

## Child Protection Policy and Procedures

(Last reviewed and revised May 2023. Date of next review May 2024 or as needed)

Prepared with reference to

- Key Statutory and non-statutory guidance detailed in Appendix D

### Internal Contacts - Who you can go to

Please note any individual with a concern about the safety of a child can make a direct referral to Cardiff Multi Agency Safeguarding Team. You do not have to go through the School's internal contacts.

Role		Contact
Designated Senior Person for Child Protection - DSPCP	Miranda Knight	02920 567 986 / 07969140390 miranda.knight@cardiffsteiner.org.uk
Deputy Designated Person for Child Protection DDSPCP	Sarah Elliott	02920 567 986 sarah.elliott@cardiffsteiner.org.uk
Deputy Designated Person for Child Protection	Jamie Woods	02920 567985 jamie.woods@cardiffsteiner.org.uk
Trustees with responsibility for Child Protection	Kate Attfield	02920 567 986 kate.attfield@cardiffsteiner.org.uk
	Richard Knight	02920 567 986

### External contact numbers

Cardiff Multi Agency Safeguarding Hub (MASH)	Access Point Emergency - out of hours	02920 536 490 02920 788 570
Linda Gallagher <b>LADO</b>	Local Authority Designated Officer Cardiff - <b>LADO</b>	02922 330 868
Cardiff Education Safeguarding Team is able to provide advice and support		educationsafeguarding@cardiff.gov.uk 02922 330 879
Police (Child Protection)	In an emergency	999 (emergency) / 02920 222111
NSPCC	For adults concerned about a child	0808 800 5000

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## **1. Purpose of the Policy**

- 1.1 The policy applies to all staff (teaching and non-teaching), visitors and Trustees and can be found on the School's website. The policy highlights our core safeguarding principles:
- 1.2 Safeguarding children is everybody's responsibility. The School's responsibility to safeguard and promote the welfare of all children in the School is of paramount importance regardless of age, gender, gender reassignment, ability, culture, race, language, religion or sexual identity.
- 1.3 The School recognises it has a statutory responsibility to ensure: reasonable measures are taken to minimise risks of harm to children's welfare; appropriate actions are taken to address concerns about the welfare of a child or children.
- 1.4 The School will work with agreed local policies and procedures in full partnership with other local agencies.
- 1.5 Representatives of the whole-school community of pupils, parents, staff and Trustees will be involved in policy development and review.
- 1.6 This policy will be reviewed at least annually, unless an incident or new legislation or guidance suggests the need for an interim review.
- 1.7 All staff will be provided with the necessary information and training to enable them to meet their Safeguarding and Child Protection (CP) responsibilities.
- 1.8 All staff have an equal responsibility to act on any concern or disclosure that may suggest a child is at risk of harm
- 1.9 Pupils and staff involved in Safeguarding and CP issues will receive appropriate support.

## **2. Statement of Intent**

2.1 Cardiff Steiner School offers an inspiring and nurturing education based on the needs of the whole child, in terms of social, emotional, intellectual aspects. We are committed to the safeguarding of every child and have a culture of vigilance. Safeguarding is taken seriously, and we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

2.2 We endeavour to provide a safe, secure and welcoming environment where children are respected, valued and listened to. Staff are aware of their responsibility to report concerns and procedures for so doing.

2.3 We recognise that pupils' high self-esteem and confidence, supportive friends and good lines of communication with trusted adults help to safeguard pupils.

2.4 The School will maintain an ethos where children feel secure, are encouraged to talk and are listened to. We ensure children know that there are adults in the School whom they can approach if they are worried or in difficulty; included in the curriculum are activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse, to thrive and to know to whom to turn for help.

2.5 We support all children who have been abused or who are at risk of abuse and ensure that safeguarding issues are explored through the education of pupils, and through appropriate communication with staff and parents. We are alert to the signs of abuse and neglect and follow our procedures herein to ensure that all our children are safeguarded.

### 3. Safeguarding and promoting the welfare of children

3.1 **Safeguarding** is the protection of children from abuse and neglect, preventing impairment of their health or development and ensuring that they receive safe and effective care to enable them to have optimum life chances.

3.2 **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 significant harm as a result of abuse or neglect.

3.3 **Roles and Responsibilities** Everyone who comes into contact with children and their families has a responsibility and role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent issues from escalating. All staff will be made aware of the “Wales Safeguarding Procedures” App and be encouraged to download this for reference.

#### 3.3.1 Trustees

3.3.1.1 The Trustees will ensure that there are effective safeguarding policies and procedures in place to safeguard and promote the welfare of children and will monitor their compliance with statutory guidance (including LA guidance).

3.3.1.2 The Trustees will identify at least one Trustee as a Designated Trustee for safeguarding and all members of the Trustees will undertake relevant safeguarding training.

3.3.1.3 The Designated Trustee(s) for safeguarding will:

- Be the lead Trustee on safeguarding and child protection matters;
- Ensure the safeguarding policies and procedures are reviewed at least once annually and monitor how the duties have been discharged;
- Maintain contact with the statutory authorities in relation to Child Protection staff disciplinary cases - following activated procedures within Disciplinary and Dismissal procedures for school staff.

