CWM TAF SAFEGUARDING CHILDREN BOARD

OAKLANDS PRIMARY SCHOOL

Together Everyone Achieves More

Child Safeguarding Policy

Date: September 2017

Review Date: September 2018

	Signed	Date
Chair of Governors	**Miss H Wagner**	Helen F. Wagner.
Governor Responsible for Child Protection	**Miss H Wagner**	Helen F. Wagner.

Headteacher	**Mrs C Wright**	C Wright
Designated Senior Person	**Mr D Zaplatynski**	DZ
Designated Deputy Person	**Mrs V Moseley**	V. Moseley
Designated Deputy Person		

The School has mechanisms for monitoring and reviewing this policy and its effectiveness. The policy must be annually reviewed and the head teacher and responsible governor must ensure its inclusion as a standing item on the governing body' agenda. This Child Protection Policy should be read in conjunction with other Safeguarding Documents which cover the following areas:-

- Attendance
- Anti- Bullying Policy
- Restraint Policy and Physical intervention
- Whistle Bowing Policy
- Off-site Educational Visits
- Health and Safety
- Time out
- PSE
- Behaviour Policy
- Allegations of Abuse against Teachers and other Staff
- Children with Additional Needs
- E Safety
- Intimate Care
- Staff Code of Conduct
- Recruitment and Selection
- Substance Misuse

Contents

1.Introduction	Page 3
2. Aims	Page 4
3. Procedure	Page 4
4. Safe Recruitment	Page 6
5.Referral to MASH	Page 7
6. Local Authority Safeguarding Coordinator	Page 7
7. Partnership with Parents	Page 8
8. Responsibilities for all Schools Staff	**Page 8**
9. Confidentiality	Page 9
10. Allegations against Staff and Volunteers	Page 9
11. Whistle Blowing	Page 10
12. Radicalisation	Page 10
13. Safeguarding Learners on and off the School Site	Page 11
14. Educational Visits Outside School Premises (including foreign exchange visits)	Page 11
15. Other Policies	Page 11
Appendix 1 Flow Chart RCT	Page 12
Appendix 2 Flow Chart MT	Page 13
Appendix 3 Types of Abuse	Page 14
Appendix 4 Keeping Learners Safe	Page 15
Appendix 5 Visitors and External speakers policy	Page 17
Appendix 5 Guidance and Legislation	Page 23

Child Safeguarding Policy

1. Introduction

Oaklands Primary School acknowledges that:-

1.1. Section 175 of the Education Act 2002 requires Local Authorities and Governing Bodies of maintained schools to have arrangements in place to safeguard and promote the welfare of children.

1.2. Governing Bodies and school staff must have regard for this guidance when fulfilling their responsibilities for safeguarding and promoting the welfare of children.

1.3. A judgment on the procedures in place at a school and its effectiveness in implementing those procedures to safeguard children from harm is included as part of the school inspection process.

1.4. The Governors and staff of Oaklands Primary School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers and visitors, have a full and active part to play in protecting our learners from harm.

1.5. All staff and Governors believe that the school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual learner. This Policy incorporates four main elements :

a) protection through teaching and pastoral support offered to learners;
b) procedures for identifying and reporting cases, or suspected cases, of abuse. Day to day contact with learners mean school staff are uniquely placed to observe signs of abuse;
c) support to learners who may be at risk of abuse or neglect; and,
d) concerns in relation to school staff who may abuse positions of trust.

1.6 This Policy applies to all staff and volunteers working in the school including school governors. It recognises that Learning Support Assistants, Supervisors, Caretakers, Secretaries as well as Teachers can be the first point of disclosure for a learner. As a consequence, all staff should:

a) Be aware of the signs that a learner has been neglected or abused;
b) Listen to learners who tell them about abuse;
c) Report concerns effectively and in line with procedure.

1.7 The school acknowledges that children are amongst the most vulnerable in society. Therefore, adults in positions of trust have a duty to ensure that the rights of children and young people to protection from abuse are taken seriously and effective action is taken in response to any signs or abuse or neglect.

1.8 Schools have a legal duty of care for the health, safety, security and wellbeing of their pupils and staff at all times. This duty of care incorporates the duty to safeguard all pupils from subjection to any form of harm, abuse or nuisance. It is the responsibility of the Governing Body and Senior Leaders to ensure that this duty is uncompromised at all times.

1.9 Schools must be able to demonstrate understanding and actions that contribute to the development of cohesive, resilient communities in their roles as responsible guardians. They need to have arrangements in place for ensuring the safety and wellbeing of all learners.

2. Aims

This policy aims to:

- Promote an understanding that a learner who is abused or who witnesses violence may be deeply affected and this may manifest itself in a number of ways ;
- Recognise that school may provide the only stability in the lives of children who have been abused or who are at risk of harm;
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to;
- Promote a child centred and outcome focused approach;
- Provide a nurturing environment where self-esteem and self-assertiveness are promoted for all pupils including those that are vulnerable;
- Ensure that children know there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum, activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- Support the child's development in ways that will foster security, confidence and independence;
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting;
- Raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- Provide a systematic means of monitoring children known, or thought, to be a child at risk;
- Emphasise the need for good levels of communication between all members of staff;
- Develop a structured procedure within the educational setting, that will be followed by all members of the educational community in cases of suspected abuse;
- Develop and promote effective working relationships with other agencies, especially the Police and Children's Services;
- Ensure that all adults within the school, who have access to children, have been checked as to their suitability in line with statutory guidance.

