>AWCPP 2008 page 73.</b></p>
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**NB If a referrer disagrees with a decision made by the DSP, who decides not to pass on concerns, it is the referrer's responsibility to make that referral.**

## **Chronology Log**

The Chronology Log (**Appendix E**) or the SIMS Chronology Log is to be used to build up a picture, if concerns remain.

### **Storing records**

All records must be kept secure and in locked locations and children's files must be kept individually and separately in line with the Pupil Information Record System as supplied by the Directorate of Learning and Skills (**Appendix J**). Concerns will be shared with relevant professionals involved with the child, but records will not be available without the authority of the Designated Senior Person (DSP) or the Head teacher;

### **Transfer of Files**

All Safeguarding information must be transferred to a new school immediately when a child on the Child Protection Register, or who has a diagnosed mental health difficulty, or who is known to CYPS, leaves. CYPS must be informed of the child's transfer. The DSP will ensure that the receiving school is fully aware of any Safeguarding concerns and that the file is copied and transferred separately in a secure, appropriate manner. **Key** documents in the file must be copied and kept in school. (Child Protection records should be kept until a child reaches the age of 25) If the school is unable to ascertain what school/educational setting the child is transferring to, the school must inform the Named Senior Officer for Safeguarding in the learning and Skills Directorate – David Davies;



## **Procedures for school based staff**

All staff and volunteers working with children are well placed to observe outwards signs of abuse, changes in behaviour or failure to develop. They therefore have a duty to safeguard and promote the wellbeing of pupils and comply with the All Wales Child Protection Procedures and the National Assessment Framework.

These procedures are consistent with the All Wales Child Protection Procedures and the National Assessment Framework which should be referred to for greater detail according to specific circumstances.

When a member of staff, teaching or non – teaching, is alerted to signs of abuse or neglect s/he should:

- Complete the Record of Concern/Significant Event/Disclosure (noting the date, event and action taken), even where there is no need to refer the matter to CYPS immediately and pass it to the DSP
- Discuss the issue with the school's DSP or in his/her absence the Deputy DSP, Head Teacher or Deputy Head Teacher. If the decision is taken that the incident needs to be referred, the DSP should make a telephone referral to CYPS by telephoning the Duty Officer on 01446 725202, or out of hours on 02920 788570. This must be followed within two working days by completing the Multi-Agency Referral Form (MARF) either in writing or via e-mail to: [dutymarfs@valeofglamorgan.gov.uk](mailto:dutymarfs@valeofglamorgan.gov.uk). If the "Child in Need" referral box is ticked, it must be accompanied with parental consent. No parental consent is needed for the "CP" referral box. The "Information Only" referral box will be logged by CYPS and only acted upon if it is considered a CP matter.

*The Duty Officer  
Vale of Glamorgan Council  
Dock Office  
Barry  
CF63 4RT*

- The DSP should ensure that parents are informed and made aware of the referral, **other than in circumstances when doing so would put the child at further risk of harm.**
- Significant events should always be added to the Chronology Log to enable the school to build up a picture of what might be going on for the child.

(Advice may be sought prior to referral from the above asking for the duty desk, or the Safeguarding Officer, Dorian Davies – Safeguarding Officer 01446 709180 or in her absence Ruth Ferrier, 01446 709147).

Following the referral the school must:

- Be kept informed of the strategy discussions and attend strategy meetings / case conferences / core group meetings as required
- Record the date, event, action taken and result of suspected child abuse and keep records confidential, separate and secure;
- Contribute to the coordinated approach to Child Protection by developing effective liaison with other agencies and support.
- Provide written reports, using **Appendix F**.

## **Procedures for the Learning and Skills Directorate Staff.**

Staff who visit schools (both centrally based staff such as the SIIS, Challenge Advisers and those providing commissioned services) may also receive pupil disclosures or gain evidence of possible abuse including neglect.

They should share the information with the school's DSP, or in his/her absence, the Deputy DSP, Head teacher or Deputy Head teacher. If, following discussion, the decision is taken that the incident needs to be referred, the DSP should make the referral to CYPS, by telephoning the Duty Officer on 01446 725202 or out of hours on 02920 788570. This must be followed up within two working days by completing the Multi-Agency Referral Form (MARF) either in writing or via email [dutymarfs@valeofglamorgan.gov.uk](mailto:dutymarfs@valeofglamorgan.gov.uk) .