#### 3.3.2 School Management Team (SMT)

The School Management Team (SMT) will ensure that:

- All staff (including supply teachers and volunteers) understand the policies and procedures for safeguarding children and feel able to raise concerns about poor or unsafe practice (see whistleblowing).
- The DSPCP is a member of the School Management Team (SMT) and is given sufficient time and resources to carry out the role effectively
- The School’s record of employment includes identity checks, qualification checks, checks of the right to work in the UK, a DBS enhanced disclosure and two references.
- The SMT takes overall responsibility for the School’s CP practice, policy, and procedures; and follow procedures within the Welsh Government guidance documents “Safeguarding children in education: handling allegations of abuse against teachers and other staff “ and “Disciplinary and dismissal procedures for school staff”.

#### 3.3.3 Designated Senior Person (DSPCP)

The DSPCP will:

- Know how to recognise and identify the signs of abuse and neglect.
- Know when it is appropriate to make a referral to relevant investigating agencies, including the Local Safeguarding Children Board's (LSCB) Children's Services team.
- Provide training, advice and support to staff, including refresher and induction training.
- Provide regular updates at staff meetings as appropriate
- Keep records of the dates of the training, details of the training provider and a record of staff attendance
- Keep SMT informed of all CP issues and work with other agencies as necessary.
- Ensure that parents and carers can see copies of the Safeguarding (and Child Protection) policy and will take steps to inform new parents (at, for example, a new parent information evening or within a welcome letter) that we have a duty to share information with other agencies and referrals may be made as a child's safety is paramount
- Keep confidential, detailed, accurate and secure written records of children where there are safeguarding concerns. These records will include: i) Chronology of concerns ii) Concern reports and action taken and any feedback iii) Referrals iv) Requests for consent and the outcome v) Meetings notes or minutes /phone calls notes /emails.
- Ensure that when a child leaves the School, their CP file is copied and transferred securely, but separately, from the main pupil file to the child's new establishment
- Liaise with the Designated Trustee so that the DSPCP and Designated Trustee can report to the governing body on safeguarding issues (not including specific safeguarding cases).
- Ensure staff and volunteers have access to and understand this policy
- Review this policy at least annually and will work with the pupils, SMT, Designated Trustee and Safeguarding Wellbeing and ALN Team (SWAT) and representatives from the parent body for this purpose.
- Undergo appropriate training and keep up to date with legislation.
- Together with SMT, monitor the effectiveness of other policies relevant to safeguarding,
- Display posters where relevant informing pupils and staff of safeguarding procedures
- Contact a child's social worker, if that child is absent for 2 days or more and is on the Child Protection Register.

### 3.3.5 **Staff**

Everybody working in education should safeguard children's well-being. They have a responsibility to provide a safe environment and to identify children who may be in need of extra help or who are suffering, or likely to suffer significant harm. All staff then have a responsibility to take appropriate action. All staff must:

- Be aware of the policies, procedures and systems which support safeguarding in the School.
- Be aware of who the DSPCP is and how to contact them in school.
- Be aware of who the Deputy DSPCPs are and how to contact them in school.
- Be aware of who the Designated Trustee is and how to contact them.
- Be aware of the signs of abuse and neglect and how this may affect a child in school.
- Always act in the interests of the child.
- Report concerns to the DSPCP in writing, either through the record of a concern form or through MyConcern.
- Refer directly to Children's Services if there is a risk of immediate serious harm to a child.
- Press for action if they are not satisfied with the response to their reported concern or referral.

- Attend training which identifies: i. their personal responsibility; ii. School procedures; iii. the need to be vigilant in identifying cases of abuse; iv. how to support a child who discloses abuse.

### 3.3.6 **Role of the School in Handling allegations of abuse against all staff and any other stakeholders**

- Staff should take care to protect themselves from allegations of abuse by following the guidelines in the Staff Code of Conduct.
- The School has a duty of care to our teachers, staff and other stakeholders. Should an allegation of abuse be made against any member of staff, we will act to manage and minimise the stress inherent in the allegations process. Support for the individual is key to fulfilling this duty.
- Any allegation of abuse made against a teacher or other member of staff or volunteer will be dealt with fairly, quickly and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. The quick resolution of allegations of abuse will be a clear priority to the benefit of all concerned.
- If an allegation is made, the School will follow the guidance from the Welsh Government circular 009/2014: Safeguarding children in education: handling allegations of abuse against teachers and other staff.

### 3.3.7 **Pupils** If someone is hurting you or your friends, there are people who can help you and stop people from making you feel scared or hurt. You should tell someone you trust:

- In school you can tell a teacher or any other trusted adult.
- Outside school you can tell your parents, carers, grandparents or other members of your family who may be able to help, or you can tell a friend.
- You can use the “HELP” email, [help@cardiffsteiner.org.uk](mailto:help@cardiffsteiner.org.uk), to tell the Safeguarding Wellbeing and ALN Team (SWAT) about your concerns
- You can use a yellow “Record of a concern “ form. There are plenty of these on noticeboards around the School.
- The person in this School who has special responsibility for helping you if someone’s hurting you or your friends is Miranda Knight, along with Jamie Woods and Sarah Elliott who form the Safeguarding Wellbeing and ALN Team. (SWAT).
- Lots of useful information can be found in the Pupil Safeguarding Information Leaflet. If you would like a new one of these there are always copies in a poly pocket on the notice boards.

