Safeguarding and Child Protection Policy

Name of school:	**Ysgol Penmorfa**
Date of Policy:	**October 2018**
Version 004	
Date Adopted by Governing Body:	**19th October 2017**
Annual Review Date:	**October 2019**
Dependent on legislative change this will be reflected & updated in the policy	

RECORD, REPORT AND REVIEW

Safeguarding Personnel and Contact Numbers

Governor with responsibility for
Safeguarding and Child Protection: Janet Jones

Head Teacher: Sharon Davies

Child Protection Officer: Sharon Davies

Deputy Child Protection Officer: Stephen Grant

2nd Deputy Child Protection Officer: Nicola Hambridge

Education Services Safeguarding Officer: Mr. Wayne Wheatley
07500 123965

Education Welfare Officer Help Desk: 01824 708064

Children and Family Services CFS (Children's Gateway) 01824 712200
All referrals are to be sent to:
cfsgateway@denbighshire.gov.uk

Safeguarding and Reviewing Unit: 01824 708391

N. B. All staff will have access to this policy, which can be found on in the school office and all staff will sign to the effect that they have read and understood the contents.

Policy Developed By	DCC Education Services
Original Policy Date from LA	January 2015
Date Adopted by LA	June 2015
Version 003 Dated Developed By	September 2017 DCC Education and Children's Services
Annual Review Date	May 2018

Contents

1. Description of School 4
2. Description of Policy Formation and Consultation Process 4
3. Introduction 5
4. Local Authority Safeguarding Obligations 6
5. School Safeguarding Obligations 6
5.1. The Governing Body: 6
5.2. The Head Teacher: 7
5.3. The Child Protection Officer : 9
5.4. All staff: 11
6. Children Services 13
7. Prevention 14
8. Procedures 14
9. Support 15
10. Children with Special / Additional Needs (ALN) 17
11. Supporting Staff 17
12. Allegations made against Members of Staff 17
13. Safer Recruitment 19
14. School Site Security 19
15. N W Safeguarding Children Board (NWSCB) Denbighshire 20
16. Equality and Diversity 20
17. Confidentiality & Information Sharing 21
18. Related Polices (All policies must be read and followed alongside this policy) 22
18.1. School Policies 22
18.2. Local Authority www.denbighshire.gov.uk 23
18.3. National 23
19. Compliance with this Policy 25
20. Appendix A - Definitions of Safeguarding 26
21. Appendix B - Definitions of Abuse and Neglect 27
22. Appendix C - Indicators of Harm 28

23. Appendix D - When a child discloses about another child 37
24. Appendix E - Steps to take where a child is to be spoken with to ascertain whether a child protection concern exists 39
25. Appendix F- Steps to take when meeting with a young person to ascertain whether the SHB protocol applies or a sexual relationship present a risk of harm to them 40
26. Appendix G - Daily Contractor/Visitor Log 41
27. Appendix H - Information Sharing..... 41
28. Appendix I - NW Safeguarding Board TOR 42
29. Appendix J - Process for all Education Service Staff..... 2
30. Appendix K - Education Safeguarding Training Strategy..... 3
31. Appendix L - Children's and Family Support Gateway Contacts ... 12
32. Appendix M - What is Safeguarding – Primary 13
33. Appendix N – What is Safeguarding - Secondary..... 14

1. Description of School

Ysgol Penmorfa is an English medium Community Primary School catering for boys and girls between the ages of 3 and 11 years. At present, the number of full-time pupils on roll is just over 400, we have 28% ALN, 2% EAL and ?? on the child protection register.

2. Description of Policy Formation and Consultation Process

This policy took account of the following key documents:

- Welsh Government Circular: 158/2015 Keeping Learners Safe.
  And other documents listed in Circular: 158/2015

- Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff. Replaces Section 10 of below document

- Welsh Government Circular: 002/2013 Disciplinary and Dismissal Procedures for school based staff

- Procedures for Reporting Misconduct and Incompetence in the Education Workforce in Wales Guidance 168/2015

- Staffing of Maintained Schools (Wales) (Amendment) Regulations 2014

- Welsh Government Guidance 'Model' Safeguarding Policy

- All Wales Child Protection Procedures 2008

- Denbighshire County Council - Review of Child Protection – 2014

- Social Services and Wellbeing Act -2014

The Local Authority supported schools by preparing a draft policy for consultation with staff following a Review of Safeguarding and Child Protection within Denbighshire in 2014.

Consultation was undertaken between Denbighshire County Council, lead representatives from the school cluster groups, unions, legal counsel and independent experts. The consultation exercise involved consultation with the Governing Bodies and specifically with the Governor responsible for child protection and the nominated Child Protection Officer. Views and opinions from this thorough consultation exercise were collated, analysed, considered and an amended draft policy was developed.

The Final policy was formally shared with the Denbighshire County Council Corporate Safeguarding Board and the Multi Agency Professional Forum [North Wales RSCB CPR Group] on 18 June 2015. The 'Model' Safeguarding Policy

was formally provided to all schools on 18 June 2015. This policy was reviewed between January 2016 and June 2016 and formally provided to all schools on 1 September 2016.

Sharon Davies, the school Child Protection Officer submitted the reviewed and revised **school** policy to the Governing Body on 19th October 2018 where it was approved and recorded within the minutes of the meeting.

3. Introduction

The safeguarding of children is of utmost importance at Ysgol Penmorfa. School should provide a secure and inclusive environment in which children and young people can flourish and grow. In order to achieve this, wide ranging measures have been put into place, by way of policies, as outlined in Section 17.

Child protection work inevitably involves uncertainty, ambiguity and fallibility due to the limited knowledge, predictions about the child's future welfare are imperfect, and there is no definitive way of balancing the conflicting rights of parents and children. However, it is a fundamental principle that the protection of children from harm is the responsibility of all individuals working with children. Parents and the public rightly expect high standards from child protection workers in safeguarding children but achieving them is challenging for practitioners working in this field.

Denbighshire County Council and the Governing Body of Ysgol Penmorfa fully recognise the contribution it makes to child protection and safeguarding and moreover the aim is not just to minimise the danger to children but to **maximise** their health and welfare. The terms 'child protection' and 'safeguarding' mean different things to different people and it is for this reason that the Welsh Government have defined the terms; the definitions may be viewed at ***Appendix A***.

The School Safeguarding Leadership Structure is as follows:

Governing Body	-	Strategic Overview
Head Teacher	-	Overall Leadership
Child Protection Officer	-	Management and Administration
All Staff	-	Legal duty to record and report child protection concerns

There are three main elements specifically with regard to the safeguarding of children:

- Prevention through the teaching and pastoral support offered to pupils

- 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 outwards signs of abuse

- Support to pupils who may have been abused

This policy applies to all governors, staff and volunteers working in the school. Teachers, teaching assistants, mid-day supervisors, caretakers, secretaries, and office staff all of whom can be the first point of disclosure for a child.

As well as applying to the list of people set out above, it imposes personal obligations upon them.
All staff MUST record and report any child protection problems, concerns or suspicions to the Child Protection Officer as soon as it is identified and practically possible and in any case, within 24 hours to Children and Family Services Gateway (see Appendix L)

This is not a matter of individual choice.

4. Local Authority Safeguarding Obligations

A Local Authority shall make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children. [Section 175 Education Act 2002].

The Local Authority will:

- Monitor compliance with the All Wales Child Protection Procedures.

- Ensure advice, guidance and training is available, as required.

5. School Safeguarding Obligations

5.1 The Governing Body:

- Ensure the school has effective policies and procedures in place to deal with child protection and safeguarding matters.

- Ensure the school follows safe recruitment processes and to work closely with your service provider in the application and monitoring of these employment checks.

- Ensure the school has effective policies and procedures in place to deal with allegations of abuse against members of staff.

- Ensure that a site safeguarding risk assessment is completed annually in line with Health and Safety procedures.

- Monitor compliance with those policies and procedures.

- Ensure any deficiencies in relation to child protection arrangements are brought to its attention and remedied without delay.

- Ensure all staff undertake the appropriate training commensurate with their grade, in accordance with the LA's training strategy ***Appendix K***.

- Ensure that a member of the Governing Body is nominated for liaising with the LA and other agencies as appropriate, in the event of allegations of abuse being made against the Head teacher.

- Review its policies and procedures annually.

5.2 The Head Teacher:

- Ensure that there is a designated senior member of staff, who has undertaken the appropriate and enhanced training required of the role. This role will be called the Child Protection Officer; the name of the Child Protection Officer and Deputy Child Protection Officers will be clearly displayed around the school.

- Ensure that a named Child Protection Officer is always on site at the school or that appropriate arrangements are in place to ensure any safeguarding/Child Protection issues are dealt with by a trained and named Child Protection Officer.

