



# Penllergaer Primary School

**"Our School is for Everyone"**

## **Child Protection Policy for School**

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships - Linked to Articles 3, 16, 19, 20, 21, 25, 27, 34, 36, 39 (CRC)

# Penllergaer Primary School

## Child Protection Policy for School



### Emergency Contact Numbers:

Jayne Woolcock (Headteacher)

Designated School Child Protection Officer – 07967773752

Helen Roberts (Chair of Governors)

Designated Governor Child Protection Officer – 07711030780

School Nurse – Helen Jones c/o **Vicky Bailey, Operational Team Leader,**  
**Swansea 01792 516588** [Victoria.bailey@wales.nhs.uk](mailto:Victoria.bailey@wales.nhs.uk)

Social Services, Access and Initial Assessment Team – 01792 635700

Social Services Child & Family - 07919626550

Emergency out of hours duty Social Worker: 01792 775501

Steve Walker (Assistant Director – Social Services) - 01792 636248

Julie Thomas (Principal Officer – Child and Family) – 01792 635700

Paul Henwood (Child Protection and Safeguarding Officer)

School & Governor Unit – 01792 637148 / 07827822700

e-mail: [paul.henwood@swansea.gov.uk](mailto:paul.henwood@swansea.gov.uk)

### Context

The procedures contained in this policy apply to all staff and governors and are consistent with those of the local safeguarding children board (LSCB). This document should be read in conjunction with:

- The All Wales Child Protection Procedures 2008.
- Child Protection – Notes for Staff booklet (March 2011)
- Staff Facing an Allegation of Abuse
- Safeguarding Children in Education (WAG Circular 005/2008)

### The Statutory Basis of Child Protection

Children Act 1989

The Children Act 2004

Safeguarding Children in Education – the role of Local Authorities and Governing Bodies under the Education Act 2002 Circular 005/2008.

## **Introduction**

The governing body has a duty under section 175 of the Education Act 2002 to ensure “that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children....”

We believe that our school should provide a caring, supportive and safe environment which promotes the social, physical and moral development of each child by the provision of a curriculum and ethos which promotes self worth, confidence and independence. No child can learn effectively and reach their potential unless they feel secure.

Our core safeguarding principles are:

- the school’s responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole-school community of pupils, parents, staff and governors will be involved in policy development and review
- policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

## **Child protection statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our Children have the right to protection, regardless of age, gender, race, culture or disability. They have the right to be safe in our school. Penllergaer promotes the UN convention for Children’s Rights.

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 our children to take and make decisions for themselves.

Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decision on others. We also teach them how to recognize different risks in different situations, and how to behave in response to them.

## **Aims**

**The aims of our policy are:**

- to ensure that all pupils know that they will be listened to and be able to communicate easily any concerns which they may have;
- to provide all staff, Governors and volunteers to the need to safeguard pupils by identifying those “children in need”\* and possible cases of child abuse;
- to ensure that staff are clear about their individual responsibilities for reporting concerns and that they understand the reporting procedures;
- to emphasise the need for staff in this school to work in partnership with other relevant agencies (particularly Social Services Department and the Police) and to support them in carrying out their statutory duties;

- to ensure that the school and Governing Body practice safe recruitment in checking the suitability of staff and volunteers working with pupils;
- to provide a systematic means of monitoring children known or thought to be at risk of harm.

*\*Child in Need – a Child in Need is a child who may be in need of support from Social Services or another agency but not necessarily at risk of significant harm and in need of immediate protection. Any and all concerns must be reported to a senior member of staff immediately. Further advice and guidance must be sought from the Referral and Assessment Team within Social Services Tel No: 01792 635700. Referrals should be made, as for Child Protection, on the Common Assessment and Referral Form.*