3. Procedure

Oaklands Primary School will follow the All Wales Child Protection Procedures endorsed by the Cwm Taf Safeguarding Children Board. The school will ensure a senior member of staff is appropriately trained and charged with the responsibility for co-ordinating child protection matters within the School, and that all staff, both teaching and non-teaching, are aware of who that person is. Welsh Government Guidance "Keeping Learners Safe" refers to this person as the Designated Senior Person and this is the term used throughout this policy.

3.1 The Designated Senior Person (DSP) for Child Protection will:

- Ensure that in the absence of the designated teacher for Child Protection, all staff are aware of how to forward any Child Protection concern. It is expected that a member of staff trained to Level 3 of the LSCB recommended standard is on site at all times;
- Liaise and work with all other support services and agencies involved in the safeguarding of children;
- Receive concerns and disclosures made to staff;
- Act as a source of advice and support within the school and provide the point of contact for staff who have concerns or information that a child may be suffering from abuse;
- Understand their individual responsibility to make any necessary reports to Children's Services within proper channels and timescales;
- Ensure the school contributes fully to the child protection process e.g. by the provision of reports and attendance at conferences, core groups or meetings when needed;
- Ensure that all staff, both teaching and non-teaching, are aware of their personal responsibility to report concerns and of the need to be vigilant in identifying potential abuse and neglect;
- Ensure supply, volunteers and casual staff have access to and comply with requirements of the All Wales Child Protection Procedures;
- Ensure that all staff, including those newly appointed are aware of their child protection responsibilities, act in compliance with and have access to the school Child Safeguarding Policy and the All Wales Child Protection Procedures;
- Ensure that all staff have signed to say that they have received, read and understood the Child Safeguarding Policy;
- Ensure that all staff are trained and aware of the indicators of abuse and how to respond and support a learner who discloses it. This should be reviewed annually, at the start of each academic year;
- Disseminate child protection information gained from training and other sources to all staff in the school;
- Ensure an understanding that it is **not** the role of school staff to investigate reported abuse.
- Feedback appropriate information to staff on a 'need to know' basis;
- Ensure that the identity of the DSP and Governor responsible for Child Protection is known by every member of staff;
- Consult with Childrens Services where there is uncertainty about the need to make a report;
- Ensure parents are given access to the Child Safeguarding Policy as part of their child's induction into the school and that learners are made aware of the existence of this policy;
- Ensure a clear record of concerns about a child is maintained even if there is no need to make an immediate report;
- Keep all records including copies of child protection referrals and child protection conference minutes are kept confidentially and securely and are separate from learner records;
- Ensure that when a learner whose name appears on the Child Protection Register transfers to another school, the learner records, including information about registration is transferred without delay. Records should be sent electronically to coincide with the day the learner commences on roll at the new educational setting; and Children's Services should be informed;

- Act as the first point of contact for any concerns about violence against women, domestic abuse and sexual violence regarding children and young people. **A child or a young person's development and education can be compromised as a result of domestic violence and abuse**; and
- Provide continuous support to a learner about whom there have been concerns who leaves the school by ensuring that appropriate information is confidentially forwarded to the new educational setting, including further education provisions.

3.2 Record Keeping

- A copy of the All Wales Child Protection Procedures 2008 must be kept on the school site and be accessible to all staff;
- All records pertaining to child protection must be securely kept in a locked cupboard preferably located in the Head teachers' office;
- Concerns will be shared with relevant professionals involved with the child, but records will not be available without the authority of the DSP.

3.3 Role of the Nominated Governor for Child Protection

This Governor will:

- Ensure that the School has a robust Children Safeguarding Policy in place which is consistent with the All Wales Child Protection Procedures, and is readily accessible to all members of staff, both teaching and non-teaching;
- Ensure that the implementation and effectiveness of the policy and any associated policies are reviewed annually by ensuring its inclusion as a standard item on the governing body's agenda. This will also ensure that account is taken of new guidance;
- Ensure that the School Induction booklet contains a section on the Child Safeguarding policy in order to make parents aware of the school's responsibilities and duties;
- Ensure, in conjunction with the Headteacher and DSP, that Safeguarding retains a position of prominence within the school agenda/ curriculum;
- Ensure that designated, and other staff, attend appropriate training;
- Ensure that they are appropriately trained for the role of Governor with responsibility for child protection and understand their role in relation to any referral of abuse in relation to the Headteacher;
- Liaise with the Local Authority Safeguarding Coordinator for Education in relation to any allegations of child abuse made against the Headteacher which may include attendance at any Professional Abuse Strategy meetings under Part IV of the All Wales Child Protection Procedures;
- Have an understanding that is not the role of the Child Protection Governor to receive and act upon child abuse referrals other than in this specific circumstance.

4 Safe Recruitment

- The educational setting will ensure that safe recruitment procedures are in place and that all appropriate checks, including the Disclosure and Barring Service checks are undertaken in respect of all staff and unsupervised volunteers who work with learners. Please refer to the Local Authority Recruitment Policy.