- Ensure that there are formal arrangements in place to cover all school holidays. These arrangements must be shared with The Safeguarding and Reviewing Unit. (See contact number on the front page of the policy)

- Ensure that the matter is referred on the day of the concern being raised to the school as soon as practically possible and in any event, within 24 hours. Where there is uncertainty advice is always available via Children and Family Services Gateway or the Education Social Work Help Desk. (See contact numbers on the front page of the policy).

- Work closely with the Child Protection Officer and the designated governor for child protection, who will oversee the school's child protection policy and practice.

- Work with all members of the Governing Body to understand and fulfil all responsibilities.

- Recognise the role of the Child Protection Officer and arrange support and training. The Child Protection Officer within the school is a key figure and will be provided with additional, enhanced and refresher training in accordance with the Local Authority Training Strategy (***Appendix K***)

- The Head teacher will have read and fully understood the Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff.

- Ensure every member of staff and every governor knows:

- the name of the Child Protection Officer is Mrs Sharon Davies, and Mr Grant and Mrs Hambridge are the deputy officers,

- the name of the designated Governor for child protection is Mr Suzie Clarkson,

- that they have individual legal duty for referring child protection concerns to the Child Protection Officer within the agreed timescales,

- that they have individual responsibility to take forward concerns to a Deputy Child Protection Officer if the Child Protection Officer is unavailable,

- that they have a duty to follow up concerns and make referrals if necessary.

- 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 tell of abuse and know how to respond to a pupil who may disclose abuse.

- 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 and other such documents/leaflets.

- Provide mandatory training for all staff so that they know:

    - their personal responsibility,

    - the agreed school procedures,

    - the need to be vigilant in identifying cases of abuse,

    - how to support the child who tells of abuse.

- ***Appendix B*** provides the definitions of abuse/neglect/significant harm
- ***Appendix C*** provides the indicators of abuse/neglect/harm
- ***Appendix D*** provides advice on staff responsibilities - what to do?
- ***Appendix E*** provides advice on steps to take where a child is to be spoken to ascertain whether a child protection concern exits
- ***Appendix F*** provides advice on steps to take when meeting with a young person to ascertain whether the SHB protocol applies or a sexual relationship present a risk of harm to them

- Ensure that Notification is sent to the Education Safeguarding Officer **and** the local Children's Services Team where the child resides if the school:

- should have to exclude a pupil on the child protection register, either for a fixed term or permanently,

- should have to exclude a pupil who is a 'Looked After Child (LAC), either for a fixed term or permanently,

- if there is an unexplained absence of a pupil on the child protection register.

- Establish and maintain effective links with relevant agencies and schools as required, with particular focus on child protection matters, including attendance at initial review and case conferences, core groups and the submission of comprehensive written reports (using the Signs of Safety Model) to the conferences. Schools will attend the above meetings and must not delegate this involvement after the initial case conference i.e. schools must attend all future meetings about a specific child after committing to attending core group meetings.

- Ensure written records are kept of concern about children (noting the date, event, persons present during discussions, action taken, the reasons any decisions were taken including, if the decision is not to report), even where there is no need to refer the matter to Children's Services immediately ***Appendix D.***

- Ensure all records are kept secure and in locked locations (see Record Keeping Procedure).

- Adhere to the procedure set out in the Welsh Government guidance circular when an allegation is made against a member of staff Welsh Government Circular: 002/2013 - Disciplinary and Dismissal Procedures for School Staff and Welsh Government Circular: 009/2014 - (Handling allegations of abuse against teachers and other staff).

- Ensure that the recruitment and selection procedures are made in accordance with Welsh Government Circular: 158/2015 Chapter 5 and to work closely with your service provider in the application and monitoring of these employment checks.

5.3 The Child Protection Officer:

- Undertake the appropriate and enhanced training required of this role, as per the training strategy ***Appendix K.***

- Be on the school site, or ensure that appropriate arrangements are in place in their absence, to ensure any safeguarding/child protection issues are dealt with by a trained and named Deputy Child Protection Officer.

- Refer the matter on the day of the concern being raised to them and in any event, within 24 hours. Where there is uncertainty advice is always available via Children and Family Services Gateway or the Education Social Work Help Desk. (See contact numbers on the front page of the policy).

- Work closely with all staff to oversee the school's child protection policy and practice.

- Work with all members of the Governing Body to understand and fulfill the school's responsibilities.

- Notify the Head Teacher and Governors of any non-compliance with the procedure or further training requirements.

- Be alert to signs of abuse and know how to respond to a pupil who may tell of abuse and know how to respond to a pupil who may disclose abuse.

- Upon receipt of Notification, ensure notification is also sent to the local Children's Services Team where the child is resident if the school:

    - should have to exclude a pupil on the child protection register, either for a fixed term or permanently,

    - should have to exclude a pupil who is a 'Looked After Child (LAC), either for a fixed term or permanently,

    - if there is an unexplained absence of a pupil on the child protection register.

- Establish and maintain effective links with relevant agencies and schools as required, with particular focus on child protection matters, including attendance at initial review and case conferences, core groups and the submission of written reports to the conferences. Schools will attend the above meetings and must not delegate this involvement after the initial case conference i.e. schools must attend all future meetings about a specific child after committing to attending core group meetings.

- Ensure written records are kept of concern about children (noting the date, event, persons present during discussions, action taken, the reasons any decisions were taken including, if the decision is not to report), even where there is no need to refer the matter to social services immediately ***Appendix D.***

- Ensure all records are kept secure and in locked locations (see Record Keeping Procedure).

- Adhere to the procedure set out in the Welsh Government guidance circular when an allegation is made against a member of staff Welsh Government Circular: 002/2013 - Disciplinary and Dismissal Procedures for School Staff and Welsh Government Circular: 009/2014 - (Handling allegations of abuse against teachers and other staff).

- Ensure that the recruitment and selection procedures are made in accordance with Welsh Government Circular: 158/2015 Chapter 5

- The Child Protection Officer will have read and fully understood the Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff

5.4 All staff:

- All Staff have a legal duty to record and report any child protection problems, concerns or suspicions to the Child Protection Officer as soon it is identified and practically possible and in any case within 24 hours to the Children and Family Services Gateway (see Appendix L). This is not a matter of individual choice. There is a legal duty to record and report your concerns on the day the allegation/concern has been raised. At Penmorfa we also have a cause for concern form which staff fill in if they are concerned about any children, these are logged and held in the Headteacher's office.

- Understand their role and responsibilities to safeguard and promote the welfare of children.

- Be familiar with and follow the school's procedures and protocols for safeguarding and promoting the welfare of children and know who to contact in the school to express concerns about a child's welfare.

- Be alert to indicators of abuse and neglect.

- Have access to and comply with the All Wales Child Protection Procedures.

- Understand the principles and practice contained in Keeping Learner's Safe 2015 and Social Services and Wellbeing Act 2014.

- Have received child protection training to a level commensurate with their role and responsibilities.

- Know when and how to refer any concerns about child abuse and neglect to Children's Services or the Police.

- Know that a child, parent, caregiver, relative or member of the public who expresses concerns about a child's welfare to a professional and / or

agency employee must never be asked to make a self-referral to Children's Services or the Police. The professional and/or agency employee must make the referral.

- Know that if any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their legal duty to ensure that the concerns are referred to Children's Services or the Police, who have statutory duties and powers to make enquiries and intervene when necessary

In addition to their duty and responsibility to make referrals, there are other ways in which everyone who works with children and families can contribute to the safeguarding of children and the child protection process:

- Treat the child's welfare as paramount

- Be alert and aware of the risks which individual abusers or potential abusers may pose to children

- Recognise when a parent or caregiver has compromised parenting capacity, that is, problems which may affect their capacity to provide effective and appropriate care, or which may mean they pose a risk of harm to a child

- Be aware of the impact and effects of abuse and neglect on children

- Have an understanding of the Social Services and Wellbeing Act 2014, which underpins the process of assessing needs, planning services and reviewing the effectiveness of service provision at all stages of work with children and families

- Share and help to analyse information so that an informed assessment can be made of the child's needs and circumstances

- Contribute as required to provide help or a specific service to the child or a member of their family as part of an agreed plan and contribute to the reviewing of a child's progress

- Contribute as necessary at all stages of the child protection process

- Contribute to regularly reviewing the outcomes for the child against specific shared objectives

- Work co-operatively with the parents, unless this is inconsistent with the need to ensure the child's safety

- Be committed to fully co-operating with all other agencies in the interests of safeguarding children.

The partner agencies listed in the Children Act 2004 share statutory responsibility for safeguarding and promoting the welfare of children and there is a legal duty placed on all professionals working for those agencies to report concerns.

This is not a matter for individual choice.

The suspected abuse of a child must be reported to Children's Services or the Police, who are the agencies together with the NSPCC with statutory powers to investigate suspected abuse. Agencies must not undertake their own internal child protection enquiries, but refer their concerns. If the concern involves a member of staff, please see Section 10 of this policy.