### 3.3.8 **Parents** Parents/carers should be aware that schools have a responsibility to ensure the well-being of all children. This responsibility means that the School:

- Will have Safeguarding (and Child Protection) policy and procedures
- Should make parents or carers aware of its safeguarding policy through the School website and that **this may require their child or young person to be referred to the statutory welfare agencies if the School believes that the child or other children may be at risk of significant harm;**
- Should endeavour to work with parents/carers regarding early help and the welfare of their child, and the School will remain impartial if their child is being, or has been referred.
- Should help parents or carers understand that if a referral is made to Children’s Services or the police, it has been made in the best interests of the child and that the School will be involved in any child protection enquiry or police investigation in relation to their child’s welfare and educational progress;

- Keep the parents or carers informed of the welfare and educational progress of the child.
- **Where a member of staff has a concern about a child, the matter will be discussed with parents only on the advice provided by the local Children's Services department, in consultation, where appropriate, with the police.**
- The DSPCP at the School should clarify with these statutory agencies, when, how and by whom, the parents or carers will be told about any referral. The DSPCP will also seek advice as to whether or not the child should be informed of the process.
- As a parent or carer you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and if you're struggling to cope you may need to ask for help and support to protect your child.

## 4. Signs and Symptoms of abuse and neglect

### 4.1 The NSPCC defines child abuse as follows:

"Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online."

### 4.2 The definitions below are taken from Keeping Learners Safe, 2015

**4.2.1 Physical abuse** - The 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 or induces illness in a child whom they are looking after. In Wales physical punishment of children is now illegal, giving children the same protection from assault as adults.

**4.2.3 Emotional abuse** - The persistent emotional ill-treatment of a child, such as to cause severe and persistent adverse effects on the child's emotional and behavioural development

**4.2.4 Sexual abuse** - 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, including:

- physical contact, including penetrative or non-penetrative acts.
- 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.

**4.2.5 Neglect** - (Social services and well-being act 2014, Wales) A failure to meet a person's basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person's well-being (for example, an impairment of the person's health or, in the case of a child, an impairment of the child's development.

**4.2.6 Financial abuse** - Financial abuse involves controlling a victim's ability to acquire, use and maintain their financial resources. Victims often become financially dependent on their abusers. Financial abuse is a category that is less prevalent for children. Young people may be vulnerable and often not aware of the risk of financial abuse. With regards to pressure about money and the misuse

of money it is a form of emotional abuse, that can involve peers of the age 16-17 as well as adults abusing children. Financial abuse also includes theft and fraud.

4.3 The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

**It is the member of staff's responsibility to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

**Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSPCP to decide how to proceed. It is very important that you report your concerns – you do not need 'proof' that the child is at risk**

#### **4.4 Impact of abuse**

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

#### **4.5 Children who may be particularly vulnerable**

Statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children and young people with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse

To ensure that all of our pupils receive equal protection, we must give special consideration to children who are:

- disabled or have additional learning needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- involved directly or indirectly in prostitution or child trafficking
- not using English as a first language.



#### 4.6 Symptoms – things you might notice

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to,
- be wary of physical contact
- deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self-inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts. This list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you. Abuse is always wrong and it is never the young person's fault. Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSPCP to decide how to proceed. It is very important that you report your concerns – you do not need 'proof' that the child is at risk.

## 5. The Role of Staff Recruitment and Staff Education in identifying and preventing abuse

### 5.1 Exclude Known Abusers

The School must ensure that recruitment and selection procedures are made in accordance with Welsh Assembly Government guidance circular 34/2002 *"Child Protection: Preventing Unsuitable People from working with Children in the Education Sector"*;

At least one member of any interview panel will have completed safer recruitment training.

It will be made clear to applicants for posts, both paid and unpaid, within the School, that they will be asked to sign a statement giving details of any convictions for criminal offences against children, including any “spent” convictions under the Rehabilitation of Offenders Act 1974 and to give their permission for checks to be made for any criminal records.

All applicants for work within the School will be interviewed before appointment and asked to provide two references, at least one of which must be from someone who has experience of their work with children. All references will be followed up. Volunteers will be asked for two references, if possible one will be from someone with experience of their suitability to work with children. Any individuals whose DBS check or references have not been received will not be left alone with children until these have been received. Visitors will never be left alone with children.

For all staff and volunteers who work with children in the School all appointments will be subject to a probationary period and will not be confirmed unless the School is confident the applicant can be safely entrusted with children.

The following School Policies will be explained to new staff on induction and full copies of the policies given:

- This Safeguarding and Child Protection Policy
- Positive Learning Policy (former Behaviour Policy)
- The Staff Code of Conduct
- The Peer on Peer Abuse Policy

## **5.2 Staff code of conduct and whistleblowing policy**

These are separate policies also and are located in the Staff Handbook and made available on induction and in the Staff area of the website. All members of staff have the right to be safeguarded and should read the Staff Handbook and Health and Safety Policies where relevant.