Following this they should inform their line manager, or in her/his absence, Dorian Davies on 01446 709180 or in their absence Ruth Ferrier, 01446 709180.

This should be done without delay (same day) and a copy of the MARF provided on completion. If no child protection referral is made, a full written record must be provided to the school using the Record of Concern/ Disclosure/Significant Event Form, **(Appendix D)**, with an e-copy to Dorian Davies.

Similarly adults employed by the Council to work with children outside the school setting e.g. members of the Youth Service, should inform their line manager, or in her/his absence the Local Authority Safeguarding Officer , Dorian Davies on 01446 709180 or in her absence Ruth Ferrier, 01446709180.

This should be done without delay (same day) and a copy of the MARF provided on completion. If no child protection referral is made a full written record must be provided to the school, using the Record of Concern/Disclosure/Significant Event Form, **(Appendix D)**, with an e-copy to their line manager.

**As the adult who first raised the concern, it is the visiting member's responsibility to ensure that the school has acted upon the concerns raised. The responsibility for taking procedures further lies with the visiting member if they are not satisfied with the school's response. If this is the case, concerns should be shared with David Davies or Jenny Smith who will liaise with the school.**

***It is not the responsibility of staff in school, visiting schools or working with children and young people, or in Youth settings, to investigate suspected child abuse, only to report any disclosure or apparent evidence.***

#### **4: Supporting vulnerable pupils and those who are at risk**

Palmerston Primary School recognises that children who are at risk, suffer abuse, neglect or witness violence may be deeply affected by this.

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.

The school will endeavour to support the child through:-

the content of the curriculum to encourage self-esteem and self-motivation (see section 3 on Prevention);

- a) the school ethos which:
  - a. promotes a positive, supportive and secure environment; and
  - b. gives children a sense of being valued (ref. Section 3 on Prevention)
- b) the school's behaviour policy is aimed at supporting vulnerable children in the school. All staff have agreed on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage their sense of self-worth. The school will endeavour to ensure that the child knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any issue which has occurred;
- c) liaison with other agencies who support the student such as CYPS, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service;
- d) keeping up to date records, using the Chronology Log and notifying CYPS as soon as there is a recurrence of a concern.

When a child on the Child Protection Register leaves, we will transfer information to the new school immediately and inform CYPS.

## **5: Bullying/Cyberbullying**

Palmerston Primary School's policy on bullying is set out in a separate documents – Anti-Bullying Policy and the school's Behaviour Policy and is reviewed annually by the governing body.

Under the Education & Inspection Act 2006, there is a specific duty to take measures to promote good behaviour and to prevent all forms of bullying.

## **6: Pupils with mental health difficulties**

The Safeguarding Pupil Concern Record (**Appendix E**) should be used to record any concerns relating to a child's mental health. All referrals/discussions with mental health professionals or other agencies should be documented in the safeguarding file. All acts of violence or threats of violence committed by the child should be reported to the police unless a clear directive not to do so is given by mental health professionals.

## **7: Physical Intervention**

Palmerston Primary School's policy on physical intervention is set out in the Local Authority Policy on The Use of Physical Intervention and is adopted and reviewed annually by the governing body.

Any allegation of inappropriate physical intervention involving a child/young person must be reported in line with the guidance in this policy (Allegations Against Staff Section 11).

The school will ensure that every physical intervention is appropriately recorded on the Physical Intervention form and reported to the Local Authority following their guidance. Records of physical interventions are kept on pupil files and/or in the Bound Book and can be made available to parents/carers on request.

## **8: Children with statement of Special Education Needs**

Palmerston Primary School recognises that statistically children with learning/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.

## **9: Safe use of the internet and digital technology**

Palmerston Primary School recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However a child's safety will remain the priority of the school.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children under appropriate supervision. **If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.**

Children are not permitted to directly access items that do not belong to the school.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Headteacher or CP Designate should be informed immediately.