6. Children Services

The Children & Families Support Gateway provides early help through information, advice and assistance for children, carers and their families in Denbighshire. The Support Gateway is the single point of access for members of the public or professionals to contact if they have any concerns about children, young people or vulnerable families.

All Child Protection referrals will be reviewed and processed within one working day. You are advised should your concerns relate to a child or young person that is at immediate risk of harm to report your concerns to North Wales Police via 101 or 999 depending on the severity of the situation. For all other Child Protection and Safeguarding concerns we advise you to submit your referral electronically and follow this up with a phone call to the Children & Families Support Gateway, this will assist them in prioritising referrals of a child protection and safeguarding nature.

How to Contact Children & Families Support Gateway

Information advice & assistance contact no. is **01824 712200**

Enquiries can also be emailed to any of the following:

cfsgateway@denbighshire.gov.uk (normal level security email or can access via Egress Switch Secure Date Exchange)

cfsgateway@denbighshire.gcsx.gov.uk (Secure email – UK Government Connect Secure Extranet)

7. Prevention

Under the new Social Service and Wellbeing Act 2014 schools have a duty to identify early the needs of all children/young people with the purpose of prevention and protection. The link to how you raise concerns is below:

https://www.denbighshire.gov.uk/en/resident/health-and-social-care/children-young-people-and-families/report-a-child-at-risk.aspx

We recognise that good self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children. The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to

- ensure that they know all adults in the school who can be approached if they are worried or in difficulty

- include in the curriculum activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know who to turn to for help

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 skills (as appropriate). There should be a private place where children/young persons can talk to the appropriate adult. Professionals should not go to this private place alone with the child/young person.

8. Procedures

We will comply with the All Wales Child Protection Procedures (AWCPP) 2008 that have been endorsed by the Local Safeguarding Children Board. An electronic copy of the AWCPP 2008 may be viewed on the 'TAD' drive and a hard copy will be placed in the Child Protection Officer's office and the school office

If a referral is required then click on the following link. https://www.denbighshire.gov.uk/en/resident/health-and-social-care/children-young-people-and-families/report-a-child-at-risk.aspx

We will consider the safeguarding responsibilities in specific circumstances outlined in the All Wales Child Protection Procedures 2008:

- Children who display sexually harmful behaviour - Chapter 4.9 AWCPP 2008

- Unaccompanied Asylum Seeking Children - Chapter 4.10 AWCPP 2008

- All Wales Protocol - Safeguarding Children in Whom Illness is Fabricated or Induced 2007 - Page 203 AWCPP 2008

- All Wales Protocol - Safeguarding and Promoting the Welfare of Sexually Active Young People - Page 216 AWCPP 2008

- All Wales Protocol - The Protection of Children from Abuse via Information Technology - Page 226 AWCPP 2008.

We will consider the following individual All Wales Protocols:

- Safeguarding and Promoting the Welfare of Children who are at risk of abuse through sexual exploitation.

- Female Genital Mutilation.

- Procedural Response to Unexpected Deaths in Childhood. This document replaces 2006 guidance document, Sudden Unexpected Death and Infants (SUDI)

- Safeguarding Children and Young People affected by Domestic Abuse

- Safeguarding and Promoting the Welfare of Unaccompanied Asylum Seeking Children and Young People

- Safeguarding Children who may have been trafficked.

- The management of young people engaged in sexually harmful behaviour.

- Missing Children

- All Wales Flowchart for practitioners when dealing with a Disclosure of concern identified of forced marriage

- Revised Home Office “Prevent Duty” Guidance for England and Wales.

All children who are interviewed as part of any safeguarding investigation should be allowed to express their views as to who (if any) will be the appropriate adult in an interview situation. Advice must be sought from Children’s Service Gateway in relation to the appropriate involvement of family or school staff in the attendance of any interview with the child or young person.

9. Support

Under the new Social Service and Wellbeing Act 2014 schools have a duty to assess and support the child in terms of both strengths and weaknesses in keeping the child safe.

Children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame and be deeply affected.

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

The school must support the pupil through a safety plan which is clearly developed and understood by all parties recording decisive actions. This includes:

- The content of the curriculum to encourage self-esteem and self-motivation with liaison and support from the appropriate commissioned services.

- The school ethos will promote a positive, supportive and secure environment and give pupils a sense of being valued

- The schools behaviour policy is aimed at supporting vulnerable pupils in school. All staff will agree on a consistent approach, which focuses on the behaviour of 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 that has occurred

- The liaison with other relevant agencies. This could include, but is not limited to Social Services and other support agencies such as Child and Adolescent Mental Health Service, Educational Psychology Service, Behaviour Support Services, Education Social Work Service and Advocacy Services

- The keeping records and notifying Children's Services as soon as there is a concern

When a pupil on the Child Protection register leaves the school, the school must transfer child protection/safeguarding information to the new school immediately and inform the Education Welfare Service, the Lead Child Protection Officer of the new school and the allocated Social Worker in Children's Services. Any safeguarding file on a child must be sent separately to the child school file to ensure confidentiality and mark the safeguarding file for the attention of the Head Teacher of the new school. The Wales Accord on the Sharing of Personal Information (WASPI) link outlines organisational responsibilities in relation to the sharing of sensitive information. www.waspi.org/

10. Children with Special / Additional Needs (ALN)

Statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with varying disabilities, sensory impairment and/or emotional and behaviour problems will be particularly sensitive to signs of abuse.

School staff need to have a high level of awareness with children who have ALN and promote a culture where children are able to make their wishes and feelings known in respect of their care and treatment.

Making sure all children with ALN know how to raise concerns if they are worried or angry about something and giving them access to a range of adults with whom they can communicate. Children with communication difficulties should have available to them at all times a means of being heard.

Children with ALN who are interviewed as part of any safeguarding investigation should be allowed to express their views as to who will be the appropriate adult in an interview situation. Advice must be sought from Children's Service Gateway in relation to the appropriate involvement of family or school staff in the attendance of any interview with the child or young person.

11. Supporting Staff

Staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation upsetting and/or professionally and morally difficult. Staff will be supported - by providing an opportunity and the time to talk through their anxieties either with their supervisor who may consider further support from the school Child Protection Officer, Local Authority Safeguarding Officer and/or the Occupational Health Department.

Section 5 of this policy provides other examples of the support the school will provide.

The professional supervision of the Child Protection Officer would be the responsibility of the school. However the Local Authority will help to facilitate specific networking support through school to school support.

12. Allegations made against Members of Staff

The school will follow the Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff.

The Head Teacher and Child Protection Officer will ensure that they are fully aware of the relevant legislation and guidance in relation to procedures required when an allegation is made against a professional and in particular:

- Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff

- Welsh Government Guidance: Circular No: 002/2013 - Disciplinary and Dismissal Procedures for School Staff

- HR FACT SHEET 22 - Managing Child Protection and Sensitive HR Issues

- Education Workforce Council (EWC) Code of Conduct.

The above guidance may be found on www.wales.gov.uk. The Head Teacher and Child Protection Officer will have their own individual copies of Circulars: 009/2014 and Circular: 002/2013 listed above and will have fully read and understood the guidance.

All staff must ensure that any allegation regarding an adult who is working with children is reported immediately to the Head Teacher or the Child Protection Officer; this will include all school staff, volunteers, governors, occasional workers or contractors and those staff who are not on the school site but come into contact with children i.e. those who transport children to/from school, school crossing patrols etc.

Allegations against members of staff should be brought immediately to the attention of the Head Teacher (or the Chair of Governors and the Head of Education). If the allegation is against the Head Teacher then the Chair of Governors must be informed who in turn must immediately inform the Head of Education and Children Services. For ease of reference this person will be known as the 'Case Manager'. (If the allegations against a member of staff are reported to the Child Protection Officer, then the Head Teacher must immediately be informed.)

The Head Teacher (or Chair of Governors in the case of a Head Teacher) as the Case Manager, has overall responsibility for any safeguarding allegation.

In the first instance the Case Manager should immediately discuss the allegation with the Local Authority Education Safeguarding Officer within Education who will also support the school with how to adhere to the Welsh Government guidance listed above. The Local Authority Education Safeguarding Officer should be informed of **all** allegations that come to a school's attention and appear to meet the criteria set out above so they can consult with the Local Authority Designated Officer/LADO and Children's Services and the police, as appropriate.

Governing Bodies are responsible for dealing with staff disciplinary matters in all maintained schools and should refer to Welsh Government Guidance: Circular No: 009/2013 - Disciplinary and Dismissal Procedures for School Staff.