Please refer to the School Recruitment Policy and School Recruitment Policy and Guidance.

## **5.3 Transparency**

Cardiff Steiner School prides itself on its respect and mutual tolerance. Parents/carers have an important role in supporting Cardiff Steiner School. Copies of this policy, together with our other policies relating to issues of child protection are on our web site, and we hope that parents and carers will always feel able to take up any issues or worries that they may have with the School. We will never ignore an allegation of child abuse and will record and follow up any concerns thoroughly.

## **5.4 Designated Senior Person for Child Protection**

5.4.1 The School shall appoint a suitable Designated Senior Person for Child Protection (DSPCP). At least one Deputy DSPCP will be appointed from the teaching body or suitable Administrative staff. The School shall appoint at least one Designated Trustee for Child Protection. DSPCPs can act on their own initiative or in consultation.

The DSPCP has lead responsibility for managing child protection issues and cases. The DSPCP should know how to recognise and identify when signs and disclosures could mean that there is a possibility

of abuse or neglect. Where there is a possibility of abuse or neglect the DSPCP should be able to discern when it is appropriate to make a referral to the relevant investigating agencies. The role involves providing advice and support to other staff, making referrals to and working with other agencies as necessary. The DSPCP role is not to investigate allegations but to pass relevant information to professional agencies.

5.4.2 DSPCP and DDSPPs shall be fully trained for the demands of their roles in child protection and inter-agency working. They will undertake to keep themselves informed to ensure that they remain conversant with best practice. They will undergo refresher training every three years.

5.4.3 DSPCP should note up to date concerns in Child Protection matters and implement necessary changes to policy and procedure.

5.4.4 The School will cultivate a good relationship with local Social Services departments and will always seek advice from them where appropriate. The School's records on child protection are kept locked in the Upper School office, and are separated from routine pupil records. Access is restricted to the DSPCP, DDSPPs and appropriate staff.

5.4.5 The DSPCP is responsible for raising awareness of the role of the DSPCPs and DDSPPs and the Safeguarding Wellbeing and ALN Team (SWAT) amongst pupils and parents in the School.

**5.4.6 If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.**

## **5.5 Induction and Training**

Every new member of staff, including part-timers, temporary, visiting and contract teaching staff working in School, receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSPCP. Teaching assistants and Teachers will receive refresher training annually. Training in the School's child protection policy and processes is an essential part of the induction process.

### **5.5.1 The DSPCP is responsible for ensuring all staff**

- Know how to recognise and how to identify signs of abuse and when it is appropriate to make a referral
- Ensure each member of staff and any volunteer has access to and understands the School's Child Protection Policy especially new or part time staff who may work with different educational establishments
- Ensure all staff have induction and refresher training covering child protection and are able to recognise and report any concerns immediately they arise and
- Obtain access to resources and attend any relevant or refresher training courses at appropriate intervals

Records will be kept of training undertaken and identifying training needs. The Operational Calendar timetables staff training reviews once a term.

### **5.5.2 All Cardiff Steiner School Staff will be expected to know:**

- their personal responsibility
- the agreed local procedures
- the need to be vigilant in identifying cases of abuse and

- how to support a child who discloses abuse

## **5.6 Prevent Abuse by Means Of Good Practice**

- Children will be supervised at all times by a responsible adult.
- Pre-employment checks will be carried out on all staff.
- There are no circumstances in which a child will be punished by physical means whether intentional or not. Neither will humiliating or frightening methods of punishment be used.
- Children will not be left alone with visitors to the School.
- Children will only be collected from the School by an authorised adult
- Any child protection concern that needs to be communicated to the wider faculty will be raised at the appropriate faculty meeting.
- Children will be accompanied at all times by authorised adults when taking part in the School's external activities e.g. walks, visits etc.
- The School's 'Safeguarding Leaflet for Visitors' will be given to each visitor to the School
- Pupils will be given and have available the appropriate Safeguarding leaflet for Pupils. Parents will be given the Safeguarding leaflet for parents. Staff will be given the Safeguarding leaflet for Staff, all of which contain the essential information on the School's Safeguarding processes.

## **5.7 Respond Appropriately to Suspicion of Abuse**

- If changes in a child's behaviour or injuries or a disclosure lead an adult to suspect abuse could be a possibility, the person concerned will seek guidance and advice from an appropriate person (the DSPCP or through contacting Cardiff Education Safeguarding Team, or the team appropriate to the child's domiciliary area directly).
- If there is suspicion that a child is in immediate danger of harm the School shall call 999 and tell the police straight away.
- If there are grounds for suspecting abuse, these will be referred to the Cardiff Multi Agency Safeguarding Hub (MASH) on 02920 536490 between 8.30am and 5.00pm. Outside of these hours the Emergency Duty Team can be rung on 02920 788570. Or the team appropriate to the child's domiciliary area.
- All such suspicions/investigations/referrals will be kept confidential and shared only with those who need to know. These would usually be a member of staff or the teacher in charge.