### **Terminology**

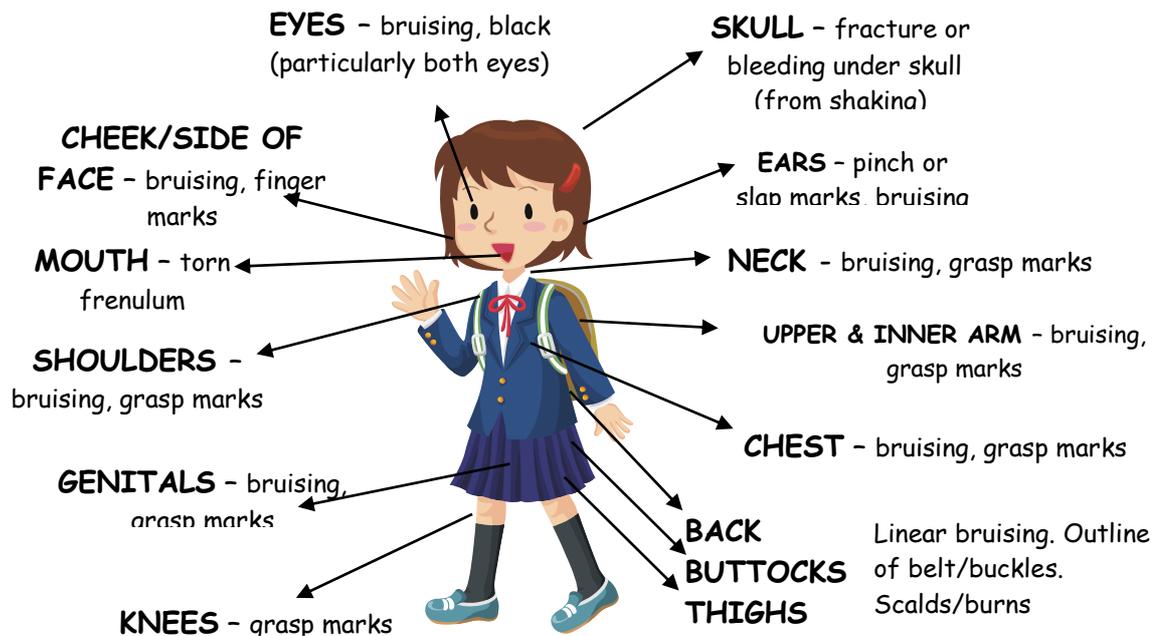
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.
- **Child** refers to all young people who have not yet reached their 18th birthday.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### **What is Abuse ?**

- Physical
- Neglect
- Emotional
- Sexual
- Domestic

### **Physical**

- This includes hitting, shaking, throwing, poisoning, burning or scalding.
- It also includes fabricated illness. This may be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child in their care



### 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 and development.
- Physical neglect.
- Safety neglect.
- Educational neglect
- Medical care neglect.

### Presenting Features:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships / poor peer relationships
- Destructive tendencies

### Emotional:

- Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- Some level of emotional abuse is found in all types of abuse but it may be found alone.

### Presenting Features:

- Rejection.
- Being ignored / isolated.
- Terrorising the child.
- Corrupting the child.
- High criticism, low warmth.

## **Domestic Abuse**

- Domestic Abuse can take a number of forms and does not only involve violence against the victim, but can also include isolation, intimidation, control and humiliation

## **Presenting Features:**

- Children can be physically injured.
- Children can witness abuse against a parent /carer and this can cause emotional trauma.
- This emotional trauma can have serious damaging effects upon the development of a child.
- Children's exposure to parental conflict can lead to serious anxiety and longer-term psychological distress.
- "Copy cat" behaviour
- Domestic Abuse can have a negative impact upon the victim's ability to look after their children.

## **Sexual Abuse**

- This 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.
- This can involve acts of penetration, or non penetrative acts.
- It also includes involving children in looking at or in the production of pornographic material or to encourage children to behave in sexually inappropriate ways,

## **Presenting features Sexual**

- Change in behaviour
- Inappropriate sexual knowledge and behaviour.
- Pregnancy and promiscuity.
- Bulimia.
- The majority do not have any symptoms or signs.
- MOST IMPORTANT IS WHAT THE CHILD SAYS

## **Child Sexual Exploitation**

Child sexual exploitation is the coercion or manipulation of children and young people into taking part in sexual activities.