(http://wales.gov.uk/topics/educationandskills/publications/guidance/staff-disciplinary-and-dismissal/?lang=en) and Welsh Government Circular: 009/2014
http://learning.wales.gov.uk/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf

13. Safer Recruitment

The school will adhere to the Welsh Government Circular: 158/2015 Keeping Learners Safe/Chapter 5 (This document replaces Welsh Government Circular: 34/02 Preventing Unsuitable People from Working with Children.) All members of staff, volunteers and governors will be required to hold an up to date Disclosure and Barring Service (DBS) disclosure certificate. The school will maintain a record of all staff DBS disclosure dates and ensure that renewals are timely.

A written log of all daily supply staff, volunteers and contractors will be kept clearly listing where the DBS disclosure is available or a risk assessment will be formulated in lieu of an available DBS disclosure.

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

The school will also adhere to safer recruitment practices with regard to publicity materials, recruitment websites, advertisements, candidate information packs, person specifications, job descriptions, competency frameworks, interviews and induction training.

The school will adhere to the Local Authority Recruitment Procedures and the Welsh Government Safer Recruitment Guidance.

14. School Site Security

The school is a safe and secure place for pupils to learn and develop learning and social skills. The physical safety of pupils when on school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and Safety of school premises. This must include regular planned auditing of the school site. The school's Health and Safety Policy is available to review on request from the Head Teacher.

All daily visitors to the school site are required to sign in and out of school premises. They will clearly list the company for whom they work and the reason for the visit. As a daily contractor is unlikely to have a DBS disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment will be undertaken by the school, which clearly

lists the control measures employed by the school to safeguard the children. A daily contractors' list may be used as attached. ***Appendix G***

15. North Wales Safeguarding Children Board (NWSCB)

North Wales Safeguarding Children's Board (NWSCB) is a statutory body which co-ordinates, monitors and challenges its partner agencies in safeguarding children in North Wales. The objectives of the NWSCB are to PROTECT children in its area who are experiencing or at risk of abuse, neglect or other kinds of harm and PREVENT children who are experiencing or at risk of experiencing abuse, neglect or other kind of harm.

Denbighshire Council is a statutory partner of this Board.

Schools should be aware of the work of the Safeguarding Board. Each school should be updated through subscribing to the NWSB's website (www.northwalessafeguardingboard.wales). Schools are encouraged to attend events and training by the NWSCB. Virtual Training is also offered by NWSCB.

Schools may need to be involved in the Child Practice Review process. Schools will work closely with Education and Children Services in such circumstances to ensure that requests for information and documentation is responded to timely. School may also need to attend Learning Events during a review process. School staff will receive support and guidance from Education and Children's Services in order to participate fully in these events.

16. Equality and Diversity

The school is committed to ensuring that all children and young people gain maximum benefit from their education regardless of ethnic origin, sex, age, sexual orientation, disability, religious belief or non-belief, use of BSL or other languages, nationality, responsibility for dependents or any other reason which cannot be shown to be justified.

In order to make sensitive and well informed professional judgments about a child's needs and a parent's capacity to respond to their child's needs, it is important that school staff will be sensitive to differing family patterns, and lifestyles and to child rearing patterns that vary across different racial, ethnic and cultural groups.

17. Confidentiality & Information Sharing

The school recognises that all matters relating to child protection and safeguarding are confidential, however there is a balance between child protection and the right to privacy, as outlined below.

The Head Teacher and/or the Child Protection Officer will disclose any information about a pupil to other members of staff on a need-to-know basis only. There is a professional responsibility to share information with other agencies in order to safeguard children.

Staff will understand that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.

In order to make soundly based decisions there is a need to understand the general principles of sharing information identifiable to a child and/or young persons or their parents/carers. The safety and welfare of a child or young person must be the first consideration when making decisions about sharing information about them.

There must be a legal basis for sharing information and a legitimate purpose for doing so. When dealing with confidential information we will need to be satisfied that there is either:

- a statutory obligation to disclose
- expressed or implied consent from the persons involved or
- an overriding public interest in disclosing information

The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

Until the development of inter-agency information-sharing protocols all staff will seek advice from the Child Protection Officer and/or the Head Teacher with regard to the sharing of any information.

The Head Teacher and Child Protection Officer will be fully aware of the guidance surrounding the Data Protection Act and the guidance surrounding the sharing of information:

- Wales Accord on the Sharing of Public Information (WASPI) framework www.waspi.org/
- Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children - March 2013

For ease of reference the Seven Golden Rules for Information Sharing may be viewed at ***Appendix H***.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417696/Archived-information_sharing_guidance_for_practitioners_and_managers.pdf

NOTE: that the 7 golden rules are taken from the gov.uk web site and covers the information contained in the Welsh Government WASPI information

18. Related Polices (All policies must be followed alongside this policy)

It is a term of this policy that these documents are read and complied with.

It is also a term of this policy that risk assessments are documented and securely stored in relation to any activities or persons as required in the following policies.

Where appropriate please provide a link to the relevant information.

18.1 School Policies

To ensure we safeguard our staff and pupils, at Penmorfa we hold the following policies/forms/risk assessments which are reviewed on a rolling programme.

- Behaviour & Anti-Bullying
- Permission for Creation of Digital or Media images
- Photographing & Videoing
- Contact with Pupils
- Supervision of activity with Children not on the school site
- Health & Safety
- First Aid
- Site Security
- Attendance
- Induction of volunteers
- The curriculum
- ICT and ESafety
- Equal Opportunities
- Whistleblowing
- School Equality Plan

18.2 Local Authority www.denbighshire.gov.uk

DCC Web pages are currently under development so direct links are not available to a number of the policies below. Please contact the relevant service for advice and guidance in the first instance

- Physical Intervention/Positive Handling(Statutory)
  Please contact the Behavior Support Service directly
- Denbighshire County Council Attendance Policy
  https://www.denbighshire.gov.uk/en/resident/education/attendance-policy-en.pdf
- DCC Recruitment and Selection Procedure (which includes safer recruitment practices) covering new starters, contractors and volunteers.
  Please contact HRDIRECT
- DCC E. Safety/Safe Use of the Internet
  Please contact the Education Safeguarding Officer
- DCC Whistle Blowing Policy
  https://www.denbighshire.gov.uk/en/your-council/strategies-plans-and-policies/whistleblowing-policy-en.pdf
- DCC Equality Plan
  https://www.denbighshire.gov.uk/en/resident/education/equality-and-schools/Denbighshire-County-Council-Strategic-Equality-Plan-Guidance-for-Schools.pdf
- Equal Opportunities
  https://www.denbighshire.gov.uk/en/your-council/access-to-information/equality-diversity-and-human-rights.aspx

18.3 National http://gov.wales/?lang=en

- Welsh Government Circular: 158/2015 Keeping Learners Safe

- Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff. Replaces Section 10 of below document

- Welsh Government Circular: 002/2013 Disciplinary and Dismissal Procedures for School Based Staff

- Welsh Government Guidance 'Model' Safeguarding Policy

- All Wales Child Protection Procedures 2008

- Information Sharing and Data Protection - WASPI Framework and North Wales Inter-Agency Information Sharing Protocol for the Assessment of Children in Need & Children in Need of Child Protection 2014 www.waspi.org/

- Department of Education - Keeping Children Safe in Education - Statutory Guidance for Schools April 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417715/Archived-Keeping_children_safe_in_education.pdf

- Teaching Drama: Guidance on Safeguarding Children and Child Protection for Managers and Drama Teachers Circular 23/2006

- The following legislation is covered in Welsh Government Circular: 158/2015

  Section 175 Education Act 2002
  Common Law Duty of Care
  Children Act 1989
  Children Act 2004
  Equality Act 2010
  Social Services & Well-being (Wales) Act 2014
  Safeguarding Children: Working together under Children Act 2004
  Children's Rights Framework
  United Nations Convention of the Rights of the Child (UNCRC)
  Rights of Children and Young Persons (Wales) Measure 2011Gender-based violence, Domestic Abuse and Sexual Violence (Wales) Bill

19. Compliance with this Policy

All staff must read and understand this policy, including the appendices and related policies which are commensurate with the individual roles and responsibilities. All staff must then print and sign their name in the table below.

Any new staff must comply with the same at the very earliest opportunity.

Name	Position	Signature	Date

20. Appendix A - Definitions of Safeguarding

Definition of Safeguarding

Safeguarding and promoting the welfare of children includes:

- Protecting children from abuse and neglect
- Preventing impairment of their health or development
- Ensuring they receive safe and effective care

….so as to enable them to have optimum life chances.

(All Wales Child Protection Procedures 2008 - Page 20)

Definition of Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity, which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect

(All Wales Child Protection Procedures 2008 - Page 16)

21. Appendix B - Definitions of Abuse and Neglect

Definitions of Abuse and Neglect

(Taken from the All Wales Child Protection Procedures 2008 – Page 31)

A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institution or community setting, by those known to them or more rarely by a stranger. A child or young person **up to the age of 18 years** can suffer abuse or neglect and require protection via an inter-agency child protection plan.