## **5.8 Keep Accurate Records**

Whenever worrying changes are observed in a child's behaviour or physical condition or if there is any injury, a confidential record will be set up. The record will include (in addition to the child's name, address, age and date) observations of the child's behaviour or appearance without comment or interpretation. Exact words spoken by the child may also be recorded, timed, dated and signed by the recorder. Such records will be kept confidential and will not be accessible to anyone in the School other than the teacher in charge and other member of staff as appropriate.

## **5.9 Excursions and Events When Parents and Carers Are Present**

At all times during excursions and events where parents / carers are present they (the parents/carers) are to take full responsibility for the health, safety and protection of their children. This applies whether School staff are present or not.

## **6. Procedures**

### **6.1 Procedures for reporting concerns**

Staff must complete a formal report by using a Yellow Safeguarding Record of Concern form and hand this over in person to the DSPCP or DDSPCP in their absence, OR staff must complete a formal report using the MyConcern reporting software. These vehicles are for reporting large or small concerns. It is the responsibility of the DSPCP and their team to triage concerns and take appropriate action. The DSPCP will take responsibility for making one of three reasoned decisions

- The concern is of a wellbeing nature and will result in a relevant internal referral.
- The concern is of a safeguarding nature and the DSPCP will seek the advice of the Education Safeguarding Team of the LA within which the pupil lives and will take advice on whether a referral needs to be made and when / if parents should be contacted.
- The concern has been addressed appropriately in the moment and the record kept for future reference.

### **6.2 Procedures to Be Followed When a Child Makes a Disclosure**

6.2.1 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

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

Find a safe space to allow the conversation to take place which respects the pupil's need for confidentiality.

During your conversation with the pupil:

- Allow them to speak freely.
- Remain calm and do not overreact – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the pupil's mother thinks about all of this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong

- Tell the pupil what will happen next. The pupil may agree to go with you to see the DSPCP. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the DSPCP.
- Write up your conversation as soon as possible on the record of concern form and hand it to the DSPCP by the end of the day.
- Seek support if you feel distressed; colleagues, DSPCP are here to help.

### **6.2.3 Taking action**

The flow chart in Appendix C highlights the procedures for dealing with disclosures. Key points to remember for taking action are:

- Tell the DSPCP immediately. Write up a report of the disclosure via a yellow record of a concern form or on MyConcern by the end of the day; the sooner the better.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Seek support for yourself if you are distressed.

### **6.2.4 Confidentiality**

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

### **6.2.5 Notifying parents**

The School will normally seek to discuss any educational and welfare concerns about a pupil with their parents. However, when there is any suspicion that a child is at risk different considerations come into play. Where a referral is made to the local authority Children's Services, the decision as to informing parents will normally be taken at the strategy meeting which would be called by Children's Services. The decision will be taken as to who will inform the parents, what they are told and when. It will often not be any member of staff from the School who will carry out the task. In any case the parents should not be informed without taking advice from Children's Services

### **6.2.6 Liaison With Other Bodies**

The school will operate within guidelines laid down by the Local Safeguarding Children Board. Confidential records kept on children about whom there is concern, will be shared with the Children Services Department if it is felt that adequate explanations for the child's condition have not been provided, or if the Social Services Department requests access.

### **6.2.7 Supporting Families**

- The School will do all in its power to build trusting and supporting relationships between families, staff and volunteers within the School.

- The School will work co-operatively with the child's parents / carers, as recommended in the Wales Safeguarding Procedures, unless this is inconsistent with the need to ensure the child's safety.
- Children's services may advise the School not to contact parents, if to do so would:
  - place a person at increased risk of harm
  - prejudice the prevention, detection, or prosecution of a serious crime
  - or lead to an unjustifiable delay in making enquiries

### **6.3 Allegations of Abuse against a Member of Staff or Volunteer or Member of the Board of Trustees**

#### **6.3.1 All allegations must be reported immediately**

- 6.3.2 Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the safety and welfare of the child is paramount. The School's whistleblowing policy (located in the Staff Handbook) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
- 6.3.3 If a person believes a current member of the School's staff has: a. Behaved in a way that has harmed a child, or may have harmed a child; b. Possibly committed a criminal offence against or related to a child; or c. Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children The person with the concerns must: Immediately report the allegation directly to The DSPCP or to the Designated Trustee should the concerns regard The DSPCP.
- 6.3.4 It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. Remember the welfare of a child is paramount.
- 6.3.5 You may raise your concern verbally or in writing but should record all verbal conversations in writing.
- 6.3.6 A friend, colleague or union representative may accompany you to the meeting if you wish.
- 6.3.7 Ensure The DSPCP or Designated Trustee informs you of their proposed action and sets a date for a second meeting. Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- 6.3.8 Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.
- 6.3.9 If the DSPCP has suspicions that a member of staff or volunteer has abused a child or has received a complaint from another member of staff, volunteer, parent or any other source, they will report the concern directly to the Local Authority Designated Officer (LADO) who will then make a decision regarding action needed. The DSPCP will immediately inform the police if the matter regards a possible criminal offence.
- 6.3.10 SMT may, at any point after being informed about the allegation, decide to suspend the individual employee in order that the child can be afforded protection; the possible risk of harm to children can be evaluated; and the child protection enquiries and/or criminal investigation be undertaken
- 6.3.11 If initial enquiries unequivocally demonstrate that the allegation is false and/or unfounded SMT may make the decision that no further action is needed. SMT will record the reasons for the decision. In the event of no further action SMT will consider the following: I. Informing the child's parents about the allegation and outcome. II. Informing the individual employee about the allegation, including the amount of detail that should be provided.
- 6.3.12 If, following initial enquiries, there is cause to suspect a child is suffering or likely to suffer significant harm, and/or a criminal offence against a child has been committed, and/or the individual employee has behaved towards a child in a way that indicates he/she is unsuitable

to work with children, SMT will arrange for a strategy discussion with the police to consider any immediate action to protect the child, and, if required, to arrange a future strategy meeting.