It is a form of sexual abuse involving an exchange of some form of payment which can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection.

The vulnerability of the young person and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent.

## **Indicators**

- periods of going missing overnight or longer;
- older 'boyfriend' or relationship with a controlling adult;
- physical or emotional abuse by that 'boyfriend' or controlling adult;
- entering and/or leaving vehicles driven by unknown adults;
- unexplained amounts of money, expensive clothing or other items;
- physical injury without plausible explanation;

- frequenting areas known for sex work.

## Procedures

### Roles and responsibilities

In this school the Head teacher, Mrs Jayne Woolcock is the Designated teacher in respect of Child Protection matters. In her absence the Deputy Head (Mrs Sarah Burns) and SENCO (Mrs Helena Jones) will assume responsibility for these matters. If no member of SMT available, then please consult Kathryn Thomas, Manager, School, Governor and Student Services Tel: 01792 636537 or Paul Henwood, Child Protection and Safeguarding Officer Tel: 01792 637148. The local authority maintains a list of all designated senior persons (DSPs) for child protection.

We will ensure that **all** staff, and Governors are aware of who the Designated teacher is and receive LA child Protection training.

The role of the Designated teacher is:

- to notify children's social care if a child with a child protection plan is absent for more than **two days** without explanation;
- to ensure that when a pupil with a child protection plan leaves the school, their information is passed to their new school within 5 days and the pupil's social worker is informed;
- the coordination of all child protection issues, acting as a source of advice and support for any staff who have concerns or information that a pupil may be suffering abuse or be a child in need;
- to be responsible for making referrals to Social Services;
- to ensure that the school is represented at case conferences and core meetings and contributes fully by providing reports as required;
- to attend training on a regular basis and cascade training to staff;
- to ensure that all staff (including agency workers and those directly employed by the school) are in possession of a valid and current DBS certificate. (DBS database available in school office);
- to ensure that all staff (including new staff/supply teachers) have access to all the relevant child protection documents and are clear about their own responsibilities; to develop effective links with relevant statutory and voluntary agencies;
- to ensure that all staff sign to indicate that they have read and understood the child protection policy;
- to ensure that the child protection policy is updated annually;
- to liaise with the nominated governor and headteacher as appropriate;
- to keep a record of staff attendance at child protection training;
- to make the child protection policy available to parents.
- to report **any** allegation about a member of staff to the Local Authority's Child Protection Coordinator;
- to ensure that a chronological record of concerns is maintained if there are concerns about a child even if there is no need to make an immediate referral;
- to attend any Senior Strategy Meetings;
- to ensure that all records including case conference minutes are kept confidentially and securely (separate from pupil records);

The deputy designated persons, Mrs Helena Jones and Mrs Sarah Burns, are appropriately trained and, in the absence of the headteacher, carries 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.

### **Governor for Child Protection**

The Chair of Governors is the nominated Governor for child protection.

Their role is to ensure:

- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request;
- that the school has a child protection policy in place which is reviewed annually to ensure its effectiveness;
- that the Designated teacher and other staff attend appropriate and regular training;
- **that any allegation made against the Head teacher is immediately reported to them.** The Chair of Governors will then contact the Local Authority's Child Protection Coordinator immediately and attend any Senior Strategy Meeting which is called;
- that the school has an up to date and agreed staff disciplinary procedure for dealing with allegations of misconduct against members of staff including Child Protection allegations;
- that the school operates safe recruitment procedures and ensures that all appropriate checks are carried out on all relevant staff in accordance with current regulations.
- that there is an item on the agenda of a Governor Body meeting at least once a year where the Designated teacher will report on:
  - changes to child protection procedures or policy
  - training undertaken by all staff and Governors in the preceding twelve months.
  - the number of incidents of a child protection nature which arose in the school within the preceding twelve months (without details or names)
  - where and how child protection appears in the curriculum(Reported to Governing Body meeting on 29<sup>th</sup> November, 2011 and annually at the first full Governing Body meeting of the new academic year thereafter.)