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child whom they are looking after.

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 a worthless and unloved, inadequate or valued only in as much as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation of corruption of other children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

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

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. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

22. Appendix C - Indicators of Harm

Indicators of Harm

1 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in the Child

Bruising - It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used, e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin), commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures - Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry, and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries - Tears to the frenulum (tissue attaching upper lip to gum) often indicates force-feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning - Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness - Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non-organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self-esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks - Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds - It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious, e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid. Old scars indicating previous burns/scalds, which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars - A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators in the Parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury

- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault
- Parent/carer may be over-involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much-needed break, nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes

Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault or a culture of physical chastisement

2 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), 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 maltreatment of a child, though it may occur alone.

Indicators in the Child

- Developmental delay
- Abnormal attachment between a child and parent/carer, e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems, e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behavior

Indicators in the Child

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child, e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child, e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the Family/Environment

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.

- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

3 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. 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);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment
- may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the Child - Physical Presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions, e.g. eczema or persistent head lice, scabies, diarrhoea
- Unmanaged/untreated health or medical conditions, including poor dental health
- Frequent accidents or injuries

Indicators in the Child - Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialisation

Indicators in the Child - Emotional/Behavioural Presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self-esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the Parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child, e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs, e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs, e.g. poor dental health, failure to attend or keep appointments with health visitor, GP or hospital, lack of GP registration, failure to seek or comply with appropriate medical treatment, failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators in the Family/Environment

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings. Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

4 Sexual Abuse

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.

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.

Indicators in the Child - Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Indicators in the Child - Emotional/Behavioural Presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm, e.g. eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE

- Running away from home
- Poor attention or concentration (in a world of their own)
- Sudden changes in school work habits, become a truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours, e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

Indicators in the Parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators in the Family/Environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Family member is a sex offender

This list is not exhaustive. For a fuller and deeper understanding of indicators of harm, refer to the All Wales Child Protection Procedures 2008 with regard to:

Identifying the risk of harm to an unborn child	(Page 170)
Abuse of children with disability	(Page 173)
Sexual exploitation of children	(Page 174)
Children who display sexually harmful behaviour	(Page 178)
A Child Perpetrator	(Page 179)
Unaccompanied Asylum Seeking Children	(Page 182)
Safeguarding and Promoting the Welfare of Sexually Active Young People - Protocol	(Page 216)
Protection of Children from Abuse via Information Technology	(Page 226)

23. Appendix D - when a child discloses about another child

All Wales Child Protection Procedures 2008

Box 2 Page 42 AWCPP 2008

What to do if a Child tells you that they or another young person is being abused?

- Show the child that you have heard what they are saying, and that you take their allegations seriously
- Encourage the child to talk, but do not prompt or ask leading questions. Don't interrupt when the child is recalling significant events. Don't make the child repeat their account
- Explain what actions you must take, in a way that is appropriate to the age and understanding of the child
- Do not promise to keep what you have been told secret or confidential, as you have a responsibility to disclose information to those who need to know. Reporting concerns is not a betrayal of trust
- Write down as soon as you can and no later than 24 hours what you have been told, using exact words, if possible
- Record and Report your concerns to the Child Protection Officer. Do not delay
- Ask the Child Protection Officer what action he intends to take and record the response. If you are not satisfied with the action taken, consult with Social Services
- Do not worry that you may be mistaken. You will always be taken seriously by social services. It is better to have discussed it with somebody with the experience and responsibility to make an assessment
- Do not confront the alleged abuser (may be a young person themselves)
- Make a written note (See separate sheet) including what you did and the response that you received e. g. from Child Protection Officer and record any follow up considerations, decisions and actions that you may take
- Review any action taken - **RECORD, REPORT AND REVIEW**

Factual observations to include child's comments verbatim:

Child's Comments
What did they actually say, quote their words, do not put asterisk instead of swear words or difficult words. Use actual words if you can remember or state that they were similar words used and that you are being approximate

Situation and Task
Where was the incident, what was the child supposed to be doing, was this usual task/situation for the child to be in, was this something that the child would not have experienced before. Were clear instructions given?

Others present
How many other children were present, were any involved, what was their contribution to the incident?

Environmental Factors
Was there anything about the child's physical surroundings that affected their behaviour?

Other adults present
Do you need to cross-reference your account of the incident with anyone else's?

Adult's Comments
What words were actually spoken to the child at the end of the incident/event?

Written Record
Record the Time, Day and Place of the incident, any disclosure and the time that the notes were made. Recordings must be:

Timely	-As soon as possible and within the same working day and if a child protection concern or referral as soon as practicably possible.
Factual	-Do not record your opinion - imagine that you are a video camera watching the incident, and write a narrative that is descriptive but not over complicated.

Event/Incident Conclusion
How did the matter end, what was the child's behaviour like at the end of and after the incident? Describe your follow up actions e.g. informed the Child Protection Officer and provide him/her with my notes of the incident. Where appropriate, provide a rationale for your decision.

Note: Not all items above will be relevant for all recordings, just be mindful of the headings and record information that is available, do not feel compelled to 'tick every box'

24. Appendix E - Steps to take where a child is to be spoken with to ascertain whether a child protection concern exists

Subject to any expressions of opinion by the Welsh Government in revised guidance, Child Protection Officers are advised to take the following steps where a child is to be spoken to in order to ascertain whether a child protection concern exists:

1. The child should be offered the opportunity to have support from an adult of their choice at the meeting ("The Accompanying Adult" or "AA"), whether it is a member of school staff or a parent or other relative.

2. The child's wish should normally be respected if it is practicable to comply with it (or unless the adult named is involved in some way in the concern being investigated). If it is not feasible to have that adult present, the child should be invited to nominate another adult. If the child does not feel able to make a choice, the COP should suggest someone appropriate.

3. As stated above, the AA should be told of the purpose of the meeting in advance and be given a chance to discuss matters with the pupil. The AA should make it clear that he/she is there to support and advise the pupil, but should not promise that discussions between the pupil and him/her will be kept confidential, as there may be situations in which the AA is told matters that must be made known to the CPS, social services or the police.

4. The AA should be made aware that he/she should not hesitate to intervene on behalf of the pupil if any aspect of the meeting is considered inappropriate.

5. The AA should speak to the pupil after the meeting to seek to provide reassurance and support.

25. Appendix F - Steps to take when meeting with a young person to ascertain whether the (HSB) Harmful Sexual Behaviour protocol applies or a sexual relationship present a risk of harm to them

Subject to any expressions of opinion by the Welsh Government in revised guidance, Child Protection Officers are advised to take the following steps when speaking to a young person in a safeguarding and child protection context:

1. Consideration needs to be given as to whether the meeting is appropriate under the applicable guidance and what its objective is.

2. Consideration needs to be given to whether the pupil is likely to be vulnerable and any particular support needs identified.

3. The number and identity of adults present at the meeting should be considered, and consideration given to whether their presence is necessary

4. Consideration should be given to ensuring that the location of the meeting ensures sufficient privacy and confidentiality.

5. Before the meeting starts, the pupil and any Accompanying Adult should be informed of the purpose of the meeting and the pupil given an opportunity to speak to an Accompanying Adult before the meeting starts. The pupil should be told that he/she can speak to the Accompanying Adult at any time.

6. The pupil should be asked about matters in a sensitive way and invited to give an account. They should not be put under any pressure to do so.

7. If at any stage it becomes clear that a formal referral to social services or the police needs to be made, the meeting must stop.

8. Advice may need to be given to the pupil about how to conduct themselves in the future. Such advice should be given in a sensitive non-judgmental way.

9. The meeting should conclude with reassurance being given to the pupil.

A full record should be made by the Child Protection Officer of the meeting.

26. Appendix G - Daily Contractor/Visitor Log

Daily Contractor Log

All contractors sign in and out via our digital signing in system which is linked to the admin computer.

27. Appendix H - Information Sharing

Information Sharing

7 Golden Rules for Information Sharing

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

2. Be open and honest with the person (and/or their family, where appropriate) from the outset about why, what, how and with whom information will or could be shared, and seek their agreement unless it is unsafe or inappropriate to do so.

3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.

4. Share with consent where appropriate and where possible respect the wishes of those who do not consent to share confidential information. You may still share the information without consent if in your judgement that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.

5. Consider safety and well-being: Base your information-sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share then record what you have shared, with whom and for what purpose.