- 6.3.13 For concerns about SMT, the Designated Trustee will report the concern directly to the LADO who will then make a decision regarding action needed.
- 6.3.14 For concerns about a Trustee, you may report your concern directly to the LADO who will then make a decision regarding action needed (See contact details at the beginning of this policy)
- 6.3.15 The School will retain any and all documents; correspondence, notes, emails, and all other information – however held – which contain or may contain content pertaining directly or indirectly to the sexual abuse of children or to child protection and care.
- 6.3.16 For more detailed information, including information sharing, you should refer to Welsh Government Circulars: 002/2020: Disciplinary and Dismissal Procedures for School Staff 009/2014: Safeguarding children in education: handling allegations of abuse against teachers and other staff

#### **6.4 Parental /Carer Concern**

If at any time a parent / carer is concerned about any child attending the School, they are entitled to contact the Cardiff Multi Agency Safeguarding Team on 02920 536490 between 8.30-5.00pm. Outside of these hours the Emergency Duty Team can be rung on 02920 788570.

## **7. Safeguarding responsibilities in specific circumstances**

### **7.1 Peer on Peer Abuse and Sexual Harassment**

7.1.1 There is a separate policy and procedure for dealing with peer to peer safeguarding allegations - including children with sexually harmful behaviour. This section should be read in conjunction with the Peer on Peer abuse Policy. and should be cross referenced to Wales Safeguarding Procedures, 2019.

7.1.2 Children may be harmed by other children. Staff will be aware of the harm caused by bad behaviour and bullying and will use the school's behaviour procedures. However, there will be occasions when a pupil's behaviour warrants a response under child protection procedures.

7.1.3 Abuse by children and young people should be treated seriously and should always be referred to children's services and/or the police.

7.1.4 Staff need to be aware that children and young people may commit sexual offences. They should not dismiss abusive sexual behaviour as normal and adaptive, and need to know that a child under 13 cannot in law consent to sexual activity.

7.1.5 Staff members need to identify when relationships between children are coercive, inappropriate or exploitative.

7.1.6 The needs of children and young people who abuse other children should be considered separately from the needs of their victims, and a referral by the DSPCP should be carried out separately in each case. Children and young people who abuse others are likely to have considerable needs themselves as well as posing a significant risk of harm to other children. They may also be in need of protection.



7.1.7 The management of children who evidence sexually harmful behaviour is complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

7.1.8 Information about safeguarding children where there may be concerns about harmful sexual behaviour is available in an All Wales Practice Guide (see [www.safeguarding.wales/chi/index.c6.html](http://www.safeguarding.wales/chi/index.c6.html)), published with the Wales Safeguarding Procedures. It includes information about peer abuse.

## **7.2 E-Safety Networking and Mobile Phones**

**This section of the policy should be read in conjunction with the E Safety Networking and mobile phones policy**

7.2.1 Most of our pupils will use mobile devices and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The School's Internet Acceptable Use policy explains how we try to keep pupils safe in School. Cyber-bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour although it is recognised that monitored forums and discussions are a valuable means of contact for senior pupils. All online activity will be closely monitored at school using an appropriate application. Some pupils will undoubtedly be 'chatting' on mobiles or social networking sites at home and e-Safety issues are covered throughout the curriculum.

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

- Seek parental consent to use their child's image in School publications on and off line (this is done through an opt-out system when a child joins the School)
- Not use pupil's name with an image, so their name cannot be 'googled'
- Ensure pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs that are taken of them

**7.2.3 Further guidance, training and support** is available from the National Crime Agency (NCA) Child Exploitation and Online Protection Centre (CEOP) (see [www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/)). NCA (CEOP) works to protect children, families and society from paedophiles and sex offenders, in particular those who seek to exploit children sexually online. Education settings should refer to the Wales Practice Guide on 'Safeguarding children from online abuse' (see [www.safeguarding.wales/chi/index.c6.html](http://www.safeguarding.wales/chi/index.c6.html)).

### **7.2.4 E-Safety staff training**

- The DSPCP and staff with responsibility for e-safety will attend training seminars as appropriate and will disseminate to staff keeping staff up-to-date with current areas of concern

- The School provides parental information, and will hold parental information evenings as required to better inform parents of e-safety issues
- New staff receive information on the School's acceptable use policy as part of their induction
- All staff have been made aware of their individual responsibilities relating to the safeguarding of children within the context of e-Safety and know what to do in the event of misuse of technology by any member of the School community
- All staff are encouraged to incorporate e-Safety activities and awareness within their curriculum areas

### **7.3 Abuse Related to Cultural and Religious Belief**

Practitioners should familiarise themselves with the culture and beliefs of those families they work with to safeguard against harmful practices related to tradition, culture, religion or superstition. We should not be afraid to ask about particular behaviours and the reason for them in a sensitive manner and never overlook potentially harmful practices on the basis of cultural sensitivity.

