


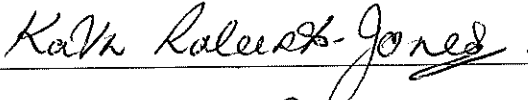
Brynlywarch Hall School



SAFEGUARDING POLICY

Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Head Teacher
Signed		Chair of Governors.
Date:	7th July 2017	
Date of Review:	6th July 2018	

Brynllwarch Hall School



Safeguarding Policy

Introduction

At Brynllwarch School the Governing Body accepts the statutory obligations outlined in the following documents:

- ❖ Children Act 1989;
- ❖ Children Act 2004;
- ❖ Safeguarding Children: Working Together under the Children Act 2004;
- ❖ Victoria Climbié Report 2003;
- ❖ United Nations Convention on the Rights of the Child, which the Welsh Assembly Government has adopted as the basis for its work with all children and families in Wales;
- ❖ All Wales Child Protection Procedures 2008.

This policy should also be read in conjunction with the following policies:

- ❖ Anti-Bullying Policy
- ❖ ICT Acceptable use Policy
- ❖ PSHE and Citizenship Policy

All of the pupils at Brynllwarch will have the opportunity to develop and achieve their full potential. This is one of the fundamental aims of the school, encapsulated in the school's Vision Statement:

We believe that everyone at Brynllwarch is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs.

Our child protection procedures are based upon the fundamental principle that the protection of children from harm is the responsibility of all individuals and agencies working with children and families.

Pupils at Brynllwarch will be enabled to:

- be as physically and mentally healthy as possible;

- gain the maximum benefit possible from good quality learning opportunities;
- access a school environment that is safe and one that protects them from harm;
- experience emotional well-being;
- feel valued and supported by appropriate relationships with staff and other pupils;
- become as independent as possible;
- develop a positive self image, a sense of identity, including awareness of their cultural and racial identities;
- develop good communication and inter-personal skills and become increasingly confident in social situations.

If pupils are denied the opportunity to develop and achieve their full potential in this way, they are at risk not only of an impoverished childhood, but they are more likely to experience disadvantage and social exclusion in adulthood.

This policy has been developed following consultation with all school staff and governors and takes account of the following key documents:

- All Wales Child Protection Procedures (2008)
- Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service (Circular 34/02)
- Working Together to Safeguard Children (2004)
- Children Act 1989;
- Children Act 2004;

The Child Protection/Safeguarding Co-ordinator is:

- Mr Gavin Randell (Head Teacher).

In his absence this role will be undertaken by:

- Mr. Matthew Williams (Deputy Head Teacher)
- Mrs. Tracy Owen (Wellbeing Co-ordinator)

Governor responsible for Child Protection/Safeguarding is:

- Mrs. Kath Roberts-Jones.

Further background information relating to this policy will be found in:

- All Wales Child Protection Procedures (2008);
- Child Protection File.

Safeguarding at Brynllwarch School

The Governing Body has resolved to:

- take all practicable steps to ensure the safety of all pupils;
- to ensure that issues of child protection are addressed through the school's curriculum as appropriate to the age, maturity and ability of the pupils;
- uphold the principle that a child's welfare is paramount;
- ensure that all staff are aware of the school's child protection procedures and those of the Local Authority (LA) and that these procedures are **ALWAYS** implemented;
- ensure that all staff are aware of and have access to the All Wales Child Protection Procedures (2008) and that these are implemented;
- ensure that staff contribute to follow-up action after a referral whenever possible;
- co-operate with other agencies and professionals, where appropriate;
- ensure that staff are provided with the appropriate opportunities for training in Child Protection issues.

Procedures to Follow

The following action **MUST** be taken **WITHOUT DELAY**:

- If anyone suspects that a child is being abused in any way this should be referred to the Headteacher **IMMEDIATELY**.
- If the Headteacher is not in school then it should be referred to the other named person. Keep detailed **WRITTEN** notes of the issues that have aroused suspicion including any verbatim conversations with the child. Do not delay in writing these factual notes. These should be passed on to the Headteacher and will be stored in the Child Protection file (headteacher's office).

Allegations against members of staff.

The following action **MUST** be taken **WITHOUT DELAY**:

- Ensure the safety of the child
- **Do Not** confront the member of staff who the allegation is made about.
- Inform the Headteacher of the allegation **IMMEDIATELY**.
- Inform the Chair or Vice Chair of Governors.
- If the allegation is made against the Headteacher then the matter should be referred to the other named person on the Safeguarding Policy.
- The person responsible for safeguarding will then follow the procedures.