28. Appendix I - NW Safeguarding Board TOR

North Wales Safeguarding Children Board

TERMS OF REFERENCE

August 2017

Version number	Comments	Date
1	First draft	3rd June 2014
1.1	To include amendments as agreed at RSCB on 31 July 2014	27th Aug 2014
1.2	Section 2 of Functions amended to reflect comments from Dir SS Ynys Mon	18th Sep 2014
1.3.	To include the updated Safeguarding Board Regulations 2015	15th August 2017

Notes		
Title		North Wales Safeguarding Children's Board (NWSCB)
Accountability		• The Elected Members of the North Wales Local Authorities • The Welsh Government • The North Wales Local Service Boards (LSBs) • Each partner organisation retains existing lines of accountability to the designated lead officer/ representative body within each partner organisation.
How accountability is demonstrated		Via an annual report, to: • Scrutiny / Cabinets in North Wales Local Authorities • North Wales LSBs • Board Members' own agencies • CSSIW • the National Safeguarding Group •
Purpose	**1**	The NWSCB will work to achieve the statutory objectives as set out in paragraph 1, section 135 of the Social Services and Wellbeing Act 2014: (1) The functions of a Safeguarding Children Board are— to cooperate with other Safeguarding Boards and the National Board with a view to— (a) contributing to the development and review of national policies and procedures for Safeguarding Boards, implementing national policies and procedures recommended by, and guidance and advice given by, the National Board; (b) to raise awareness throughout the Safeguarding Board area of the Board's objectives and how these might be achieved; (c) to undertake relevant reviews, audits and investigations; (d) to review the efficacy of measures taken by the Board to achieve the Board's objectives; (e) to make recommendations in light of those reviews, to monitor the extent to which those recommendations are carried out and to take appropriate action where it is shown that the Board's objectives are not being fulfilled;

	(f) to disseminate information about those recommendations to other appropriate Safeguarding Boards and the National Board; (g) to facilitate research into protection of, and prevention of abuse and neglect of, children or adults at risk of harm; (h) to review the training needs of and promote the provision of suitable training for persons working to achieve the Board's objectives; (i) to arrange and facilitate an annual programme of multi-agency professional forums; (j) to cooperate or act jointly with any similar body situated in any jurisdiction where the Board considers that this will assist it to fulfil its objectives; (k) to obtain specialist advice or information relevant to the attainment of the Board's objectives; (l) to undertake practice reviews in accordance with regulation 4.
2	The North Wales Safeguarding Children's Board (NWSCB) will provide the regional strategic direction for the prevention of abuse and neglect of children, and the protection of children who have been abused or neglected safeguarding children and young people across North Wales.
3	The NWSCB will pursue all avenues to achieve its objectives, including ensuring the preparedness of all partner agencies to achieve the Board's ambitions; making prevention everybody's business; protecting the most vulnerable; creating a hostile environment for offenders and acting to change the behaviour and understanding of those who abuse or neglect children.

	Terms of Reference: Functions
(1)	To ensure the implementation of its strategic vision a) to develop a rolling 3-year strategic plan b) to agree an annual business plan c) to review the NWSCB's strategic plan on an annual basis, agreeing priorities for the year ahead and ensuring that plans reflect national and local developments d) to produce an annual report in accordance with the Welsh Government's requirements for the National Independent Safeguarding Board
(2)	To ensure that the work and functioning of the Board respects the cultural and linguistic diversity of the community it serves, and is in accordance with the specific regulatory requirements of the Welsh Government and the provision of bilingual services in accordance with need.
(3)	The NWSCB, in common with the sub regional Safeguarding Delivery Groups, will take steps whose aim it is to foster a relationship of mutual trust and understanding amongst the persons or bodies represented on the Board in relation to safeguarding and promoting the welfare of children across North Wales
(4)	The NWSCB will aim: *a) to take steps whose aim is to raise awareness throughout the Board's area of the need to safeguard and promote the welfare of children and to provide information about how this might be achieved* b) to disseminate information about best practice in safeguarding and promoting the welfare of children amongst the representative bodies and such other persons as the Regional Board sees fit
(5)	Via a North Wales Protocols & Procedures Group; a) to develop procedures whose purpose is to co-ordinate what is done by each representative body for the purposes of safeguarding and promoting the welfare of children within the area of the Board, including procedures in relation to information sharing b) To ratify new or revised procedures or protocols developed by the NW or All Wales Protocols & Procedures Groups

(6)	To address any regional issues raised by the Local Delivery Groups regarding the efficacy of the measures taken by each person or body represented on the Board to co-ordinate what they do for the purposes of safeguarding and promoting the welfare of children within the area of the Board and to make whatever recommendations it sees fit to those persons or bodies in light of such a review.
(7)	Via a North Wales Child Practice Review Group: a) to manage the Child Practice Review process, undertake Child Practice Reviews and monitor any action plans arising
(8)	To propose, request or agree to proposals for research into aspects of safeguarding or the wellbeing of children, and to maintain an awareness of any research relating to safeguarding and the well-being of children undertaken or underway
(9)	Via a North Wales Training and Workforce Development Group: a) to review the training needs of those working in the area of the Board with a view to identifying training activities to assist in safeguarding and promoting the welfare of children in the area of the Board. b) to identify and address safeguarding children workforce development issues across the area of the Board.
(10)	To co-operate with other Boards (whether in Wales or England) and any similar such bodies in Scotland and Northern Ireland where the Board considers that would be of mutual benefit
(11)	To seek advice or information where the Board considers that to be desirable for the purposes of any of the above functions
(12)	To agree a funding formula in accordance with the Safeguarding Board Regulations 2015 and operating budget for the NWSCB, including allocations to the regional and sub regional groups, and to ensure commitment to on-going funding from statutory partners.
(13)	To represent and promote the interests of North Wales Safeguarding at a National and Regional level (WLGA, WG, SSIA, National Safeguarding Group, Regional Adult Safeguarding Board)
(14)	To undertake an annual self-assessment and improvement procedure.

	Reporting
(1)	To provide an annual report which will be reported to the National Independent Safeguarding Boards of other strategic partnerships with safeguarding responsibilities, including the Local Service Boards, the Scrutiny Committee of each Local Authority, and to member agencies' governance structures.
	To meet the reporting requirements of national and regional bodies, e.g. Welsh Government, CSSIW, the National Safeguarding Group, the Regional Adult Safeguarding Board
(2)	To report concerns to the PSB / CSSIW / WG, as necessary, regarding issues concerning member contributions/ commitment / safeguarding practice that cannot be resolved at the NWSCB

	Communication channels
(1)	To communicate with the regional and sub regional groups on strategic priorities
(2)	To ensure the effective communication with other relevant regional groups
(3)	To communicate with other regional SCB arrangements in Wales as appropriate and the National Safeguarding Children Group

(8)	**Legal support**	To be provided by the host authority

(9)	**Administration**	The Regional Safeguarding Board Business Unit will provide administration support for the Children's Board
		Other support for the Board will be provided by the Business Support Unit

(10)	**Frequency of Meetings**	The Board shall meet every two months, with meeting dates set no later than January for the following year An annual self-assessment and planning day will take place each year Additional meetings will take place as required

(11)	**Quorum**	Meetings will be considered quorate if a representative is present from the following agencies: • Children & Family Services • Education Services • BCUHB • NW Police • National Probation Service / Community Rehabilitation Company However meetings can proceed in the absence of full quorum at the Chair's discretion
(12)	**Delegated limits**	N/A
(13)	**Decision Making**	Made by majority. A split vote will go to the Chair for final decision
(14)	**Papers**	Minutes, agendas and reports
(15)	**Minutes of Meetings**	Minutes and agenda to be distributed 5 working days prior to the following meeting.
(16)	**Confidentiality**	The meeting will be held in private
(17)	**Regulation and Control**	Subject to CSSIW review and inspection
(18)	**Amendments to Terms of Reference**	Only with the approval of the Board

Agency	Membership (generic title)
Anglesey CC	Interim Head of Children & Family Services
Conwy CBC	Head of Children & Family Safeguarding Services
Denbighshire CC	Head of Education and Social Care
Flintshire CC	Senior Manager: Children and Workforce
Gwynedd CC	Head of Children & Family Services
Wrexham CBC	Head of Children & Family Services
Conwy CBC	Director of Social Care and Education **(Chair)**
Denbighshire CC	Director of Social Care and Education
Flintshire CC	Director of Social Services
BCUHB	Executive Director Nursing & Midwifery, BCUHB
BCUHB	Named Doctor Safeguarding Children
Public Health Wales	
Welsh Ambulance Service NHS Trust	Safeguarding Lead
NW Police	Lead officer with responsibility for protecting children
National Probation Service	Assistant Chief Executive
Community Rehabilitation Company	Assistant Chief Executive (Vice Chair)
Housing	NW nomination
Barnardo's	NW Safeguarding Lead
NSPCC	Service Manager
National Independent Safeguarding Board	NISB Member
Youth Justice Service	Wrexham and Flintshire Youth Offending Team Service Manager

Professional Advisors & Officers	Board attendance / status
Legal Advisor	As required at Board
Chairs of Regional Groups	As required at Board
Chairs of sub regional Delivery Groups	As required at Board
NWSCB Business Manager	In attendance at Board
Child protection co-ordinator/ local authority safeguarding lead officer	As required at Board

29. Appendix J - Process for all Education Service Staff

Safeguarding – Reporting Safeguarding Concerns

Process to be followed by all Education Service Staff.