If any teacher suspects that a child in his/her class may be the victim of abuse they immediately inform the named person about their concerns. Abuse can be of a sexual, emotional or physical nature it can also be the result of neglect.

If a child alleges abuse the school makes an immediate referral to Social Services without communicating with parents first. The Head teacher takes the decision whether to inform parents and would not do so if it was felt the child would be at further risk

We regard all information relating to individual child protection issues as confidential and we treat this accordingly. We only pass information on the appropriate persons; we inform the child at all stages who is involved and what information we have given them.

We require all adults employed in our school to have a DBS check in order to ensure there is no evidence of offences involving children or abuse. This includes volunteers, canteen staff, cleaners and Governors.

There may be times when adults in our school during the course of their duty use physical intervention to restrain a child, the Head teacher requires the member of staff involved in such an incident to report this to her immediately and record it in the schools incident book. Staff in the STF have all been trained in CPI, which is updated annually. *See Policy for the Use of Restrictive Physical Interventions for the Management of challenging Behaviour (Reasonable Force).*

### **Staff training**

All adults in the school receive regular training to raise their awareness of abuse and their knowledge of agreed local child protection procedures. This is provided by the LA Child Protection Officer Paul Henwood, the Head teacher or SENCO. (Last training for staff and Governors 16th September 2014)

In the last three years, the Head teacher and SENCO have undertaken training regarding the Social Services Course for outside agencies (initial 3 day course and regular refresher training as available), Signs of Safety, Good enough parenting, Signs of neglect, Vulnerable Children, Family Signatures and Restorative Practices. The Head teacher has undertaken training in –TAF (team around the child, all 3 modules); Working with un-cooperative and evasive families, Forced marriage and honour based violence, and Domestic Violence. Courses are run by the LA Social Services Department and Local Safeguarding Board. The Head teacher also attends the Local Safeguarding Board's 'Annual Serious Case Reviews Conference'.

All staff understand that they can not keep disclosed information confidential even if the child requests this. All staff sign to confirm they have received a copy of the child protection policy (see appendix iv).

### **Safer recruitment**

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau as appropriate to their role and have a DBS
- be interviewed and asks safeguarding questions as part of formal interview.

The school ensures secure procedures for pre-employment checks by taking up references prior to appointment.

New staff are inducted on CP matters by the Head teacher/ caretaker. Supply teachers are given an 'Essential Information Sheet' when they sign in at the school office and a staff CP information leaflet. (see appendix v)

### **e-Safety**

Most of our pupils will use computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep pupils safe in

school. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet to help parents and pupils understand the possible risks. This can be found in the Safeguarding Information for Parents.

All staff and pupils are made aware of internet safety. Staff have received school based training regarding this and sign to say they have received the training and accept the school's written policy. Pupils are made aware through the curriculum and an annual Safety day.

See also Anti-bullying policy.

### **Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect pupils we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

This consent form is sent out at the beginning of a school year.

### **Holidays during Term Time**

The school's 'holiday during term time' application form has been updated to request parents give an address and/or contact number of where the child will be whilst on holiday. This allows the school to contact the parent should the child not return on the designated date.

### **Concerns about colleagues**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. It is recognised that any allegation about a member of staff is a very difficult and sensitive issue. However, any child protection concerns regarding the inappropriate behaviour of members of teaching or associate staff must be raised with the Designated member of staff with responsibility for Child Protection in the school (Head teacher). In their absence either of the following individuals should be contacted:

- Paul Henwood, Child Protection and Safeguarding Officer  
Tel. 01792 637148  
Paul Henwood (Child Protection and Safeguarding Officer)

School and Governor Unit : 01792 637148 / 07827 822700

e-mail: [paul.henwood@swansea.gov.uk](mailto:paul.henwood@swansea.gov.uk)

- Kathryn Thomas, Manager, School, Governor and Student Services  
Tel: 01792 636537

Schools must not inform the member of staff about the concern/allegation, undertake their own internal enquiries or make their own decision as to whether the concern is a Child Protection issue or a discipline issue. This decision will be taken by the Local Authority / Social Services and the Police.