What to do if a child tells you that they are being abused or if there are signs of abuse

- Show that you have heard the child 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 which is appropriate to the age and understanding of the child.
- Do not promise to keep what you have been told a secret, as you have a responsibility to disclose information to those who need to know. Reporting concerns is not a betrayal of trust.
- Write down what you have been told, using the exact words, if possible.
- Make a note of the date, time, place and people who were present at the discussion.
- Report your concerns to the Headteacher or his representative immediately.
- Do not confront the alleged abuser.
- Do not worry that you may have been mistaken. You will always be taken seriously by Social Services. It is better to have discussed it with somebody with experience and responsibility to make an assessment.

Having reported a case of suspected child abuse to the Headteacher, he or his representative will immediately make contact with the duty social worker.(Powys People Direct)

The above guidelines should also be followed with children with learning difficulties. When dealing with these children members of staff will need to be alert to the child's behaviour and/or body language, along with their use of signing, gestures etc.

Making a Referral

Essentially there are six stages in the child protection process. These are:

- referral,
- initial assessment,
- strategy discussion,
- strategy meeting,
- Child Protection Section 47 Enquiries by Social Services and/or Police,
- Child Protection Conference.

Full details of the above will be found in the All Wales Child Protection Procedures (2008, p. 91).

Referrals should be made to the duty officer at the Social Services office that is in the child's home area. This referral should be made as soon as a problem, suspicion or concern becomes apparent and certainly within 24 hours. Referrals may be made by telephone, in person, by letter or by fax.

We will operate a joint referrals process; this means that all referrals will be made, and signed by the Headteacher or his representative.

Outside office hours, referrals should be made to the Social Services emergency duty service or to the police. All telephone referrals or referrals made in person should then be confirmed in writing within 2 working days.

The duty social worker will need the following information:

- the reasons for the concern;
- when and in what way the child spoke about the incident and who was present i.e.- other children;
- the full name, address and the date of birth of the child;
- the names, addresses and dates of birth/ages of family members, along with any other names which they use or are known by;
- the names of all those with parental responsibility;
- the names of other professionals involved with the family, including the name of the child's school and G.P.;
- any information affecting the safety of the staff.

After the referral has been made

The person making the referral (this will be the Headteacher or his representative) may be asked to do any of the following tasks:

- contribute to a strategy discussion;
- assist with Section 47 enquiries;
- write a report for the Child Protection Conference;
- attend the Child Protection Conference.

Keeping Accurate Records

All child protection work depends on clear, accurate and complete record-keeping.

The purpose of written records is:

- to focus work;
- to provide a documented account of involvement with a child and/or family;
- to assist continuity when a worker changes;
- to provide the basis for professional judgements;
- to enable managers to monitor work;
- to produce essential sources of evidence for investigation and enquiries and for court cases.

All records should:

- use clear, straightforward language;
- be concise;
- be accurate and factual;
- be accessible;
- avoid making personal judgements and/or opinions;
- be comprehensive;
- clearly record judgements made and action/decisions taken;
- clarify where decisions have been taken jointly across agencies, or endorsed by a manager.

The writer of the report should be able to track:

- the relevant history of the child and family which led to intervention;
- the nature of the interventions, including intended outcomes;
- the means by which change is to be achieved;
- the progress which is being made;
- the author and the date.

All reports will be filed in pupils' individual files, stored in the front office.

Making Parents Aware

We inform parents and carers of our responsibilities through our School Prospectus. We actively encourage parents/carers to approach the school if they have any concerns.

Staff Training

All staff are trained to the appropriate level in relation to safeguarding procedures and guidelines. The Local Authority provide this training through the LA safeguarding officer. An up to date training schedule for all staff is maintained and kept centrally in the main office.

Accountability

All staff are subjected to an enhanced DBS check.

All staff will be made aware of the Safeguarding Policy and will sign a declaration that they have read and understood its contents.

Internet Safety and Cyber-bullying

This is addressed through the PHSE curriculum with the support of external speakers.

Monitoring

This policy will be kept under constant review and will be updated to reflect changes in national legislation and local issues regarding Child Protection Procedures.

Staff and governors will be consulted and informed of any changes that are necessary. This may take the form of discussions, dissemination and/or training.

This policy should always be read in conjunction with the following:

- All Wales Child Protection Procedures
- Working Together to Safeguard Children

Both of these documents are stored in the Headteacher's office. The policy should also be read alongside the Child Protection Pack- see Appendix One. Within this pack there are diagrams that can be marked to indicate areas of injury.

Flow diagrams which might be helpful in terms of guiding staff through the procedures associated with child protection are provided in Appendix Two.

Policy Review

This policy will be formally reviewed on an annual basis. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors
Date of Review:		

An Integrated Approach

Children have varying needs which change over time. Judgements on how best to intervene when there are concerns about harm to a child will often and unavoidably entail an element of risk- at the extreme, of leaving a child for too long in a dangerous situation or of removing a child unnecessarily from their family. The way to proceed in the face of uncertainty is through competent professional judgements based on a sound assessment of the child's needs, the parents' capacity to respond to those needs - including their capacity to keep the child safe from significant harm - and the wider circumstances.