Section 1
When you are concerned about a 'child' whilst you are working in a Denbighshire School staff must report their concern immediately to the School Child Protection Co-Coordinator for advice and possible action and referral to Children Services.

All staff should keep up to date with who the Child Protection Coordinator is in the schools you support.

Your concerns should also be reported to your Team Leader/Manager where action is taken to refer a case (communication should be recorded via e-mail).

Section 2
When central staff become aware of a concern about a child out of school i.e. home visit, joint agency working, external provider working these concerns must be reported immediately to your Team Leader/Manager without delay. In the absence of your Team Leader/Manager you must report your concerns to one of the following officers

Education Safeguarding Officer - Wayne Wheatley
Behaviour Support Manager – James Brown
Education Managers – Julian Molloy, Geraint Davies, Joanne Moore

On 01824 708064

30. Appendix K - Education Safeguarding Training Strategy

Denbighshire County Council

Education Safeguarding Training Strategy

Strategy for the provision of Training, Support and Advice by the Education Safeguarding Officer to Schools and Education Services

September 2017 – July 2018

Contents

1. Introduction

2. National Context and Guidance

- **Training**
- **Advice and Support**
- **Evaluation and Effectiveness**

3. Training

- **Provision of Training for School Staff**
- **Provision of training for Education Service Staff**
- **Advice and Support**
- **Evaluation and Effectiveness**

4. Future Planning

- **Training**
- **Advice and Support**
- **Evaluation and Effectiveness**

1. Introduction

The purpose of this strategy is to provide the framework for safeguarding training, support and advice services for schools and education services in Denbighshire. This is determined by the legal framework and statutory guidance, the Regional Safeguarding Children Board business plan objectives and in accordance with the terms of reference of the RSCB set together with the recommendations set out in the safeguarding review commissioned in March 2014 by the then Head of Education Services.

The Safeguarding Children, and Safer Recruitment practice states that the Local Authority has a duty to provide support which ensures that schools are aware of their responsibilities for safeguarding children, monitor their performance , make available appropriate training , model policies and procedures, provide advice and support , and facilitate links and cooperation with other agencies statutory and non- statutory services.

In Denbighshire this support is provided by one Education Safeguarding Officer employed by Education and Children Services with a primary focus to keep children safe by contributing to:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with other agencies, and
- the development of children's understanding, awareness and resilience through the curriculum.

2. National Context and Guidance

<u>Training</u>

The Education Act 2002 section 175 for maintained schools states

"*Local Education Authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children"*

Keeping Learners Safe 158/ 2015: exercise its powers under section 175 of the Education Act 2002.

"*Everyone in the education service shares an objective to help keep children and young people safe by contributing to:*

Providing a safe environment for children and young people to learn in education settings, and

Identifying children and young people who are suffering or likely to suffer significant harm taking appropriate action with the aim of making sure they are kept safe both at home and in an education setting"

To equip staff to fulfil the above requirements the guidance sets out the training expectations on school staff. All staff who work with children in schools and governors of schools, should undertake training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively and that suitable refresher training to keep staff knowledge and skills up to date is also available. These staff should have refresher training every year.

This Safeguarding training must go beyond staff attendance at training organised in the future to a position which enables education and schools in Denbighshire to assess the staff through comprehensive training programmes. This training will ensure both education and schools meet their duties to safeguard and promote the welfare of children. (Section 175) of the Education Act 2002

Schools also contribute through the curriculum by developing children's understanding and awareness and resilience. Estyn inspect against the extent to which schools fulfil their safeguarding responsibilities. In schools how effectively the safeguarding of learners is promoted, is a limiting grade on overall effectiveness. Creating a safe learning environment means having effective arrangements in place to address a range of issues.

These include child protection arrangements, pupil health and safety, bullying, school security, tackling drugs and substance misuse and having in place the opportunity for children to discuss their concerns with well trained staff who understand the safeguarding agenda.

Advice and Support

Keeping Learners Safe 158/ 2015 Keeping Learners Safe Welsh Government guidance (158 /2015) current circular states that the Local Authority should ensure provision of:

- Model policies and Procedures
- Advice and support on safeguarding
- Facilitate links and co-operation between agencies
- Advice and support for designated staff dealing with individual cases
- Staff who can act by using "professional judgements" to resolve any difficulties
- Support for those with designated lead for "safeguarding" and to encourage and foster a good understanding and working relationship between them, children services social workers, and staff in other **agencies involved in safeguarding children to develop effective partnership working**

Evaluation and Effectiveness

Keeping learners safe 158/2015 states:-

"The local authority should monitor the compliance of maintained schools with this guidance, in particular in regard to the existence and operation of appropriate policies and procedures and the training of staff, including the senior person with designated responsibility for child protection. Bring any deficiencies to the attention of the governing body of the school and advise the action needed to remedy them "

"work to ensure that organisations working or in contact with children, operate recruitment and human resources practices that take account of the need to safeguard and promote the welfare of children "

3. Training

Whole School Staff Training

On- line

Two options are available to schools from September 2017 these are:

E- Learning Training (Educare Ltd) – Please contact the Administrator in your school

HWB Welsh Government (on- line) Safeguarding training modules:

https://hwb.wales.gov.uk/resources/resource/65cf3917-fe44-4f34-9dfd-ff7eba11e6f6
https://hwb.wales.gov.uk/resources/resource/0b7409c9-3dce-4d43-80ea-36ee57c28535
https://hwb.wales.gov.uk/resources/resource/9e82bdf6-02bb-4230-a113-8ab0f864e046

Schools will have the choice to implement which ever e- learning programme they choose of the two recommended by Denbighshire County Council. This training must be implemented across the whole school staff group on an bi -annual basis.

The training programmes are modula based learning which provides an assessment of the staff members understanding and score assessment at the completion of the training.

All staff must attain over a 75% pass mark on both the Educare and HWB programmes to successfully complete the training. This information forms part of the evaluation the school management team will be able to access and action where further training needs of individual staff are identified.

Staff who do not attain the pass / grading may be required to:

- Complete the training programme for a second time.

- Complete particular modules only.
- Require specific training provided by school on the training programme i.e. 1 to 1 support / group training needs.
- Referral to HR where the individual staff member is unable to pass the statutory training requirement for the post.

Provision of Training to School Governors and Staff:

Course:	Target Group:	Method of Provision:	Provided by:	Frequency Required and /or duration
Basic Safeguarding Awareness training and Responsibilities of individual staff	**Whole staff group** **New staff & Volunteers**	**Educare – On line learning programme or HWB Welsh Government programme which includes assessment & certificate**	**Educare** **HWB Welsh Government** **Approved External provider to schools**	**Biannually** **At Induction of new staff and volunteers**
Specific Training for Designated Safeguarding Leads & Headteachers	**Designated Safeguarding Leads**	**Level 3 one day course (Safeguarding Leadership one day course)**	**NSPCC Training or approved provider**	**Annual and at induction of new post holders via open access course**
School Governor with specific responsibility for Safeguarding	**Specific Governors Whole Governing Body (Optional)**	**e-learning programme to include assessment and certificate** **Bespoke training / workshops**	**Educare or HWB Provider** **Local Authority**	**Bi- annually At induction of new staff or volunteers** **As required**
Bespoke training on specific issues requested by clusters Estyn inspections and safeguarding audits	**Schools identified**	**Delivered via Taught Course or by commissioning Additional support as appropriate**	**Safeguarding Officer**	**TBC based on Training Needs Analysis**
NQT's Induction ***Raising awareness of the importance of safeguarding***	**NQT's**	**Taught Course**	**Safeguarding Officer**	**One Hour**
Specific issues training	**School Designated Safeguarding Leads**	**Case Review Workshops and Action Learning Approach**	**Safeguarding Officer** **Children Services Safeguarding Unit**	**TBC**

School Safeguarding audit tool	**School management teams**	**Supporting the training needs analysis of staff**	**Safeguarding Officer**	**Annual Basis**

Provision of Training for Education Service Staff

Basic Safeguarding awareness training individual responsibilities	**Education Service staff**	**E –learning programme with assessment certification**	**Educare** **or** **HWB Welsh Government**	**Bi Annual** **At Induction of new staff**
Safeguarding for Managers / Team Leaders	**Children Services and Education Service Management Teams**	**Level 3 one day course (Safeguarding Leadership one day course)**	**NSPCC Training or approved provider**	**Annual and at induction of new post holders via open access course**