### **Social Networking Sites (SNS)**

Social Networking sites are part of everyday culture within the cyber environment and all staff will promote safe use of the internet to all children. Staff are strongly advised not to have contact with young people and parents on SNS. The school curriculum will include the input of appropriately trained personnel around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Headteacher or the DSP.

Any attempt by a child to contact staff via such internet sites will immediately be reported to the Head teacher or DSP in order that appropriate advice can be given to the child and their parents/carers regarding professional boundaries and the safety of the child.

### **Permission for the creation of digital or media images**

- Every parent/carer must be requested to give specific consent for any image of their child to be recorded in school on an annual basis. Permission slips will clearly identify the range of images i.e. Photographs or digital filming/video images. In addition the permission will also be specific in listing the use of any digital or multimedia images i.e. Photographs in a local newspaper, school leaflets or posters or DVDs for sale to parents and others.
- School will issue a further request for permission if there is an opportunity for images to be produced of children that was NOT specifically listed in the initial permission request.
- School will inform parents/carers that they can only record photographic or digital images of children in school based activities i.e. school concerts, with the permission of the Head teacher. School will never condone the posting of children's images on the internet or social networking sites. The school cannot control the use of such images taken by parents/cares after school events, and therefore could not assure other parents/carers of the appropriateness of that use.

## 10: Prevent – Radicalisation & Extremism

There is no Vale of Glamorgan county policy at the moment but the issue has been raised with the Directorate Management Team.

The school staff and governors are aware of the need to observe and act upon the guidance in the Counter-Terrorism and Security Act 2015, with particular reference Section 26 of the Counter-Terrorism and Security Act 2015 and to paragraphs 57 to 76 of the associated **Revised Prevent Duty Guidance**, where the duty on bodies, including schools, is to exercise their function and have “due regard to the need to prevent people from being drawn into terrorism”.(This Section of the Safeguarding File aims to give an outline of the school’s response to this requirement).

This shows that we are aware of the legislative and guidance framework behind the Estyn SER question:

“Describe how the school keeps pupils safe from the dangers of radicalisation and extremism”.

The **Revised Prevent Duty Guidance** provided us with suggestions of what to include in the SER:

- **‘An understanding of the potential risk in the local area’** – We currently have a very small number of pupils from ethnic minority groups and /or vulnerable religious / cultural backgrounds. Those families we do have seem to be fully integrated into the local area and we are not aware of any issues arising. We have not had any concerns raised regarding potential extremist views, terrorist ideologies or racial conflicts. Whilst we are aware of the need to be vigilant and to have the below policies and procedures in place we consider the school to be at low risk from such behaviours.
- **‘Robust safeguarding policies in place to identify children at risk’** – We have sound and thorough Safeguarding Policies that make reference to vulnerable groups. Vulnerable groups include pupils and families who could be influenced by extremist views and terrorist terminology. Any child identified as at risk to be drawn into or expressing terrorism would be referred to the appropriate agency e.g. DSP /DDSP, Children Services, Police, LA Safeguarding Officer. Whilst there is not currently a separate policy there is guidance provided within this Safeguarding documentation. The school has been a dialogue with the LA re: Policy and Practice.
- **‘Policies should set out clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised’** - Reference is also made within school policies and procedures to protocols that ensuring that any visiting speakers – whether invited by staff, parents, or pupils themselves are suitable and appropriately supervised. The same vigilance also applies to school visits and external providers where these issues could be raised.
- **‘Ensure children are safe from terrorist and extremist material when accessing the internet in school’** – The school has filtering systems in place to avoid deliberate or accidental access to inappropriate materials. Reference is made to this within our ‘E-Safety Policy’ alongside other aspects where children could be at risk. Children should not be left unsupervised whilst using the internet at home or school, and the children, staff and parents/carers have been strictly told to observe this. The Use of ICT Internet Permission Form is signed by parents. Classwork and Homework may include research about different cultures and beliefs, but the teachers and parents are advised to guide the websites used.
- **‘Know where and how to refer children and young people for further help’** – The school has rigorous Safeguarding Training for all staff and as part of that training guidance is given regarding referrals, the lines of responsibility, recording

and reporting of any safeguarding issues. The Designated Senior Person and/or Designated Senior Person will normally be the first point of referral for any member of staff upon a disclosure or occurrence. They would then seek advice and refer this to Children's Services, or the Police if there was a severe or immediate need. The school may also seek advice from the LA Safeguarding Officer – Dorian Davies where there may be concerns or queries. The Chair of Governors and Safeguarding Governor would also be informed.

