

Child Protection and Safeguarding Policy for Ysgol Gyfun Gwent Is Coed



Contents:

1. [Introduction](#)
2. [Prevention](#)
3. [Procedures](#)
4. [Supporting the at risk pupil](#)
5. [Safer recruitment](#)
6. [Whistleblowing Policy](#)
7. [Information for all Staff](#)
8. [Confidentiality](#)
9. [Appendix A - Transfer of pupil safeguarding records](#)
[Appendix B – Policy Statement](#)
[Appendix C – Covid-19](#)

1. Introduction

1.1 Ysgol Gyfun Gwent Is Coed fully recognises the contribution it makes to child protection.

There are three main elements to our policy:

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

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

[Top of the Document](#)

2. Prevention

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

The school will therefore:

1. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty

3. 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
4. include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

[Top of the Document](#)

3. Procedures

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

3.2 The school will:

1. ensure it has a designated senior person for child protection who has undertaken the appropriate training
2. recognise the role of the designated senior person and arrange support and training.
3. ensure every member of staff and every governor knows:
 - the name of the designated senior person and their role and the designated governor for child protection proper channels and within the timescales agreed with the Local Safeguarding Children Board
 - how to take forward those concerns where the designated senior person is unavailable.
4. ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse
5. ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure
6. provide training for all staff so that they know:
 - their personal responsibility
 - the agreed local procedures
 - the need to be vigilant in identifying cases of abuse
 - how to support a child who discloses abuse.
7. notify the local social services team if:
 - a pupil on the child protection register is excluded either for a fixed term or permanently
 - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)
8. work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial review and child protection conferences and core groups and the submission of written reports to the conferences
9. keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately

10. ensure all records are kept secure and in locked locations
11. adhere to the procedures set out in the Welsh Government circular 002/2013: 'Disciplinary and Dismissal Procedures for School Staff'
12. ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance 'Keeping Learners Safe'
13. designate a governor for child protection who will oversee the school's child protection policy and practice

[Top of the Document](#)

4. Supporting the pupil at risk

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

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

4.3 The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self- esteem and self motivation (see section 2 on prevention)
- the school ethos which:
 - i) promotes a positive, supportive and secure environment
 - ii) gives pupils a sense of being valued (see section 2 on Prevention)

4.4 the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self- worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;

4.5 liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and advocacy services

4.6 keeping records and notifying Social Services as soon as there is a recurrence of a concern

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

Bullying

4.8 Our policy on bullying is set out in the school's behaviour policy and is reviewed annually by the governing body.

Physical intervention

Our policy on physical intervention is set out in (a separate document) and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention –

use of reasonable force and searching for weapons 097/2013

Children with Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on SEN can be located by contacting the school.

Pupils with ALN

We recognise that pupils with ALN are statistically more vulnerable to being abused. School staff who work with pupils who have severe and multiple disabilities, sensory issues and/or emotional or behavioural issues need to be particularly sensitive to signs of abuse. The school's ALN policies are available as separate documents and can be obtained by contacting the school.

E-Safety

4.10 The school's policy on E Safety can be located by contacting the school.

Children who enter the Looked after System

4.11 This school recognises that children who enter the Looked after System are often the most vulnerable and needy. The school's policy on Looked after Children (LAC) can be located by contacting the school.

Radicalisation

4.12 The school is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the Prevent Duty Guidance) to safeguard pupils at risk of radicalisation. The school does this by:

- Providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.
- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism.
- Knowing how to complete a Channel referral and how to seek support for the child/young person
- Ensuring all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas.
- Ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.

Mandatory reporting of FGM

4.13 The school is aware of its duty to report known cases of FGM to the police (section 74 of the Serious Crime Act 2015). Where staff suspect FGM may have been carried out or think a girl may be at risk then the school will follow existing safeguarding procedures in these cases.

Domestic Abuse and Gender-based violence

4.14 This relates to: physical, sexual, psychological, emotional or financial abuse where the victim lives with or is related to the abuser. Men, women and children can be victims.

Children in families where there is domestic abuse are at risk of being harmed.

Gender based violence – is violence or threats of violence that comes from beliefs or customs relating to gender.

Sexual violence – includes exploitation, harassment or threats of a sexual nature.

There are often links between domestic abuse and child abuse. Where schools know or suspect there is domestic abuse in the home then the DSP for Child Protection should take appropriate action.

Further guidance can be found in: 'All Wales Practice Guidance on Safeguarding Children and Young People Affected by Domestic Abuse'

[Top of the Document](#)

5. Safer recruitment

In accordance with Welsh Government Guidance (Keeping Learners Safe Chapter 5 Safer Recruitment Practice), this school/setting will follow the HR management processes, which include a criminal record check and barred list check from Disclosure and Barring Services (DBS).

All members of staff, volunteers and governors will be required to hold an up to date DBS disclosure certificate, where applicable, in line with DBS regulations. Further guidance on this can be obtained from Human Resources. The school will maintain a record of all staff DBS disclosure dates and ensure that renewals are timely in accordance with HR policies.