5. Referral to Multi Agency Safeguarding Hub (MASH)

All referrals to MASH, including verbal referrals should be followed up with a completed **C1 Form** within **two working days** of the original contact. Please also refer to flow charts at Appendix 1 (RCT) and Appendix 2 (Merthyr)

	RCT	MT
Telephone Referrals	01443 742928	01443 743665
Email	Childrens.mash@rctcbc.gcsx.gov.uk	Childrens.mash@merthyr.gcsx.gov.uk
Post	MASH RCT / Merthyr Tydfil Children's Services, Pontypridd Police Station, Berw Road, Pontypridd, CF37 2TR	MASH RCT / Merthyr Tydfil Children's Services, Pontypridd Police Station, Berw Road, Pontypridd, CF37 2TR
Local Authority Safeguarding Officer	Sian O'Donovan Child Protection Coordinator Sian.ODonovan@rctcbc.gov.uk Telephone: 01443 484520Treena Morris Child Protection Co-ordinator Treena.Morris@rctcbc.gov.uk Telephone 01443 484520	Alex Beckham Safeguarding Manager Alexandra.Beckham@merthyr.gov.uk Telephone: 01685 724686 Sarah Bowen Lead Manager for Child Protection – Education Sarah.Bowen@merthyr.gov.uk Telephone: 01685 725082

6 **Local Authority Safeguarding Co-ordinator**

Rhondda-Cynon-Taf **Safeguarding Coordinator for Education**
Sian O'Donovan 01443 484520 Sian.ODonovan@rctcbc.gov.uk Treena Morris 01443 484520 Treena.Morris@rctcbc.gov.uk
Merthyr Tydfil **Lead Managers for Child Protection in Social Services**
Alex Beckham Safeguarding Manager 01685 724686 Alexandra.Beckham@merthyr.gov.uk
Sarah Bowen Lead Manager for Child Protection in Education Department Telephone: 01685 725082 Sarah.Bowen@merthyr.gov.uk

7. Partnership with Parents

- The School supports parents to educate and keep children safe from harm, to support their welfare and are committed to working with parents positively, openly and honestly.
- The school will ensure that all parents are treated with respect, dignity and courtesy.
- Parents' rights to privacy and confidentiality are respected and sensitive information will not be shared without permission, unless it is necessary to do so in order to protect a child.

In order to promote this ethos:

- Parents are encouraged to discuss any concerns they may have with class teachers or the Head teacher;
- Parents are made aware of the Child Safeguarding Policy in the School Handbook and at the start of their child's education within the school. It is vital that parents understand the role of the school in relation to its safeguarding responsibilities from the outset of the child's time at school;
- Parents are made aware that they can view this policy on request.

8. Responsibilities of All School Staff

- **Any concerns - whether about a child, young person, family, colleague or another professional, must be shared with the DSP.**
- All staff have a duty to assist in the assessment of possible child abuse by sharing information and reporting concerns as outlined in this policy. Staff may have the one key piece of information that will help Children's Services make the best decision about a child.
- Doing nothing is not an option.
- Never promise a child you will keep a secret, explain that if they tell you something you think may put them at risk of harm you will have to tell someone who can help keep them safe.
- It may be difficult or upsetting to report a concern and it is sometimes hard to accept that a child is being harmed, particularly if there is an existing relationship with the family or professional concerned. However, the needs of the child must always come first. It is the role of the DSP to support and listen to concerns.

8.1 If a child tells you something that causes you concern:

- Listen to the child;
- Never promise a child you will keep a secret, explain that if they tell you something you think may put them at risk of harm you will have to tell someone who can help keep them safe;
- Encourage the child to talk but don't prompt or put words into their mouths and do not ask leading questions;
- Do not ask the child to repeat again and again;
- Explain what action you must take- in a way that is age appropriate;
- As soon as you are able write down what the child has told you. Use the child's exact words if possible**.** Record the date, time and place and any other people present at the time;
- Report concerns without delay to the DSP;
- Do not worry you may be mistaken, it is better to discuss your concerns with someone who has the experience and the responsibility to make an assessment;
- Do not confront an alleged abuser;

- Try to remain calm and not to appear shocked by what they are telling you.
- A child, parent, caregiver or member of the public who tells staff their concerns about a child's welfare must never be expected to be asked to make a self-referral to social services or police;
- If you have concerns about the behaviour of another colleague, do not dismiss these concerns. Action should be taken in accordance with the appropriate school policies. It is very important not to ignore or dismiss suspicions about another professional or colleague but approach the Head teacher with your concerns;
- If a child discloses a matter of concern to you it can be very upsetting, try not to take these feelings home with you. Talk to the DSP- it is important not to ignore these feelings.

9. Confidentiality

- Staff cannot keep a disclosure of abuse confidential and must refer the matter on to the DSP.
- Educational staff have a legal responsibility to share relevant information about the protection of children with the designated statutory agencies.
- All referrals should be made with the knowledge that during any subsequent investigation, the source (i.e. the School) will be made known to the family.
- Any disclosure should be dealt with sensitively and the child must be helped to understand that there is a need to inform the appropriate people who can help. Staff should be aware that any disclosure may have taken significant courage to voice and that there may be a variety of accompanying emotion such as guilt, embarrassment, disloyalty and hurt.
- Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person once a referral has been made. Information should only be shared on a strict need to know basis.
- Ensure that only those with a professional involvement e.g. the DSP have access to the child protection records. At all other times they should be kept securely locked and separate from the learner's main file.