Allegations about staff will be dealt with in accordance with the 'Staff facing an Allegation of Abuse – Guidelines on Practice and Procedure', a copy of which is in the school office.

Complaints about the headteacher should be reported to the chair of governors.

### **Staff who are the subject of an allegation**

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

### **Reporting of Concerns**

The school would encourage all members of staff, paid or unpaid, to express any concerns they might have to the Head teacher or Chair of the Governing Body. This can be done in writing or verbally but staff should be prepared to discuss issues. Staff can be reassured that anything they report will be dealt with in a sensitive and confidential manner. The school follows the Local Authority's policy on Whistleblowing. ***See appendix ii for disclosure and reporting process followed at Penllergaer Primary School.***

Colleagues in the Child and Family Services teams will also discuss concerns which school staff may have regarding a particular case or offer advice to a member of staff reporting an incident in the absence of the Head teacher, Deputy and SENCO, if they are unsure as to whether or not a referral is necessary - even if it is a Friday afternoon! **The important message is 'if you are concerned do not delay in seeking advice'**, especially regarding any injuries/bruising as it is essential that qualified Pediatrician can be contacted if that is advised.

The number to ring in Social Services is 01792 635700 - Social Services, Access and Initial Assessment Team

**Out of hours Emergency Social Services Duty Team telephone number is: 01792 775501**

Social Services Child & Family - 07919626550

### **Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously, nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

### **Allegation against Head teacher**

In the event of a child protection allegation being made against the Head teacher, then the member of staff in receipt of that allegation must report it to the Chair of Governors (Helen Roberts Tel: 07711030780). Should you fail to reach the Chair of Governors contact the Local Authority Paul Henwood or Kathryn Thomas on the numbers above or the CCARAT on 01792 635700.

### **Good practice includes:**

- treating all pupils with respect
- Teaching children about appropriate behaviour and conduct and how to keep safe through our PSE curriculum. See also Policy for Personal and Social Development.
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the pupil's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

The school's Code of Ethical Practice sets out our expectations of staff (see: appendix iii).

The school keeps records of any referrals made to Social Services, including any phone calls for advice. These records are kept secure and confidential.

### **In the event of a disclosure**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have

threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not question the child.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally and immediately to the Headteacher or designated person in her absence.
- Write up your conversation as soon as possible, recording exact words used by the child and hand it to the Headteacher or designated person in her absence.
- Seek support if you feel distressed.
- If you are unable to contact the designated persons don’t hold onto the information. Refer to Access and Initial Assessment Team, Social Services Tel No: 01792 635700.

See also Appendix 1

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the Headteacher will make contact with the parent in the event of a concern, suspicion or disclosure. However, the parents will not be contacted if there is a likelihood that the child will be placed at risk of further harm and advice will then be sought from Social Services.

#### **Action to be taken by our school**

- We will attend relevant training on child protection on a regular basis.
- We will follow the All Wales Child Protection Procedures.
- All staff will inform the Designated teacher of any concerns that a pupil is suffering or is likely to suffer abuse or of any disclosure of abuse.

- Referrals will be made immediately to Access and Initial Assessment Team, Social Services by telephone Tel No: 01792 635700 and followed up in writing using LA procedures.
- Any child on the child protection register absent without explanation will be referred to Social Services and the Education Welfare Officer.
- All staff will inform the Designated teacher of any allegations made against staff volunteers in the school.
- We will endeavour to build relations of understanding, trust and confidence with other agencies in order to ensure the best possible outcomes for children.
- The SENCO will coordinate referrals to outside agencies and can advise staff/families on signposting to appropriate agencies/services.

### **Prevention**

- The school has an important role in preventing abuse by providing our pupils with good lines of communications with trusted adults within a safe environment.
- Our school encourages children to talk and to be listened to.
- Our school ensures all children know there is someone in school who they can approach if they are worried or in difficulty.
- Our school will include opportunities within the PSE curriculum for pupils to explore issues to help them develop the skills to stay safe from harm and to know to whom they can turn for help.