- **Training:** The school has made arrangements to ensure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- **Prevent awareness training** is a key part of this. We had a *Workshop to Raise Awareness of Prevent* (WRAP) to train all school staff. Mr. M Middlemiss (HT/DSP) attended a course (Certified By the Home Office) in February 2016 and then he conducted a whole school training (23<sup>rd</sup> May 2016) Staff received this very well and evaluations indicated a good understanding of the identification and procedures to follow. Updates will continue and new staff will receive training in their induction.
- **This aspect is reviewed by the HT and SMT at least annually.**

#### 11. Contact with children

- All staff, volunteers and Governors will maintain an awareness of the position they hold with the School and the perceived power of their position. All contact with children outside the school environment must be managed appropriately and be clearly communicated within school and to their parents/carers. If there is a requirement to contact a child via telephone, parents/carers will be informed prior to contact being made with the child.
- **All school staff will ensure that their personal telephone numbers and contact details are not known to or used by the children/young people unless absolutely necessary.** Should they gain access to any such details the member of staff will inform the CP Designate or the Headteacher as a matter of urgency. Should any staff member, volunteer or governor become aware that outside of school time there is direct contact between adults within school and any of the children/young people and that it is not for school purposes, the CP Designate or Head teacher is to be informed immediately. This may result in the instigation of procedures in relation to Allegations against a Professional.

#### 12: Safer Recruitment

All personnel working within a school will require the appropriate safeguarding checks as outlined in the schools Recruitment and Selection Policy and the Safer Recruitment Policy.

Staff involved in the recruitment process **must** ensure they read and fully comply with both documents.

For new employees, this will include an enhanced DBS check (with the appropriate barring list check ) and two satisfactory references one of which must be from the current or most recent employer/colleague. Additional safeguarding

checks will also be required which are outlined in the safer recruitment policy. **All checks must be in place before a start date can be arranged.** Separate arrangements may apply for existing employees where appropriate checks are recorded on file. Further guidance is outlined in the council's Safer Recruitment Policy.

In exceptional circumstances, the applicant may start employment without the necessary safeguarding checks in place but only in cases where any delay in starting the applicant will cause risk of harm to a child or adversely affect the delivery of education of the children of the school. In such circumstances, the risk assessment process, as outlined in the safer recruitment policy will be followed and suitable safeguarding measures put in place. This arrangement will only be valid for 12 weeks from the start date.

### **13: Allegations against staff**

Welsh Government guidance circular 9/2014 "*Safeguarding Children in Education: Handling Allegations of Abuse against Teachers and other Staff*" sets out specific advice to be followed where a child protection allegation is made against a member of staff.

The Teacher Unions, the Association of Directors of Social Services and the Association of Chief Police Officers, have agreed to join NEST Guidance on practice and procedure in cases where there has been an allegation against a member of staff of abuse of trust. Guidance can also be found in chapter 4.3.6 All Wales Child Protection Procedures.

When a member of staff witnesses or receives an allegation of professional abuse against another adult who is working with children: this could include staff, volunteers, governors, occasional workers or contractors, and those staff that are not on school site but come into contact with children ie those who transport children to and from school, school crossing patrol etc, s/he should:

Report the matter immediately to the Headteacher, who should:

- obtain details of the allegation in writing, signed and dated
- keep a record of dates, times, location and names of potential witnesses.
- not investigate the allegation, or interview pupils, or discuss the allegation with the member of staff, ( but should consider, in consultation with the Safeguarding Officer and the Child Protection Unit, whether the allegation requires further investigation and if so by whom.)
- inform the Chair of Governors
- Contact the **Local Authority Safeguarding Officer Dorian Davies 01446 709180** who, together with the Principal Officer for Child Protection, will give urgent consideration as to whether or not there is sufficient substance to the allegation to warrant an investigation: The outcome will either be:



- i. without foundation
- ii. internal disciplinary procedures
- iii. a referral under the Child Protection procedures

N.B. if the latter is the case the Principal Officer will discuss the allegation with the Police Child Protection Unit. This discussion may lead to a decision to hold a strategy meeting.