10. Allegations against staff and volunteers

The School acknowledges that a learner may make an allegation against a member of staff or a volunteer:

- Any allegation against the Headteacher should be directly referred to the Chair of Governors, as a matter of urgency. It is the responsibility of the Chair of Governors to seek advice from the Local Authority Safeguarding Coordinator and then to then make the appropriate referral to the MASH.
- Any allegations against staff should be taken directly and as a matter of urgency to the Head teacher, or DSP who can seek advice from the Local Authority Safeguarding Coordinator.
- The actions that will be taken to safeguard children in the school will be in line with guidance contained in the All Wales Child Protection Procedures and will be agreed in consultation with the School, the individual concerned, their trade union representative and HR.
- The Head teacher or DSP (Or Chair of Governors) must make a C1 referral to MASH **without delay**, indicating at the top of the referral that it is an allegation against a professional. If the Head teacher or DSP (Or Chair of Governors) is unsure about this, they should discuss the content of the allegation with the Local Authority Safeguarding Coordinator for Schools – refer to Section 6 of this Policy for detail of contacts. This

discussion will consider the nature, content and context of the allegation and agree a course of action.

- The initial enquiries should establish
  - That an allegation has been made
  - What is alleged to have occurred
  - When and where the incident/s are alleged to have occurred
  - Any other parties who may have been involved
  - Any other persons present
- It is important to establish as much of the above information as practical in order to assist with ongoing enquiries but care should be taken **not to mount an investigation**. The child can be spoken to in order to clarify the allegation but no further questioning as this may compromise any future investigation.
- If the allegation does not lead to any further action under the Child Protection Procedures, the Local Authority Safeguarding Coordinator for Schools, in conjunction with HR can advise on what steps, if any, the school can take to address any issues raised.
- If the allegation does lead to further action under Child protection procedures, a Strategy meeting will be convened. This should be attended by the Headteacher or DSP (Or Chair of Governors when the allegation is in relation to the Headteacher. The Chair of Governors may be asked to step out of the meeting when certain information is discussed.)
- The strategy meeting will agree an outcome and recommend further action, once the statutory authorities have concluded their involvement. This may involve the matter being dealt with in line with the school discipline policy with an independent investigation being undertaken either by SERVOCA or HR involved as necessary. The report of the investigation will then go to the Chair of Governors and the Headteacher for a decision on any further action.

11 Whistle-blowing

- There is a recognition that learners cannot be expected to raise concerns in an environment where staff fail to do so.
- If concerns exist in relation to attitude or actions of colleagues, staff should be aware of their duty to raise these issues.

12. Radicalisation

- New Guidance from the *Prevent* Counter Terrorism Strategy which came into effect from July 1st 2015 sets out the responsibilities for ‘specified authorities’ which includes schools, to have ‘due regard to the need to prevent people from being drawn into terrorism’. Due regard is defined as giving appropriate weight to the new duty taking into account the context of the school and its community. In fulfilling the new duty, schools are required to demonstrate clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.
- The school will fulfil its Prevent duty and will have due regard to the need to prevent people from being drawn into terrorism. Any immediate concerns will be reported to the Police Welsh Extremism and Counter Terrorism Unit (WECTU) by emailing prevent@south-wales.pnn.police.uk A referral should also be made to the MASH, identifying on the C1 form that this is a Prevent concern. Less critical concerns will also be reported through the child safeguarding MASH process where a decision will be made as to whether to refer to the Channel Panel.
- The E-safety policy will ensure that children are unable to access unsuitable material on school premises.

- School will counter extremism and promote community cohesion by teaching a broad and balanced curriculum which promotes the spiritual, cultural, physical and mental development of pupils and prepares them for the opportunities, responsibilities and experiences of life.
- Any visiting speakers will be assessed for suitability and will be appropriately supervised.
- School will ensure that all safeguards are appropriate and proportionate. There is a need for balance as it is important to allow learners the freedom to be different, experimental and have strong views and to challenge ideas. It is also important to keep learners safe form all forms of abuse and neglect, including exploitation, bullying, grooming, radicalisation, violent extremism, harassment, hate crime and violence.
- Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. (see **Appendix 5 Visitors and External Speakers Policy**)

13 Safeguarding Learners On and Off the school site

- The school is considered a safe and secure place to learn and develop.
- Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance in relation to the Health and Safety of school premises.
- Visitors to the school premises will be subject to robust and relevant Risk Management processes. This will include governors who are not subject to DBS checks.

14 Educational Visits outside of school premises (including Foreign Exchange visits)

- It is recognised that there will be occasions when there will be opportunity to expand educational and social development by learner participation in school activities that take place away from the usual school setting.
- There may or may not be a residential component to the activity.
- Schools should carry out all necessary Disclosure and Barring checks on adults providing care and accommodation. These visits differ to usual school trips as learners spend less time under the direct supervision of teachers.
- Whenever a trip is organised it is important that there is close communication over the arrangements to enable clarity as to the organisation of the learners time
- Appropriate Risk Assessment should be carried out in conjunction with the Consortium using the Evolve System.

15 Other Policies

- The school will give regard to safeguarding principles when developing other policies.
- Information in respect of further guidance and polices referred to within this document can be found at the start of this Policy. Further information in relation to Guidance and Circulars can also be accessed as a Useful Document.