**The Child Protection Register** – every Local Authority is required to keep a register of all children who are suffering ongoing significant harm. The purpose of this is primarily to alert professionals to those concerns

### **Complaints procedure**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, using sarcasm or humiliation as a form of control, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Headteacher and governors.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

This policy will be reviewed annually or earlier if legislation and / or guidance changes.

Reviewed January 2011

Reviewed January, 2012

Reviewed July 2013

Reviewed September 2014

## Appendix i

### **Child Abuse – Categories, Signs and Symptoms**

There are 4 categories: Physical, Sexual, Neglect and Emotional

Defined as –

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise 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 is commonly described using terms such as fabricated illness by proxy or Munchausen syndrome by proxy.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; not ensuring adequate supervision (including the use of inadequate care-givers); or failing to provide access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of a child.

#### **Indicators of Physical Abuse:**

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones

- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

**Indicators of Sexual Abuse:**

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

**Changes in behaviour which can also indicate sexual abuse include:**

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level  
sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

**Indicators of Neglect:**

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

**Changes in behaviour which can also indicate neglect may include:**

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

**Indicators of Emotional Abuse:**

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

## Appendix ii

### Dealing with Disclosures made by a child:

#### Receive

- Listen carefully to what is being said, without displaying shock or disbelief.
- Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation.
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

#### Reassure

- Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: "I'll stay with you", or, "Everything will be all right now".
- Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
- Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

#### React

- You can ask questions and may need to in certain instances. However this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making.
- Do not ask 'leading' questions, for example, "What did he / she do next?" (this assumes that he / she did), or "Did he touch you?" Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Always ask open questions using the words "Who", "What", "When", "Where", "Why" and "How". When you ask questions using these words it is impossible to get a "Yes" or "No" answer.
- Do not criticize the alleged perpetrator as the pupil may still have a positive emotional attachment to this person.
- Do not ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it they may feel that they are not being believed and / or their recollection of what happened may change.