Should the case be referred under the Child Protection Procedures the investigation will be informed by the guidance in “Working Together” and the All Wales Child Protection Procedures, which recommend that there should be a strategy discussion to plan the investigation and any subsequent action.

If the Headteacher is unsure about whether a case should be formally referred s/he may seek advice and support from the Designated Lead Officer.

If Headteacher is the person against whom the allegation is made, the member of staff must consult with the Chair of the Governing Body who will then contact the **Designated Lead Officer David Davies, (01446 709184)** who will discuss the allegation with the Child Protection Unit.

Governing bodies are responsible for dealing with staff disciplinary matters in all maintained schools. A governing body is required to adopt rules and regulations to regulate the conduct and discipline of all staff it employs or has day-to-day responsibility for (except certain ancillary staff).

Local guidance issued in October 2011 reiterated that any queries or concerns for the conduct of a professional must be referred to CYPS.

#### **14: School Site Security**

Palmerston Primary School is a safe and secure place for pupils to learn and develop learning and social skills. The physical safety of pupils when on school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and Safety of school premises. The School’s Health and Safety Policy is available to review on request from the Headteacher.

All daily contractors to our site are requested to sign in and out of school premises. They will clearly list the company for whom they work and the reason for their visit. As a daily contractor is unlikely to have a DBS disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment is formulated by the School, using the Daily Contractors Log sheets, which clearly list the control measures employed by the school to safeguard pupils (**Appendix J**).

## **15: Confidentiality**

Palmerston Primary School regards all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.

We comply with the government requirements set out in DHS Circular LA 83/14, and by the Vale of Glamorgan, with regard to confidentiality. The Child Protection information is held in a secure, locked location. This contains information about confirmed and suspected cases of child abuse.

Information from third parties will not be disclosed without their prior knowledge and consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse (see DfES Circular 16/19). Working notes are not subject to disclosure but will be summarised and then kept on file. These guidelines are in line with the safeguards on disclosure of information set out in the Education (School Records) Regulations 1989.

## **16: Monitoring and reviewing**

The Governing Body of Palmerston Primary School has a senior member of staff designated to take lead responsibility for dealing with child protection issues. The Governing Body also recognise their responsibility with regard to Safeguarding and Child Protection and will ensure that it is always an annual agenda item for their meetings. Every governing body appoints a Safeguarding Governor and in accordance with the council's policy statement, all Safeguarding Governors must undergo Enhanced DBS checks.

Palmerston Primary School will use the Estyn 'Self - Evaluation form for Safeguarding and Child Protection' to monitor and review our policy and practice on an annual basis.

## **17: Table of Appendices**

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## Appendix A

### Key Definitions and Concepts

Extract from All Wales Child Protection Procedures

<b>Child in need</b>	A child is a child in need if: <ul style="list-style-type: none"><li>- he/she is unlikely to achieve or maintain, or have the</li><li>- opportunity of achieving or maintaining, a reasonable</li><li>- standard of health or development without the provision</li><li>- for him/her of services by a local authority;</li><li>- his/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or</li><li>- he/she is disabled.</li></ul>
<b>Child protection</b>	<b>Child protection</b> is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.
<b>Children</b>	A <b>child</b> is anyone who has not yet reached their 18 <sup>th</sup> birthday. 'Children' therefore means 'children and young people' throughout. The fact that a child has become sixteen years of age is living independently or is in Further Education, or is a member of the armed forces, or is in hospital, or in prison or a young offenders institution does not change their status or their entitlement to services or protection under the Children Act 1989.
<b>Development</b>	Physical, intellectual, emotional, social or behavioural development.
<b>Harm</b>	Ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.
<b>Health</b>	Physical or mental health.
<b>Safeguarding and promoting the welfare of children</b>	<ul style="list-style-type: none"><li>- Protecting children from abuse and neglect;</li><li>- Preventing impairment of their health or development; and</li><li>- Ensuring that they receive safe and effective care, so as to enable them to have optimum life chances.</li></ul>