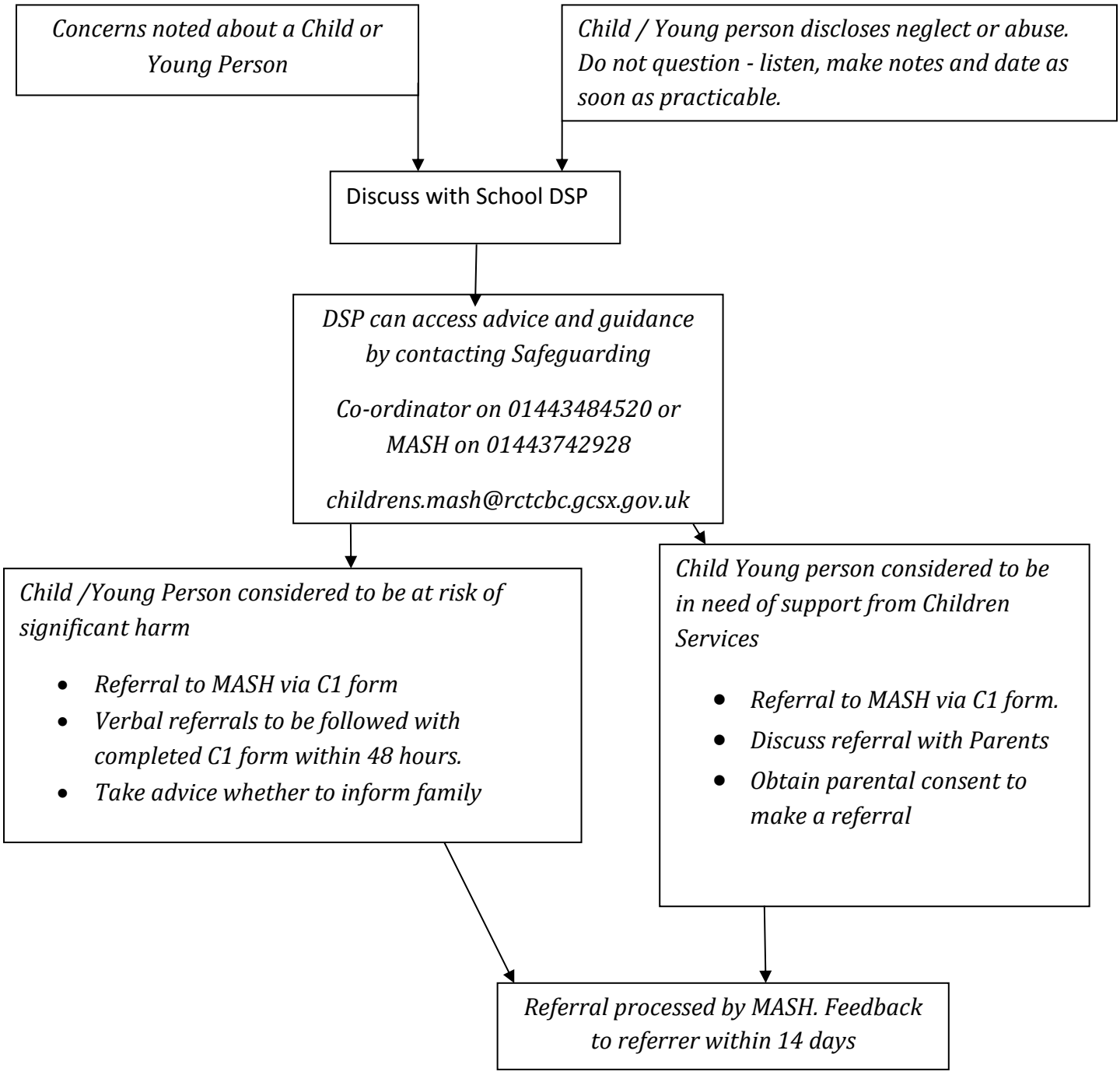
APPENDIX 1

Flow Chart - RCT Schools

Emergency Duty Out of Hours referrals - 01443 743665

SocialWorkEmergencyDutyTeam@rctcbc.gcsx.gov.uk

If there is an emergency and you believe the child to be in immediate danger then ring the Police on 999



This document is intended as a guide. Please refer to School Child Safeguarding Policy and to the All Wales Child Protection Procedures.

APPENDIX 2

Flow Chart – Merthyr Tydfil Schools

What to do if you are worried a child/young person is being abused or neglected

If there is an emergency and you believe the child to be in immediate danger then ring the Police on 999

Member of staff has concerns about a child's/young person's welfare

Where a child/young person discloses abuse or neglect, they (and the alleged abuser) SHOULD NOT be questioned further, but listened to non-judgementally, carefully, respectfully and ***records be made of what has been said.***

Consider seeking information from parents/carers.
Discuss concerns with Designated Senior Person (DSP) for Child Protection in your school and/or /Inclusion Manager (Sarah Bowen 01685 725082)/ (Alex Beckham 01685 724686) Safeguarding Manager
You may also wish to discuss informally with a duty Social Worker (listed below)

Still have concerns, refer to MASH using MARF C1 form

No longer have concerns

Contact Children's Services

8.30 – 5.00 Monday – Thursday (Friday 4.30) on (01443) 743619

Intake.duty@merthyr.gov.uk or

childrens.mash@merthyr.gcsx.gov.uk

Send referral to above email address, copy of which is to be sent to Inclusion Manager & Principal Education Welfare Officer.