Advice and Support

Education Page on Website	**Information included :** **Schedule of Training** **Links to guidance documents and procedures** **Model policies for safeguarding and e – safety** **Good practice area to share policies, practice in schools** **Contact details of Child Protection Coordinators** **School Safeguarding Audit** **Training courses available including NWSCB study days** **Any external relevant conferences and courses** **Joint training commissioned between Education, Schools and Children Services**

Safeguarding Consultations	**Safeguarding Officer will visit schools prior to Estyn inspections to provide support and ensure procedures and post inspection paperwork is thoroughly detailed and reflects the county and national guidelines.** **<u>Education Welfare Service Helpdesk to Schools</u>** **Operates daily to schools and Education Services for advice and signposting concerns** **Receive and respond to immediate calls from schools and education services relating to safeguarding queries or provide advice or signposting on an individual case, safeguarding issue or allegation against staff members.** **Liaise between school and children services where a child protection concern has been raised by either agency to support the school in ensuring immediate action.**

Evaluation, Effectiveness and Compliance

Safeguarding Audit	**Producing a safeguarding audit on an annual basis to seek key information from schools about their safeguarding practices, such as training, record keeping, updated national guidance adopted and reflected in local policies and procedures to ensure statutory compliance**

4. Thematic Training needs identified for 2017/18

Training

Specific advice in relation to commissioning training in response to current feedback from Headteachers and School Designated Safeguarding leads in schools will be provided in the following areas.

- Child sexual exploitation (CSE) for school staff what does this mean for Denbighshire schools feedback from workshops organised for Academic Year 2017/18

- Children Missing Education how better can we work together to reduce risk and monitor these cases using the SIMS lost children database?

- Managing challenging situations with parents in relation to safeguarding supported by specific advice by the EWO service and Legal Services.

- The voice of the Child - Training for identified staff who attend conferences, reviews daily contact with support to children in schools.

Advice and Support

- We will be proactive in using information provided in Estyn reports for those schools that have a lower rating on safeguarding. This will include offering support to those schools in post action plans to address the issues highlighted in the inspection reports of the school.

- We will as part of the helpdesk enquiries from schools and education services log the advice given and actions taken from these contacts.

Evaluation and Effectiveness

- The safeguarding audit will be reviewed to reflect any changes in guidance, together with any review of safeguarding by external consultants commissioned by education and annual report to the North Wales Regional Safeguarding Children Board.

- Information from the audit will be fed in to the section 28 audit provided to the NWRSCB in respect of all agencies who work with children in Denbighshire on their effectiveness in safeguarding children.

- Effectiveness of training provision – evaluation forms are completed at the end of each training delivery and the information will continue to be reviewed on an annual basis in addition to any immediate response that can be implemented.

- This provides useful information for the continual review of the training strategy and any changes to the training plan.

- The feedback from the evaluation forms will be included in the annual report to the North Wales Regional Safeguarding Children Board.

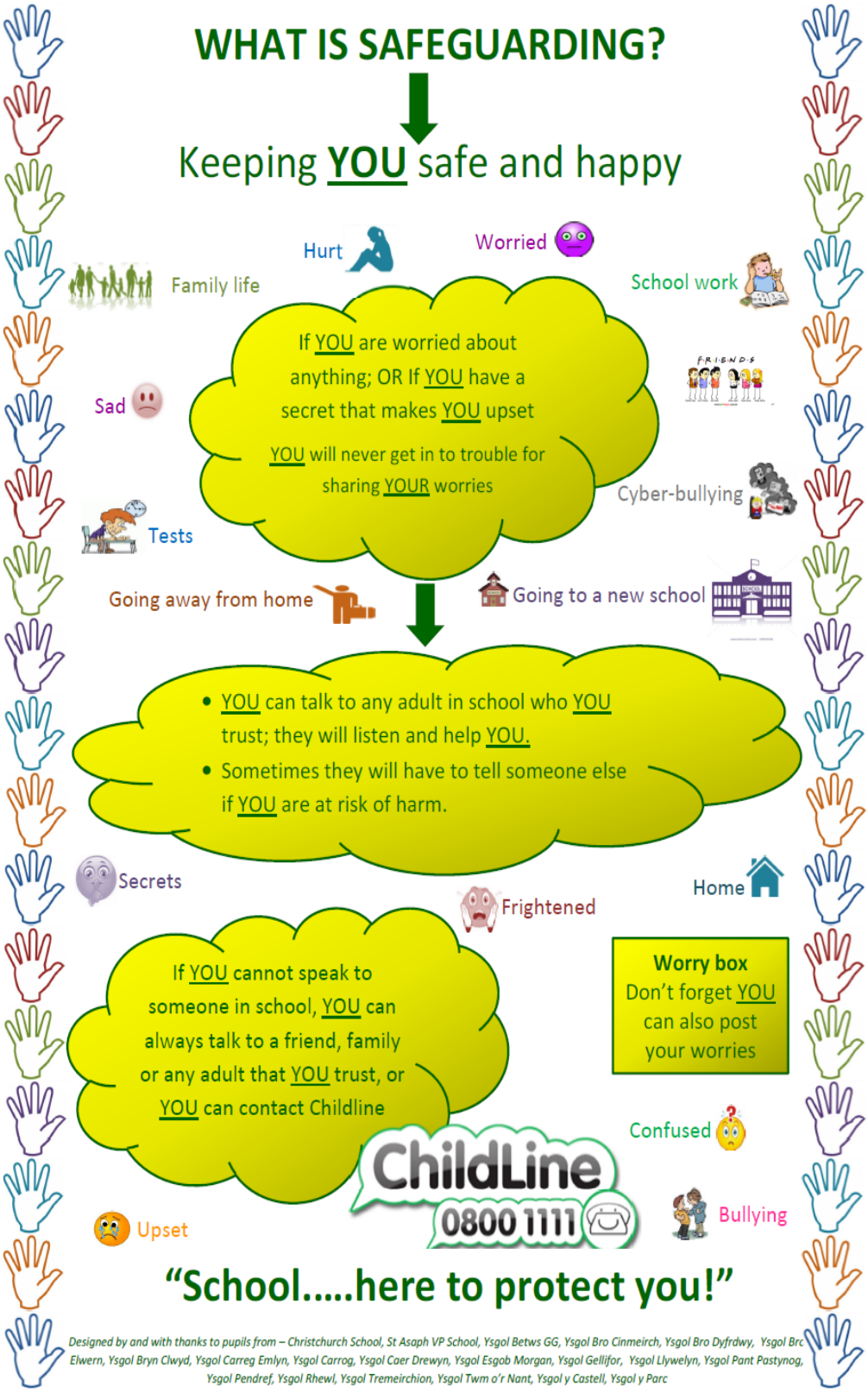
31. Appendix L – Children's and Family Support Gateway Contacts

This team will be responsible for responding to all contacts for information and advice as well as managing incoming referrals which relate to children, young people and their families. Any enquiries which relate *only to adults* will need to be directed to the new Single Point of Access (SPoA).

The contact details for the teams can be found below.

Enquiries or referrals relating to *Children*	Enquiries or referrals relating to *Adults*
Children and Families Support Gateway **Tel: 01824 712200** **Fax: 01824 712233** **Email: cfsgateway@denbighshire.gov.uk**	**Single Point of Access for Adults (SPoA)** **Tel: 0300 4561000** **Fax: 01824 712888** **Email: spoa@denbighshire.gov.uk**
There will be regular flow of information between the two teams regarding vulnerable families. However, if an enquiry or referral relates to both children and adults then it would be helpful to copy any emails to both addresses.	

32. Appendix M – What is Safeguarding – Primary



33. Appendix N – What is Safeguarding - Secondary

WHAT IS SAFEGUARDING?

Safeguarding is:

- To protect YOU from abuse and harm
- To promote YOUR welfare and care
- Is everyone's responsibility

School work

Cyber-bullying

Friends

Family

If YOU are concerned or worried about anything that is going on in YOUR life or anyone else's....

- YOU can talk to ANY adult in school who YOU trust.
- YOU will be listened to.
- They will work with YOU to agree what action is needed.

Cyber-Bullying

Sexuality

Abuse

- YOUR discussion will be confidential.
- But, if YOUR life or someone else's life is in danger; if YOU are being hurt; or if YOU are harming another person....
- This might mean that they have to work with other professionals to keep YOU safe e.g. school nurse.

Exams and tests

Bullying

Drugs & alcohol

Relationships

Bereavement

If YOU cannot speak to someone in school, you can always talk to a friend, family or any adult that YOU trust, or you can contact Childline

ChildLine 0800 1111

Worry box
Don't forget YOU can also post your worries

"Safeguarding.....here to protect you!"

Designed by and with thanks to students from: Denbigh High School, Prestatyn High School, St Brigids, Ysgol Brynhyfryd, Ysgol Dinas Bran, Ysgol Glan Clwyd