The engagement of daily staff within schools should be subject to the same rigorous requirements as employed for permanent members of staff. The Headteacher will ensure that any person engaged to work in the school has satisfactory qualifications, references and checks.

The Headteacher retains responsibility for ensuring that all persons attending school site are appropriately risk assessed in circumstances where current DBS disclosures are unavailable.

[Top of the Document](#)

6. Whistleblowing Policy

The school's whistleblowing policy has been set out. This policy/information can be located by contacting the school.

[Top of the Document](#)

7. Information for all staff

7.1 To know what to do if a child tells you they have been abused by someone other than a member of staff.

7.2 Where the allegation is against a member of staff you should refer to Welsh Government Circular 002/2013 Disciplinary and Dismissal Procedures for School Staff & 009/2014 Safeguarding Children in Education: handling allegations of abuse against teachers and other staff. Any allegations against a member of staff must be reported to the Local Authority Designated Officer (LADO) or the Education Safeguarding Officer (ESO) straight away before any further action is taken.

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- i) That the role is to listen to the child. Do not interrupt the child if he or she is freely recalling

significant events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child.

- ii) you must report orally to the school's designated senior person for child protection immediately, or in her absence, the Deputy Head Teacher. If both are absent, seek the most senior person in the school.
- iii) make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. Remember, your note of the discussion may be used in any subsequent court proceedings.
- iv) do not give undertakings of absolute confidentiality.
- v) that a child waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings.
- vi) your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

[Top of the Document](#)

8. Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the designated senior person and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file.

The designated senior person (DSP) for child protection in this school is:
Jennifer Browne Progress and Wellbeing Lead

The deputy DSP are:
Abigail Williams Deputy Head Teacher

The designated governor for child protection is:
Jane Marshall

The local authority Education Safeguarding Officer is:
Nicola Davies nic.davies@newport.gov.uk

The local authority Designated Lead Officer for child protection is:
Mike Sloan mike.sloan@newport.gov.uk

Author: L Meade – Child Protection
Review Author: Nicola Davies – Education Safeguarding Officer
Date: January 2021
Review Date: January 2023

[Top of the Document](#)

Appendix A - Transfer of pupil safeguarding records

PART 1: To be completed by sending school

- When you know that a child is on the CP register (or where there are safeguarding concerns) is moving schools, contact the DSP at the receiving school within 2 days of the child leaving your school to share information.
- Please ensure that the safeguarding file is passed to the DSP at the receiving school using a secure method of delivery with Part 1 of this form completed. It should be marked as 'confidential for the attention of the DSP only'.
- The file should be transferred within 10 working days.
- You are advised to keep a copy of this form for your records.

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING SAFEGUARDING FILE:	
ADDRESS OF SENDING SCHOOL:	
DATE FILE SENT:	
NAME OF DESIGNATED SENIOR PERSON (DSP) FOR SAFEGUARDING:	
METHOD OF DELIVERY:	
SIGNATURE:	

PART 2: To be completed by receiving school

- Please complete and return this form to the DSP listed in Part 1 above.
- If you choose to return this form electronically, please ensure this is completed securely.
- You are advised to keep a copy of this form for your own reference.
- The safeguarding file should be stored securely, and away from the main pupil file.

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS:	
DATE RECEIVED:	
NAME OF DESIGNATED SENIOR PERSON (DSP) RECEIVING FILE:	
IS THE FILE INTACT ON RECEIPT?	
SIGNATURE:	

[Top of the Document](#)

Appendix B - Policy Statement

Community Cohesion – Preventing Extremism

Our school is committed to providing a safe environment for all of our students, staff and any visitors. There is no place for extremist views of any kind in our school.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur.

Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on us 'to have due regard to the need to prevent people from being drawn into terrorism'

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources including the internet. At times students, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip young people with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way. This way our students are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school.

Where such cases are identified a Multi-Agency Referral Form is to be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our students, and where a Multi-Agency Referral Form leads to one of our Students needing safeguarding, we will support the Channel programme. Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Key Points of Contact

Prevent Lead for NCC: Heather Powell

Reference Material

Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities

<http://gov.wales/docs/dcells/publications/110209respecten.pdf>

Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)

<http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf>

Respect and Resilience – Developing Community Cohesion: Assessment tool:
<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf>
E-learning training on PREVENT: <https://elearning.prevent.homeoffice.gov.uk/>
Free online resource: http://course.ncalt.com/Channel_General_Awareness
Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>
Prevent Duty Guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>
Website: <http://educateagainsthate.com> Resources for parents and teachers
Tackling Hate Crimes and Incidents: A Framework for Action
<http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf>

[Top of the Document](#)

Appendix C – Covid-19

Covid 19 safeguarding policy annex: to be read in conjunction with the school's safeguarding/child protection policy

This document should be regularly updated in response to any changes to local and national guidance.