Out of Hours

Contact Emergency Duty Team on

01443 743665

SocialWorkEmergencyDutyTeam@rcrbc.gcsx.gov.uk

No further child protection action

Is this child in need of other support? Consider with family and relevant agencies e.g. MIA

Telephone referrals should be followed up in writing to the MASH Team within 24 hours.

01443 743619 MASH

Social Worker and Manager

1. Acknowledge receipt of referral
2. Decide on next course of action (within one working day)
3. Feedback to referrer outcome of referral by 3.00pm that day or following morning.

TYPES OF ABUSE

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after. This situation may be described as fabricated or induces illness by carer.

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 expectation being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

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 in watching sexual activities, or encouraging children to behave is 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 carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Online Abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children, young people and vulnerable adults may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children and vulnerable adults can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children and vulnerable adults can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Appendix 4

The Keeping Learners Safe Document (WG, 2015) highlighted specific issues in relation to Safeguarding Learners.

Abuse by children and young people, including sexual abuse (sexually harmful behaviour)

Children can be a threat either physical or sexual to other children. Sometimes relationships between children can be coercive, inappropriate or exploitative.

.

Asylum-seeking and refugee children

These children and young people should be seen as children first and migrants second. Children can come into the country as part of a family, with an adult carer, or even alone, which makes them more vulnerable. They may have witnessed or experienced traumatic events, suffered loss or have communication or language barriers.

Black and Minority Ethnic (BME) children

There are cultural differences in raising children but 'culture' is no excuse for harming a child. There is a need to be clear about differences between culturally specific practice that is not harmful, and incidents of abuse that may be linked to cultural or religious beliefs.

Bullying

Everyone has the right to learn, free from the fear of bullying, whatever form that bullying may take. Cyber-bullying is on the increase and includes texting, social media comments or sending malicious e-mails. It's important that schools have a culture where everyone is safe and included and that they step in quickly to stop bullying.

Child abuse images and the internet

Knowing who children are in contact with on the internet is important. In some cases abusers use the Internet to 'groom' children for inappropriate relationships, which may include persuading them to send inappropriate images or videos of themselves. As part of their role in stopping abuse and neglect, schools should consider activities to raise awareness about safe internet use in school and at home

E-Safety

Schools should make full use of the internet and to know how to use it safely.

Child abuse linked to witchcraft or other spiritual beliefs

Belief in possession and witchcraft happens in many different countries, cultures and religions but there is never justification for harming a child.

Children living away from home

Children are seen as living away from home if they're in:
Foster care; residential care; secure units; residential schools; independent accommodation.
Sometimes this accommodation is temporary which can be unsettling and makes them vulnerable.

Child sexual exploitation (CSE)

Children don't volunteer to be sexually exploited and can't consent to their own abuse. They are forced or coerced.
CSE includes:
the exchange of sexual activity for payment; the production of indecent images; grooming; trafficking.
Raising awareness with children and young people is an important part of educating them to stay safe and speak up.

Trafficking
Child trafficking is child abuse.

Children who are trafficked may be used for:
• sexual exploitation
• domestic service
• exploitative labour
• criminal activity
• forced marriage.

APPENDIX 5

Visitors and External Speakers Policy

Introduction

Schools have a legal duty of care for the health, safety, security and wellbeing of their pupils and staff at all times. This duty of care incorporates the duty to safeguard all pupils from subjection to any form of harm, abuse or nuisance. It is the responsibility of the Governing Body and Senior Leaders to ensure that this duty is uncompromised at all times.

Schools therefore require that all visitors comply with the following policy and procedures.

Policy Responsibility

The Headteacher is responsible for the implementation, coordination and review of this policy. This person will also be responsible for liaising with the designated Child Protection lead in the school as appropriate.

Child Protection Lead: Mrs C Wright
Deputy Child Protection Lead: Mr D Zaplatynski

Aim

To safeguard all children under the school's responsibility both during school hours and during out of school activities which are arranged by the school. The ultimate aim is to ensure that pupils can learn and enjoy extracurricular experiences in an environment where they are safe from harm.

Objectives

To have in place a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, governors, visitors and parents which conforms to child protection and safeguarding guidelines.

Where and to whom the policy applies

The school has control and responsibility for its pupils anywhere on the school site during normal school hours, during after school activities and on school organised (and supervised) off-site activities.

The policy applies to:

- All staff and non-teaching staff employed by the school;
- All external visitors entering the school site during the school day or for after school activities;
- All governors;
- All parents and volunteers;
- All pupils;
- Other Education related personnel (LA Advisory staff, Inspectors)
- Building & Maintenance and all other independent contractors visiting the school premises; and

- Independent contractors who may transport students on minibuses or in taxis.

Protocol and Procedures

Visitors to the School

Before a visitor is invited to the school the Headteacher or a member of the Senior Leadership team must be informed, with a clear explanation as to the relevance and purpose of the visit and intended date and time of the visit. Permission must be granted by a member of the Senior Leadership team before a visitor is asked to come into school. The Headteacher will advise of the level of supervision and pre visit checks required.