#### **7.3.1 Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is also known as Female Circumcision or Female Genital Cutting and is a traditional cultural practice. It is defined as: All procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons. FGM carries a mandatory reporting duty where teachers and other professionals have a legal obligation to report to the police if they are informed by a child that FGM has been carried out on them, or they observe physical signs of FGM. The duty is a personal duty and cannot be transferred to another person.

7.3.1.1 FGM as a procedure is typically carried out on young girls (but can be carried out from birth to adulthood). FGM is illegal in the UK. It is illegal to bring someone into the country to perform it and illegal to take someone to have it carried out elsewhere. Teachers are required to report evidence to the police and can report without consent and without following school procedures and involving DSPCP. If a pupil is forced to travel abroad for FGM, NSPCC advice is that she should hide something on/in her body at the airport ( a teaspoon ? ) so that security will take her to one side at the scanning machines, giving her the opportunity to explain that she was being coerced into travelling.

7.3.1.2 Legislation includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. (The age is determined by their age at the time of disclosure) NB For School staff this will occur from a disclosure and not a physical examination
- the duty of the DSPCP to inform the LA (Wales)
- The introduction of FGM Protection Orders

7.3.1.3 You should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

7.3.1.4 Risk factors include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSE or games

- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman
- girls who are from (or whose family members are from): o Burkina Faso, The Gambia, Sierra Leone, Djibouti, Guinea, Somalia, Egypt, Liberia, Sudan, Eritrea, Mali, Ethiopia, Mauritania

7.3.1.5 Signs that FGM may be about to take place include:

- Parents state that they or a relative will take a girl out of the country for a prolonged period of time
- A girl may talk about a long holiday to the country of her origin or another country listed above
- A girl may confide to a professional that she is to have a 'special procedure' or 'ceremony' or to attend a special occasion.
- A professional hears reference to FGM in conversations, for example between peers

7.3.1.6 Signs that FGM may have already taken place include:

- A girl may spend long periods of time away from the classroom during the day (with bladder or menstrual problems)
- A prolonged absence from school
- Prolonged absences from school with behavioural changes noticeable.
- Withdrawal/depression
- A girl who requires to be excused from physical exercise lessons without GP support
- A girl who discloses or asks for help

7.3.1.7 Procedure for dealing with FGM concerns

If you are concerned that FGM may be about to or has already taken place you must:

- Report to the police using telephone number 101 by the end of the next working day but ideally as soon as possible
- Report your concern immediately to the DSPCP who will contact the LA's children's services (Section 130 of the Social Services and Well-being Act, Wales 2014)
- Report directly to the police using 999 if the child is in immediate danger
- Do NOT contact parents

7.3.1.8 Useful Resources: Voices Over Silence. This project looking at girls rights and gender based violence was a collaboration between NSPCC Cymru/Wales, BAWSO, Cardiff and Vale Health Board, Welsh Government and Wales Strategic Honour based Violence Leadership Group.

## 7.3.2 **Forced marriage**

Forced marriage is illegal in the UK. Forced marriage is one which occurs without the full and free consent of one or both parties.

7.3.2.1 Forced marriage can include both females and males being coerced into marriage. It affects children from the age of around 13 upwards depending on country of origin and culture. Approximately 20% of victims are male.

7.3.2.2 People, including children under the age of 18 with learning difficulties can be particularly vulnerable to forced marriage.

7.3.2.3 Forced marriage can be a hidden crime, where families and communities collude believing that they are upholding the cultural traditions and preserving family and community “honour”. Families can believe they are protecting their children from unsuitable relationships or that they are building stronger families and preserving cultural or religious beliefs.

7.3.2.4 Victims of forced marriage are often reluctant to seek help for a number of reasons:

- Seeking help would break the honour code and bring shame on their families or their community.
- Victims want to protect their families from prosecution.
- Fear that it may make the situation worse through reprisal and physical or emotional abuse.
- Victims don't know where to go to get help.

7.3.2.5 Indicators related to risk of forced marriage. The following list is not exhaustive but these are the signs that practitioners should be aware of:

- Absence or sudden disappearance from School.
- Request for extended leave of absence and / or failure to return from visits to country of origin.
- Fear about forthcoming school holidays.
- Being withdrawn from school by those with parental responsibility.
- Prevented from going on to higher / further education.
- Decline or change in behaviour, engagement, performance
- Sudden announcement of engagement
- Depression, eating disorders, self-harm, attempted suicide

7.3.2.6 Procedure for reporting concerns about Forced Marriage: Any person faced with forced marriage or any practitioner can apply for an Forced Marriage Protection Order on their behalf. If there are concerns that a child (male or female) is in danger of a forced marriage, the DSPCP should be informed as soon as possible. The DSPCP will then contact the Forced Marriage Unit (Tel: 020 7008 0151), where experienced caseworkers are able to offer support and guidance. The DSPCP will also inform the LA.