Effective measures to safeguard children should not be seen in isolation from the wider range of support and services available to meet the needs of children and families.

Many of the families who become the subject of child protection concerns suffer from multiple disadvantages. Providing services and support to children and families under stress may strengthen the capacity of parents to respond to the needs of their children before problems develop into abuse.

Child protection enquiries may reveal significant unmet needs for support and services among children and families. These should always be explicitly considered, even where concerns are not substantiated about significant harm to a child if the family so wishes.

If child protection processes are to result in improved outcomes for children, then effective plans for safeguarding children and promoting their welfare should be based on a wide-ranging assessment of the needs of the child and their family circumstances.

All work with children and families should retain a clear focus on the welfare of the child. Just as child protection processes should always consider the wider needs of the child and family, so broad-based family support services should always be alert to, and know how to respond quickly and decisively to potential indicators of abuse and neglect.

A Shared Responsibility

Promoting children's well-being and safeguarding them from significant harm depends crucially upon effective information sharing, collaboration and understanding between agencies and professionals. Constructive relationships between individual workers need to be supported by a strong lead from elected or appointed authority members, and the commitment of chief officers.

At the strategic level, agencies and professionals need to work in partnership with each other and with service users, to plan comprehensive and co-ordinated children's services.

Individual children, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need co-ordinated help from health, education, social services, and quite possibly the voluntary sector and other agencies, including youth justice services.

For those children who are suffering, or at risk of suffering significant harm, joint working is essential, to safeguard the children and - where necessary - to help bring to justice the perpetrators of crimes against children. All agencies and professional should:

- Be alert to potential indicators of abuse or neglect;
- Be alert to the risks which individual abusers, or potential abusers, may pose to children;
- Share and help to analyse information so that an informal assessment can be made of the child's needs and circumstances;
- Contribute to whatever actions are needed to safeguard the child and promote his or her welfare;
- Regularly review the outcomes for the child against specific shared objectives; and
- Work co-operatively with parents unless this is inconsistent with the need to ensure the child's safety.

Some lessons from research and experience

Our knowledge and understanding of children's welfare - and how to respond in the best interest of a child to concerns about abuse and neglect - developed over time, informed by research, experience and the critical scrutiny of practice. Sound professional practice involves making judgements supported by evidence; evidence derived from research and experience about the nature and impact of abuse and neglect, and when and how to intervene to improve outcomes for children; and evidence derived from thorough assessment about a specific child's health, development and well-being, and his or her family circumstances.

Abuse and Neglect

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately described using terms such as fictitious illness by proxy or Munchausen's Syndrome by proxy.

Emotional abuse

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

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (eg. Rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The Impact of Abuse and Neglect

The sustained abuse or neglect of children physically, emotionally or sexually can have major long term effects on all aspects of a child's health, development and well-being. Sustained abuse is likely to have a deep impact on the child's self-image and self-esteem, and on his or her future life. Difficulties may extend into adulthood: the experience of long-term abuse may lead to difficulties in forming or sustaining close relationships, establishing oneself in the workforce,

and to extra difficulties in developing the attitudes and skills needed to be an effective parent.

It is not only the stressful events of abuse that have an impact, but also the context in which they take place. Any potentially abusive incident has to be seen in context to assess the extent of harm to a child and appropriate intervention. Often, it is the interaction between a number of factors which serve to increase the likelihood or level of actual significant harm.

To understand and establish significant harm, it is necessary to consider:

- The family context
- The child's development within the context of their family and wider social and cultural environment:
- Any special needs, such as a medical condition, communication difficulty or disability that may affect the child's development and care within the family:
- The nature of harm, in terms of ill-treatment or failure to provide adequate care:
- The impact on the child's health and development: and
- The adequacy of parental care.

It is important to take account of the child's reactions, and his or her perceptions, according to the child's age and understanding.

Roles and Responsibilities

An awareness and appreciation of the role of others is essential for effective collaboration. This section outlines the main roles and responsibilities of statutory agencies professionals, the voluntary sector, and the wider community, in relation to child protection. Joint working should extend across the planning, management, provision and delivery of services

Local Authority

The welfare of children is a corporate responsibility of the entire local authority working in partnership with other public agencies, the voluntary sector, and service users and carers. All local authority services have an impact on the lives of children and families, and local authorities have a particular responsibility towards those children and families most at risk of social exclusion. Local authorities have a duty to plan services for children in need, in consultation with a wide range of other agencies, and to publish the resulting children's service plans. The local authority should also take the lead responsibility for the establishment and effective functioning of the Local Safeguarding Children Board (LSCB) - the inter-agency forum which acts as a focal point for local co-operation to safeguard children.