- Visitors must report to reception first. No visitor is permitted to enter the school via any other entrance.
- At reception, all visitors must state the purpose of their visit and who has invited them. This will be verified by the receiving member of staff.
- All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times.
- All visitors, including contractors will be required to wear an identification badge. The evacuation procedures must be given to the visitor.
- Please ensure that visitors abide by the non-smoking policy throughout the school site.
- All accidents must be reported to the school office where an Accident Report Form can be completed.
- Visitors will be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. It is not currently LA policy for all school visitors to be DBS checked, however, this is deemed as best practice.

Visitors Departure from the School

On departing the school, visitors should leave via reception and:

- Enter their departure time on the Visitors Record Book alongside their arrival entry.
- Return identification badge to reception.
- A member of staff should escort the visitor to the staff car park (ensuring the visitor does not re-enter the school site, potentially breaching security).

Unknown/Uninvited Visitors to the School

Any visitor to the school site who is not wearing an identity badge should be challenged politely to enquire who they are and their business on the school site.

They should then be escorted to reception to sign the visitor's book and be issued with an identity badge. The procedures under "Visitors to the School" above will then apply

In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Head (or Senior Leader if neither is available) should be informed promptly.

The Head or Senior Leader will consider the situation and decide if it is necessary to inform the police.

If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

Staff Development

As part of their induction, new staff will be made conversant with this policy for External Visitors and asked to ensure compliance with its procedures at all times.

This policy will be available to all staff and parents on the website and also included as part of the Staff Handbook.

Approved Visitor List

The school will hold an approved visitor list for visitors who frequently visit the school site to undertake work within the school (including contractors and supply and peripatetic staff). To qualify for this list the visitor must have demonstrated, prior to the visit that:

- They have a current clear enhanced DBS check and a copy of this has been registered on the School's Central Record

AND

- A current clear DBS children's barred check has been undertaken

AND

- Visitors on the Approved List MUST follow the same procedures on entry to the premises (i.e. come to reception and sign in the visitor's book).

A copy of the approved visitor list will be kept behind reception at all times.

Protocol and Procedures

External Speakers

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Schools recognise the important contribution and value that can be gained from allowing visitors and external organisations in to the school to support this.

New Guidance from the *Prevent* counter Terrorism Strategy which came into effect from July 1st 2015 sets out the responsibilities for 'specified authorities' which includes schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. In fulfilling the new duty, schools are required to demonstrate clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools
by sections 406 and 407 of the Education Act 1996.

Schools will have to make decisions concerning the appropriateness or suitability of external speakers. On occasion schools may be required to vet or undertake background checks for external speakers. If schools are having difficulty in this area then the school should contact the LA's Inclusion Manager for advice and support.

Specific guidance for members of staff organising visits from external agencies and speakers

The following procedures should be followed by all school staff involved in organising visits from external agencies and speakers

- Prior to the visit, the organiser must discuss with the visitor how their session will add value to the pupils' learning experience.

- Ensure the visitor/external agency learning outcomes complement school's planned programmes or schemes of work and are in line with school policies.

- Be confident that the visitor/external agency has the required expertise in the subject they are delivering together with the necessary experience and skills to deliver sessions that are age appropriate and factually accurate.

- Discuss and agree the aims/desired learning outcomes of the session, professional boundaries, including responsibility for classroom discipline.

- Inform each visitor/external agency of all information to ensure the inclusion of all pupils. This may include the age and ratio of pupils, background, ethnicity and culture of pupils and special education needs (if applicable).

- Provide each visitor with a named school contact.

- Ensure the activity meets Health and Safety guidelines. If appropriate carry out a risk assessment of the activity/session.

- Staff must ensure such visitors are aware of the school's safeguarding procedures and allow access to such policies as Child Protection, Safeguarding, and Risk Assessments.

- All staff must inform the relevant school staff of the intended visit and remit of the visitor, e.g. Headteacher, office staff.

- Ensure the relevant staff members, e.g. class teacher, is present during the session as they are responsible for class discipline, monitoring and evaluation.

- Ensure the pupils are given time to reflect on what they have learned.

External speakers and visitors must ensure that they comply with UK legislation. This means speakers and visitors must ensure that in the views or ideas they put forward - or in the manner in which they express these views or ideas - they do not infringe the rights of others, or discriminate against them. Their speech or the manner of its expression must not constitute a criminal offence, a threat to public order, a threat to the health and safety of individuals, incite others to commit criminal acts, or be contrary to the civil and human rights of individuals. **It is a criminal offence to 'stir up hatred' against other people on religious or racial grounds.**

All speakers will be made aware of their responsibility to abide by the law, and the school's various policies, including that:

- They must not contravene fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;
- They must not incite hatred, violence or call for the breaking of the law;
- They are not permitted to encourage, glorify or promote any acts of terrorism including individuals, groups or organisations that support such act; and
- They must not spread extremism, radicalisation, hatred or intolerance in the school community and thus aid in disrupting social and community harmony.

If an external speaker or external visitor contravenes this guidance, the school reserves the right to immediately shut down an event and to ban that speaker or visitor from the site.

The decision to grant of refuse permission for any speaker ultimately rests with each school.