Duty to Report Safeguarding Issues: Information for staff and volunteers during COVID 19 (school closure/partial closure)

Whether learners are at home or in the classroom, safeguarding and the welfare of learners is paramount and takes precedence over all other considerations. At all times practitioners should continue to follow the school or setting's safeguarding policies. All issues relating to online safeguarding should be dealt with in the same way as face-to-face teaching or interactions.

The Social Services and Well-being (Wales) Act 2014 specifies the **duty** placed on practitioners and partners (under s.162 of the Act) to report both adults and children where they have reasonable cause to suspect the criteria regarding risk of harm is met.

A referral **must** be made whenever a professional has concerns about a child under the age of 18 years.

Remote learning and safeguarding

Schools should include their guidance for practitioners on remote learning and information for learners/parents and carers.

The school's policies for online safety; staff and learner well-being and safeguarding and distance learning should reflect how video-conferencing and live-streaming will be carried out and monitored.

Refer to: <https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/>

Blended and Distance Learning

Live-Streaming

Live streaming will be agreed on an individual basis by the HT, DHT (with the backing of the governing body). Individual or group live streaming will be determined by the need and the reasons for the request.

All live-streamed lessons will be carried out using Google Meet through Google Classroom.

Safeguarding and welfare of learners is paramount and takes precedence over all other considerations. All issues relating to online safeguarding will be dealt with in the same way as face-to-face teaching. Policies and procedures for reporting incidents of misuse will be followed at all times.

Before carrying out a live-streaming session all staff involved will:

- Consider the purpose, benefits and limitations of a live-streaming lesson and consider if an alternative method is more appropriate.
- Consider availability of all learners involved as well as the number of learners on the session.
- Ensure the length of live-streamed session are appropriate for their learners.
- Consider the availability/strength of each learner's network connection and take steps to provide the best possible conditions for stable connectivity if required (i.e. the provision of MiFi devices).
- Consider alternative lesson format if there's likely to be inequality of access due to connectivity issues, hardware issues, caring for siblings or any other reason.
- Ensure the lesson is planned in advance and that 24 hours' notice is given to learners and parents/carers

as required.

- Seek authorisation from the school's HT to carry out live streaming and let the senior leadership team know the planned timetable of all lessons.
- Check all content is appropriate and for any tasks requiring online research, check the suitability of the websites prior to the lesson.
- Ensure that all learners have access to software applications required.
- Familiarise themselves with features of Google Meet and how to use it effectively.
- Ensure a "Live-Streaming Contract" is in place for all learners involved in live-streaming lessons. Ensure all learners have received and accepted the school's Acceptable Use guidance.
- Where it is not possible to have 2 persons involved in the Live Learning session, for whatever reason, we will comply with the changes to WG update dated January 2021.

Commented [KL1]: Added 14.01.2021

Further guidance can be found on the [Online safety zone on Hwb](#).

Working with other agencies/information sharing

As part of the Council's response to COVID 19 we will work with Children's Services and other partners to support vulnerable learners. If schools have to return to a situation of remote learning, then children identified on the school's 'vulnerable learner list' will be contacted regularly by the school. Other relevant agencies involved will be notified where contact cannot be made or if concerns arise. The school will continue to participate in all relevant multi-agency meetings in order to safeguard children and young people.

Vulnerable Learners list/Contact Records (during periods of school closures)

The list of vulnerable learners may change regularly; for example, in response to an Encompass alert received by the school. As a school we will:

- a) Review the list on a regular basis
- b) Keep in regular contact with all vulnerable learners
- c) Liaise with the school's EWO and other relevant practitioners where we are unable to make contact with vulnerable learners/families
- d) Keep a record of all communication with learners and families

Local procedures during this time

Newport's Safeguarding Hub will continue to respond to referrals that indicate that a child/young person is **at risk of harm**. This is defined as:

- A child/young person who has disclosed that they have been physically harmed resulting in an injury or bruising
- A child/young person who does not have the ability to communicate presenting with an injury or bruising that is unexplained.
- An allegation of sexual abuse
- The likelihood that abuse will take place immediately if the matter is not investigated under child protection procedures.

Referrals will continue to be made to Newport Children's Services using a multi-agency referral form (MARF). This form can be found on the Gwent Safeguarding website: <https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx>

The MARF should be sent to: Children.duty@newport.gov.uk

After 5pm, on weekends and bank holidays, contact the South East Wales Emergency Duty Team (EDT) to report any safeguarding concerns: **0800 328 4432**

If you think a child or young person is in immediate danger, contact the Police on 999

Concerns about a practitioner who may pose a safeguarding risk to children: the usual procedures will be followed (see policy) and the Local Authority Designated Officer (LADO)/ Education Safeguarding Officer (ESO) will be contacted for advice. If not available, the Safeguarding Hub will be contacted for advice. Further information can be accessed via the [Wales safeguarding procedures website](#)

Other relevant guidance

<https://gov.wales/guidance-supporting-vulnerable-and-disadvantaged-learners>

<https://gov.wales/operational-guidance-schools-and-settings-autumn-term-covid-19>

<https://gov.wales/keeping-children-and-young-people-safe-non-statutory-guide-practitioners>

[Top of the Document](#)