<p><b>Significant harm</b></p>	<p>Section 31(10) of the Children Act 1989 states that “where the question of whether harm suffered by a child is significant turns on the child’s health or development, his health or development shall be compared with that which could reasonably be expected of a similar child”.</p>
<p><b>Welfare and Well-being</b></p>	<p>There is no statutory definition. The Children Act 1989 introduced the welfare checklist that a court shall have regard to in certain circumstances. The 1989 Act states that a “court shall have regard in particular to:</p> <ul style="list-style-type: none"> <li>- the ascertainable wishes and feelings of the child concerned (considered in the light of his age and understanding);</li> <li>- his physical, emotional and educational needs;</li> <li>- the likely effect on him of any change in his circumstances;</li> <li>- his age, sex, background and any characteristics of his which the court considers relevant;</li> <li>- any harm which he has suffered or is at risk of suffering;</li> <li>- how capable each of his parents, and any other person in relation to whom the court considers the question to be relevant, is of meeting his needs;</li> <li>- the range of powers available to the court under this Act in the proceedings in question.”</li> </ul>

## **Appendix B**

### **Roles and Responsibilities of the School's Safeguarding Personnel**

**The Designated Senior Person Child Protection (DSP) will co-ordinate child protection arrangements within the school.**

All schools must nominate a senior member of staff to coordinate child protection arrangements. The local authority maintains a list of all designated senior persons (DSPs) for child protection.

#### **The DSP:**

- is appropriately trained;
- acts as a source of support and expertise to the school community;
- has an understanding of LSCB procedures;
- keeps written records of all concerns, ensuring that such records are stored; securely and flagged on, but kept separate from, the pupil's general file;
- refers cases of suspected abuse to children's social care or police as appropriate;
- notifies CCYPS if a child with a child protection plan is absent for more than two days without explanation or is excluded;
- ensures that when a pupil with a child protection plan leaves the school, key documents are copied, their information is passed to their new school and the pupil's social worker is informed;
- attends and/or contributes written reports to child protection conferences (**Appendix G**);
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies;
- ensures that all staff sign to indicate that they have read and understood the child protection policy;
- ensures that the child protection policy is updated annually;
- liaises with the nominated governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate;
- keeps a record of staff attendance at child protection training;
- makes the child protection policy available to parents.

**The deputy designated person(s)** is appropriately trained and, in the absence of the designated person, carried out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

#### **The governing body ensures that the school has:**

- a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training;
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request;

- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher;
- safer recruitment procedures that include the requirement for appropriate checks;
- a training strategy that ensures all staff, including the Headteacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals;
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.

An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

**The headteacher:**

- ensures that the child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures;
- ensures that pupils' safety and welfare is addressed through the curriculum.

## **Appendix C**

### **Definitions of Abuse and Neglect**

Extract from the All Wales Child Protection Procedures

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

‘A child is abused or neglected when somebody inflicts 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 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 (taken from All Wales Child Protection Procedures 2008).

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

- **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 caregiver fabricates or induces illness in a child whom they are looking after. (For further details related to Fabricated Illness, please see the All Wales Child Protection Procedures 2008

- **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, for example by witnessing domestic abuse within the home or being bullied, 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.

- **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, or in the production of, pornographic material or 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 and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver 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. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.'

## **Indicators of Abuse**

### **Signs and Symptoms**

This is intended as a guide. Please remember that 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
- Unexplained bruising:
- Bite Marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen look'
- Attention seeking
- Apprehension
- Anti-social behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexual exploitation
- 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 school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance
- Major changes in behaviour
- FGM
- Cruelty to Animals
- Hunger





**Palmerston Primary School**  
*Vale of Glamorgan Learning & Skills Directorate*



**Strictly Confidential – Child Concern Record**

To be kept and secured in the Child’s Safeguarding File

Use this form to record any concern about a pupil’s welfare if you suspect the pupil may be suffering abuse or neglect, or if you have received a disclosure of abuse from a pupil, or heard about an allegation of abuse, you must complete the school concern form and hand it to the DSP. The DSP should decide what further action is required. Where it is decided that no immediate referral to Social Services is necessary this form should be signed by the DSP and a copy kept in the child’s Safeguarding file.