Prayer Rooms

There is no requirement to offer any separate facilities for religious observance but many schools recognise that it is good practice to provide a facility that caters for pupils and staff of a particular religion or belief. In doing so schools demonstrate awareness of and respect for the diverse communities they serve.

All previous advice about external speakers will apply and schools should ensure that they know what goes on in prayer rooms. Staff members should always be available to supervise activity in prayer rooms.

Any signage or posters linked to prayers or religion should only be displayed in English and Welsh.

Local Authority Advice

The school is encouraged to contact the Local Authority's Inclusion Manager should there be any concerns about external speakers. Please allow sufficient time for checks to be undertaken.

In light of recent events the **Channel** process has been established as part of the **'Prevent' element of the Governments Counter Terrorism 'Contest' Strategy.**
Channel provides a mechanism to:

- Identify individuals and groups at risk of being drawn into violent extremism.
- Assess the nature and extent of that risk and vulnerability.
- Refer cases to a multi-agency panel to develop the most appropriate support package to safeguard those at risk.

However, if any member of staff believes that a child(ren) is in **immediate danger then they need to contact the Police on 999. If you believe that a child(ren) is at risk of significant harm then a C1 form needs to completed and sent to the MASH as per the process outlined in the Schools Child Safeguarding policy.**

This is in relation to all causes for concern including children and young people.

Linked policies

This policy and procedures should be read in conjunction with other related school policies, including:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Merthyr Tydfil Council DBS Policy

Welsh Government Guidance

Keeping Learners Safe - The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 - Guidance document no: 158/2015 (pg. 51 Radicalisation)

HM Government Guidance

Prevent Duty Guidance: for England and Wales - Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism

Useful Numbers

Inclusion Manager 01685 725082 sarah.bowen@merthyr.gov.uk
Safeguarding Co-ordinator Sian O'Donovan /Treena Morris 01443 484520

APPENDIX 6

Guidance and Legislation

This Policy recognises and reflects roles, responsibilities and duties highlighted within the following:

- The Education Act 2002
- The Human Rights Act 1998
- The Data Protection Act 1998
- The Children Act 1989
- The Children Act 2004
- Equality Act 2010
- Female Genital Mutilation Act 2003.
- Social Services and Well Being Act (Wales) 2014.
- All Wales Child Protection Procedures 2008.
- Children and Young People- Rights to Action The UN Convention on the Rights of the Child.
- Keeping learners Safe-circular 158/ 2015.
- Safeguarding Children: Working Together Under the Children Act 2004
- (WAG, 2006)- circular 12/2007.
- Safeguarding Children in Education - circular 158/2015.
- Safeguarding and Protecting Children and Young People: A Guide and good practice exemplification for awarding bodies- ACCAC/QCA/CEA 2006.
- Inclusion and Pupil Support- circular 47/2006.
- Exclusion form Schools and Pupil Referral Units- circular 1(A) 2004.
- Community Focussed Schools-circular 34/2003.
- Becoming a Qualified Teacher-circular 41/2006.
- Educational Records, School Reports and the Common Transfer System- circular 13/2006.
- Reporting Cases of Misconduct or Professional Incompetence in the Education Service-circular 33/2005.
- Stronger Partnerships for Better Outcomes- circular 35/2006.
- Disciplinary and dismissal procedures for school staff (WG, 2013).
- WG circular 34/2002 ‘Child protection: Preventing Unsuitable People from working with Children in the Education Sector’ and the school’s commitment to Safe Recruitment and preventing unsuitable people from working with children by compliance with MTCBC Safe Recruitment Policy.
- Respecting Others: Anti-bullying Guidance -circular 23/2003.
- The Use of Reasonable Force to Control or Restrain Pupils- circular 37/1998.
- Supporting People with Medical Needs in Schools- circular 34/1997.
- The Education of Sick Children - circular 57/1994School’s Department Anti-Bullying Strategy, 2012-13.
- School’s Department Wellbeing Handbook
- Safe and Effective Intervention Policy, Personal and Social Education and Work Related Education- circular 13/2003 Substance Misuse-Children and Young People-circular

17/2002Guidance on the Education of Children Looked After by Local Authorities- circular 01/2001.

- Health and Safety of School Pupils on Educational Visits- circular 2/1999.
- School's PSE, Behaviour and Wellbeing Policies.
- Procedures for Whistle blowing in Schools and Model Policy- circular 12/2007.
- Staff Disciplinary Procedures in Schools- circular 45/2004.
- School Governing Bodies Complaint Procedures- circular 03/2004.
- Shared Planning for Better Outcomes- circular 31/200.
- Think You Know-an Education Initiative from the CEOP on line.
- All Wales Child Protocol on Female Genital Mutilation.
- Safeguarding Children and Young People from Sexual exploitation.
- All Wales Practice Guidance for Safeguarding Children who may have been trafficked.
- All Wales Guidance on Safeguarding Children and Young People affected by Domestic Violence.
- The Violence against Women, domestic Abuse and Sexual Violence (Wales) Act.
- Multi Agency Guidance-Handling cases of Forced Marriage.
- Framework for Restrictive Physical Intervention, Policy and Practice.
- Safe and Effective Intervention - the Use of Reasonable Force.
- Tackling Hate Crimes and Incidents A Framework for Action.
- Prevent Counter Terrorism Duty July 2015.
- Respect and Resilience 196/2016 and Self –Assessment tool 2016.