In thinking more corporately about what will benefit local citizens, some authorities have put in place management structures which cut across traditional departmental and service boundaries. Some authorities, for example, have put in place management arrangements which bring together a range of services affecting children. Where this guidance refers to social services departments, it means that part of the local authority which carries out social services' functions.

A key objective for social services departments is to ensure that children are protected from significant harm. They provide a wide range of care and support for adults, children and families, including: older people, people with physical or learning disabilities; people with mental health or substance misuse problems; ex-offenders and young offenders; families, especially where children have special needs, children at risk of harm; children who need to be accommodated or looked after by the local authority, through fostering or residential care, and children who are placed for adoption.

Social services' responsibilities towards children should be seen in the context of this broad range of social care and support, so that children and families can be helped and supported in an integrated way which recognises the range and diversity of their needs and strengths.

Local authorities, acting in order to fulfil their social services functions have specific legal duties in respect of children under the Children Act 1989. They have a duty to safeguard and promote the welfare of children in their area who are in need, and - providing that this is consistent with the child's safety and welfare - to promote the upbringing of such children by their families, by providing services appropriate to the child's needs (Section 17). They should do this in partnership with parents and in a way which is sensitive to the child's race, religion, culture and language. Services might include day care for young children, after school care for school children, counselling, respite care, family centres or practical help in the home. Social services are rarely the only agency in contact with vulnerable children and their families, and partnerships with other agencies - especially health and education - are essential to help support such children and families.

Social Services departments also have a duty to make enquiries if they have reason to suspect that a child in their area is suffering, or likely to suffer significant harm, to enable them to decide whether they should take any action to safeguard or promote the child's welfare (Section 47). They need the help of other agencies in order to do this effectively and Section 47 places a duty on:

- Any local authority:

- Any local education authority:
- Any housing authority:
- Any health authority. Special Health Authority or National Health Service Trust: and
- Any person authorised by the Welsh Assembly Government.

To assist a local authority where it is conducting enquiries under this section. When approaching other agencies with requests for information, it is important that social services staff are clear about the nature and purpose of the request. In particular, clarity is needed about whether the consent of the subject of the information requested has been obtained or whether, in the view of social services, such consent-seeking would itself place a child at risk of significant harm. This will enable those who receive such requests to judge whether the duty to maintain confidentiality should be breached in the circumstances of the particular case.

A child who is at risk of significant harm will invariably be a child in need. The social services department is responsible for co-ordinating an assessment of the child's needs, the parents' capacity to keep the child safe and promote his or her welfare, and of the wider family circumstances. In the great majority of cases, children are safeguarded from harm by working with parents, family members and other significant adults in the child's life to make the child safe, and to promote his or her development, within the family setting. Where a child is at continuing risk of significant harm, social services are responsible for co-ordinating an inter-agency plan to safeguard the child, which sets out and draws upon the contributions of family members, professional of family members, professionals and other agencies.

In a few cases, the social services department, in consultation with other involved agencies and professionals, may judge that a child's welfare cannot be sufficiently safeguarded if he or she remains at home. In these circumstances, the social services department may apply to the courts for a Care Order, which commits the child to the care of the local authority, this can often be long process so where the child is thought to be in immediate danger, the social services department may apply to the courts for an Emergency Protection Order, which places the child under the protection of the local authority for a maximum of eight days.

Because of their responsibilities, duties and powers in relation to vulnerable children, social services departments act as the principal point of contact for children about whom there are child welfare concerns. They may be contacted directly by parents or family members seeking help, concerned friends and neighbours, or by professionals and others from statutory and voluntary agencies.

Education Services

All those working in the education services can contribute to the safeguarding of children and child protection processes. All schools and colleges have a pastoral responsibility towards their pupils. They can play a part in the prevention of abuse and neglect, through their own policies and procedures for safeguarding children, and through the curriculum. All schools and colleges should create and maintain a safe environment for children and young people, and should be able to manage situation where there are child welfare concerns. Children can be helped to understand what is and is not acceptable behaviour towards them, and taught about staying safe from harm, and how to speak up if they have worries or concerns. The curriculum can also play a preventive role in developing awareness and resilience and in preparing children and young people for their future responsibilities as adults, parents and citizens.

Through their day to day contact with pupils, and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect, and in referring concerns to the appropriate agency, normally the social services department. When a child has special educational needs, or is disabled, schools will have important information about the child's level of understanding and the most effective means of communication with the child. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour.

Staff working in the education service will on occasions be asked by a social services department for information on a child receiving education about whom there are concerns about abuse or neglect. The education services itself does not have a direct investigative responsibility in child protection work, but schools and other maintained establishments have a role in assisting the social services department by referring concerns and providing information for Section 47 Child Protection enquiries.