- Record of Concern**
- Record of Significant Event**
- Disclosure**

**Recorded by:**

**Position in school:**

**Date:**

Pupil’s Name:	DOB:
Male / Female:	NCY:
Ethnic Origin:	Class Teacher:
Reason for concern/details of incident, significant event or disclosure:	

Have you spoken to the pupil?

Yes/No

The child's/young person's voice:  
What did he / she say? Use pupil's own words.

Any witnesses:

What have you observed / heard directly and when?  
What have you been told /by whom and when?

Have you spoken to anyone else about your concern? Yes/No  
Who?

Is this the first time you've been concerned about this pupil?

Yes/No

Other relevant information / Ongoing concerns:

Are the parents/carers aware of your concern? Yes/No

Date and time you handed/discussed this form with the designated senior person.

**Strictly Confidential – Child Concern Record**

To be kept and secured in the Child's Safeguarding File

**Action Agreed/Taken**

Action and response of DSP/Headteacher in consultation with referrer:

- Contact family
- Recorded in school
- Telephone discussion with CYPS
- Referral to FACT
- Multi Agency Referral Form (MARF)
- Added to Chronology Log
- Referral to Health
- Other: Please specify

Has the action been agreed by DSP/Headteacher and Referrer? Yes / No

Signature of Referrer:

Date:

Signature of DSP/Headteacher:



## Appendix F

### Palmerston Primary School



Vale of Glamorgan Learning & Skills Directorate

#### REPORT FOR CHILD PROTECTION CONFERENCES

<b>Pupil's name:</b> <b>DOB:</b> <b>Address:</b>  <b>School:</b>	<b>Type of Conference:</b> <b>Initial/Review/Other</b> <b>Author of report:</b>  <b>Year Group:</b> <b>Date:</b>
<b>1.) Information regarding incident or concerns that led to the MARF.</b>	
<b>2.) Brief chronology of involvement or attach Chronology Log</b>	
<b>3a.) Child's development needs</b> e.g. Educational progress, EP/BIT/EWO involvement, attendance, any EBD concerns, relationship with family and peers, social presentation	
<b>3b.) Known health concerns, involvement of school nurse</b>	
<b>4.) Comments on your observations of parenting</b> e.g Parents meeting basic care needs, ensuring safety and stability, providing guidance and boundaries, providing emotional warmth, promoting learning and intellectual development, working relationship with school.	

**5.) Any other relevant information**

e.g. family history and functioning, housing, employment

**6.) The child's/young person's voice:**

**7.) Consideration of perceived risk:**

**Has this report been shared with parents?**

**Signed:**

**Position in school:**

**Date:**

## **Appendix G**

Dorian Davies  
01446 709867  
01446 701820

DPD/RS

[dpdavies@valeofglamorgan.gov.uk](mailto:dpdavies@valeofglamorgan.gov.uk)

### **RESTRICTED AND CONFIDENTIAL INFORMATION**

Head teacher

Vale of Glamorgan

Dear Headteacher,

The pupil(s) listed below are due to be discussed at the forthcoming Domestic Abuse Multi-Agency Risk Assessment Conference (MARAC) for **high risk** cases on 2<sup>nd</sup> July 2014.