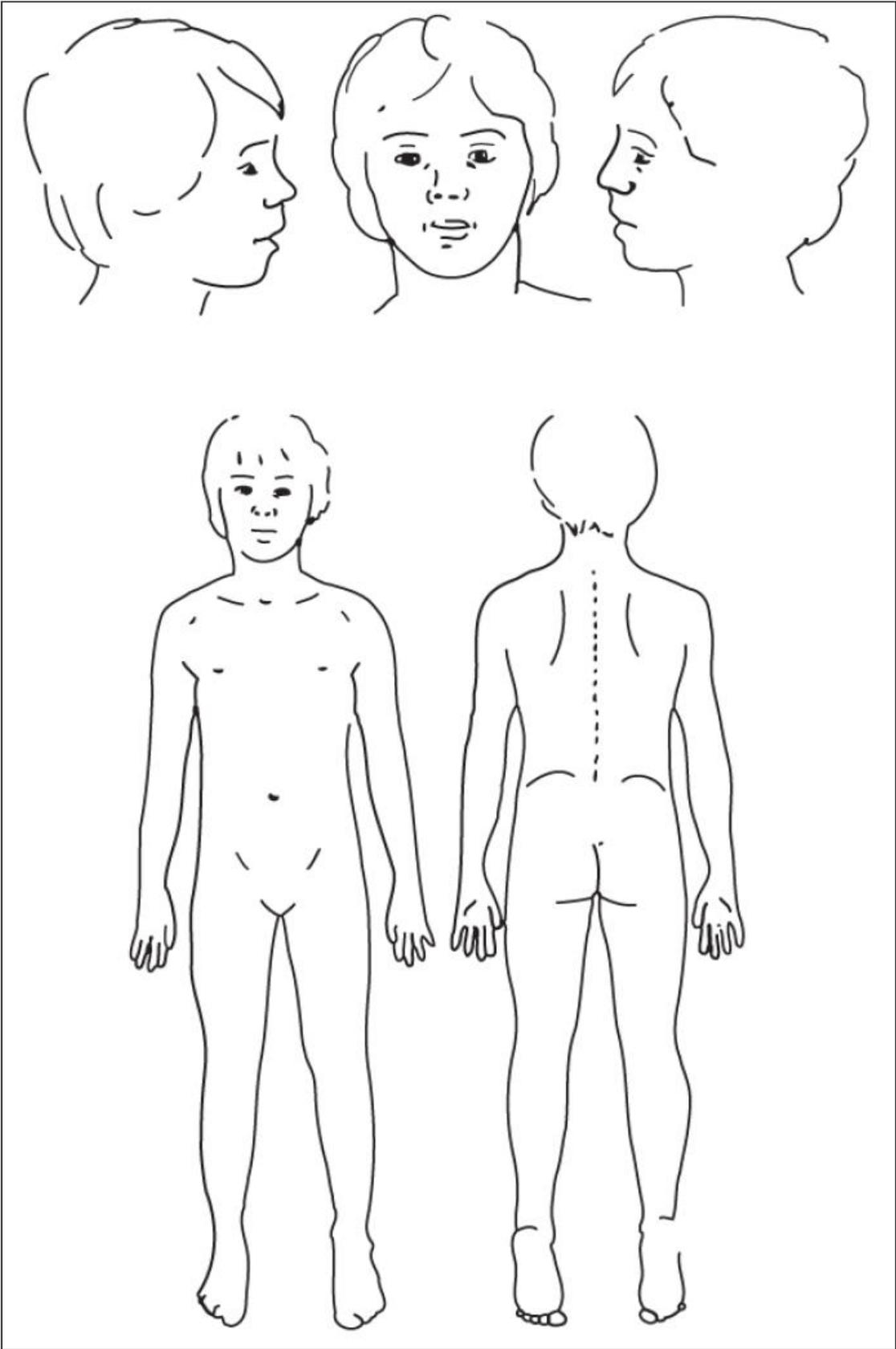
#### Record

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into the way that adults speak or try to make sense of the structure of what was said). Do not be offended by any offensive language or words used to describe the abuse).
- Time and date your notes and do not destroy them in case they are required by a court.
- If you are able to do so then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.
- Record statements and observable things, rather than your interpretations' or assumptions.

#### Final Steps

Once you have followed the above guidelines, pass the information on immediately to the Designated Persons with responsibility for Child Protection. They will then contact the Children's Central Advice Referral and Assessment Team to seek their advice as to what should happen next. If the Designated persons are not available, contact the Children's Central Advice Referral and Assessment Team on 635700 for advice and guidance.

Body map



## Appendix iii

### Penllergaer Primary School

#### Code of ethical practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our pupils.

All school staff should:

- place the safety and welfare of pupils above all other considerations
- treat all members of the school community, including pupils, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each pupil as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a pupil, even over the age of 16, may be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm
- encourage all pupils to reach their full potential
- never condone inappropriate behaviour by pupils or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Staff name \_\_\_\_\_

Signature \_\_\_\_\_

## Appendix iv

### Confirmation of receipt of child protection policy

Name: \_\_\_\_\_

Date of joining school: \_\_\_\_\_

Post: \_\_\_\_\_

Name and designation of staff member responsible for induction:

\_\_\_\_\_

I confirm that I have received and read the school child protection policy.  
I have been made aware of my duty to safeguard and promote children's welfare.  
The procedure for reporting concerns about a pupil has been explained to me.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and return this form to the designated senior person:  
Mrs Woolcock Headteacher

## **Appendix v**

### **Penllergaer Primary School**

#### **Visiting staff child protection information leaflet**

##### **School statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our pupils and follow our procedures.

##### **Key facts about child abuse**

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.
- 

If you are concerned for a child's health, welfare or safety in any way you must speak to the designated senior person (DSP) Mrs Woolcock or a senior member of staff (Helena Jones/Sarah Burns) before you leave the school site.

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSP.

If you become concerned about a pupil's immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should complete a welfare concern form available from the school office and hand it to the DSP or a senior member of staff before you leave the school site.

Ask a senior member of staff if you would like help to complete the form.

If you have any questions or wish to see our child protection policy please contact the headteacher.