Pupil	DOB	SA/SA+/ SEN	Address

It is vital that the MARAC members receive as much information as possible to assist in targeting the necessary intervention for the family. Could you therefore, please provide comments below:-

**Attendance:**

**Personal Presentation:**

**Level of Achievement and brief comment on progress:**

**Any Involvement with other agencies:**

**Changes in Behaviour:**

**Areas of concern:**

**Perception of any risk:**

**Please send or e-mail to:**

Caroline Cleary  
Public Protection Unit, Uned Gwarchod y Cyhoedd  
Central (East) BCU – BCU y Canol (Dwyrain)  
Serving Bridgend & the Vale, Yn gwasanaethu Pen-y-Bont a'r Fro  
Cowbridge Police Station, Gorsaf Heddlu Y Bontfaen  
Giatgorllewin, Cowbridge, CF71 7AR. Westgate, Y Bont-Faen  
Email: [central-bcu-domestic@south-wales.pnn.police.uk](mailto:central-bcu-domestic@south-wales.pnn.police.uk)

**and**

Dorian Davies  
Safeguarding Officer  
School Improvement and Inclusion Service  
Vale of Glamorgan Council  
Email: [dpdavies@valeofglamorgan.gov.uk](mailto:dpdavies@valeofglamorgan.gov.uk)

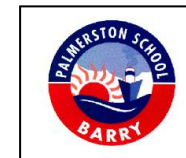
Yours faithfully,

Dorian Davies  
**Safeguarding Officer**  
**School Improvement and Inclusion Service**



Appendix H

Palmerston Primary School  
Daily Contractor Log

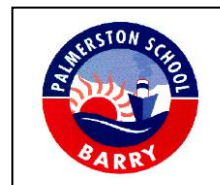


\*CP info given to contractors should include name and location of DSP, and immediate actions required in reporting concern

Date	Time In	Time Out	Name	Company	Reason for Visit	CP info given* (please tick)	Risk Assessment of Contractor (must be completed)		
							Valid CRB	Disclosure number	
							Valid CRB	Disclosure number	
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		
							Valid CRB	Disclosure number	
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		
							Valid CRB	Disclosure number	
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		
							Valid CRB	Disclosure number	
							Will be accompanied whilst on school site		
							Not in areas where lone pupils are		



# Palmerston Primary School



## Safeguarding Pupil Information record

<b>Name</b>		<b>DOB</b>		<b>UPN Number</b>	
<b>Address</b>					

<b>Primary PR Holder:</b> (Parent or Social Services)	
<b>Parents Name:</b>	
<b>Parents Address:</b>	
<b>Parents contact number:</b>	
<b>Carers name (if not residing with Parents)</b>	
<b>Carers Address:</b>	
<b>Carers contact number:</b>	

Child Protection (CP)		Looked After Children (LAC)	
<b>Date of CP Registration</b>		<b>Date became LAC</b>	
<b>Child Protection Register Category</b>		<b>Legal Status (if LAC)</b>	
<b>Date ceased CP Registration</b>		<b>Date ceased to be LAC</b>	
<b>Social Worker</b>		<b>Contact Number</b>	
<b>Social Services Team Manager</b>		<b>Social Services Area Team</b>	
<b>Additional Notes / Emergency Information:</b> (e.g. early alert files, files for children causing concern, restrictions on contact, hazards, allergies, medical information or special family arrangements)			

## Suggested Safeguarding File Composition

*The following guidance from Education Safeguarding is regarding the storage of information in School on vulnerable children and those involved with CYPSCYPS. Each child should have an individual file and all information should be in date order **with the most recent first**, in the following sections:*

### Safeguarding School File

1. Safeguarding Pupil Information record
2. Chronology of school concerns
3. Correspondence
4. Children's CYPS (Social Services) Minutes – Conference/Core Group Minutes, LAC Review Meetings, Child in Need Planning Meetings
5. School reports for Children's CYPS (Social Services) Meetings – i.e. Case Conference Meetings, LAC Reviews, Core Groups, MARAC
6. Attendance Data – Registration sheets, EWO involvement
7. Academic Assessment Information – Key Stage Assessments, End of Year testing
8. School based additional information e.g. Involvement with Educational Psychology Service, Behaviour Support Service, Additional Learning Needs Service. Copies of Statement of Special Educational Needs, IEP, IBP, PEP, Physical Intervention
9. School Report
10. Any other information – copies of referrals to other agencies
11. When a child leaves your school this confidential information must be **copied**, securely transferred to the new school and signed for by the new Head Teacher or Designated Senior Person. The receiving school must be made aware of the existence of a Safeguarding file prior to the child transferring.