7.3.2.7 Useful resources. The Forced Marriage Unit are the primary source of help and guidance for forced marriage victims potential victims and those people who may come into contact with them.

7.3.2.8 Forced marriage unit helpline 020 70080151.

#### **7.3.4 Honour Based Abuse**

When thinking about safeguarding children from abuse related to tradition culture religion or superstition it's important to have some understanding of how culture in and tradition influence specific behaviours and practises. Whether people live in established communities or a newly arrived in Wales maintaining their home traditions culture and religion is rightly important and families will often wish to pass these values on to their children within this context it should be remembered that child abuse is never acceptable in any community in any culture in any religion under any circumstances.

7.3.4.1. the concept of honour is a deeply held belief within many families and communities and those who are perceived to dishonour their family or community by their behaviour can be subject to abuse emotional abuse and death.

7.3.4.2. these honour codes are evident across countries cultures and religions. The term honour based abuse is contentious there is no honour in the Commission of murder rape kidnap and other violent acts behaviour and conduct that make up abuse in the name of honour however it has been recognised that the term is understood and used globally including in conventions such as the United nations convention on the rights of the child.

7.3.4.3. Honour crime involves abuse and or violence, including murder, committed by people who want to defend the reputation of their family or community. It can also take the forms of intimidation coercive control or blackmail. Honour killing is the murder of a person accused of bringing shame upon their family.

### **7.3.5 Breast Flattening**

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and / or pounded down over a period of time, sometimes years, in order for the breasts to disappear or delay the development of the breasts entirely.

7.3.5.1 Breast ironing or flattening is classified as physical abuse. There is no specific law banning breast ironing in the UK and no one has ever been prosecuted for carrying out the practise. However, offenders can be prosecuted for a range of crimes including common assault child cruelty and grievous bodily harm.

7.3.5.2 breast flattening usually starts with the first signs of puberty, which can be as young as nine years old and is usually carried out by female relatives who may believe that this will protect her from sexual harassment.

7.3.5.3 it should also be acknowledged that some adolescent girls and boys may choose to buying their breasts using constrictive material due to gender transformation or identity issues this. This may also cause health problems.

### **7.3.6 Child Abuse linked to Faith or Belief (CALFB)**

**Child abuse or neglect link to faith or belief is not confined to one faith, nationality, ethnic group or community. Not all with such a belief go on to harm children. However, some beliefs and superstitions can and have resulted in the abuse of children.**

7.3.6.1 The term belief in spirit possession is the belief that an evil forces entered a child and is controlling him or her. Sometimes the term which is used and is the belief that a child is able to use an evil force to harm others.

7.3.6.2 Religious / faith beliefs in the form of witchcraft or juju magic can be used to control people in some African countries who are being trafficked and used in modern slavery. People can be told that if they disobey their trafficker, they will incur the wrath of the spirit world through nightmares madness and death.

7.3.6.3 there are a number of factors associated with children being targeted for abuse linked to faith superstition or belief:

- Evil spirits - belief that the child is possessed by evil spirits.
- Scapegoating when a child is singled out as the cause of misfortune within the home such as financial difficulties, divorce, infidelity, illness or death.
- Bad behaviour can be attributed to spiritual forces.
- Physical difference or disability - a child could be singled out for having a physical difference or disability, mental health issues, epilepsy, autism, stammers, deafness.
- Gifts and uncommon characteristics - if a child has a particular skill or talent sometimes this can be rationalised as the result of witchcraft or possession. This can also be the case if the child is from a multiple or difficult pregnancy.

#### 7.3.6.4 Indicators related to the risk of abuse linked to faith or belief:

- A child reporting they have been accused of being evil or having the devil beaten out of them.
- Child's body showing signs or marks such as bruises or burns from physical abuse.
- A child becoming confused, withdrawn, disorientated or isolated and appearing alone amongst other children.
- Child's personal care deteriorating - loss of weight, being hungry, turning up to school without food or food money, being unkempt, with dirty clothes.
- It may be directly evident that the child's parent or carer does not show concern or a close bond with the child.
- A child's attendance at school becoming irregular or being taken out of school altogether without another school place having been organised.

## 7.4 Private Fostering

Private fostering occurs where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home. If a member of staff becomes aware that a pupil may be in a private fostering arrangement, they should raise this in the first instance with the Designated Safeguarding Lead. The School will then notify the local authority of the circumstances.

## 7.5 Child sexual exploitation (CSE)

CSE is a form of sexual abuse that can include sex or any form of sexual activity with a child, the production of indecent images and or any other indecent material involving children. It involves a child up to the age of 18 years old. It involves some sort of exchange. The exchange can include the giving or withdrawal of something such as the withdrawal of violence or threats to abuse another person. There may be a facilitator who receives something in addition to or instead of the child who is exploited.

7.5.1 Children may not recognise the exploitative nature of the relationship or exchange. Children may feel that they have given consent.

7.5.2 Exchange is the fundamental part of abuse through CSE. The thing that is exchanged may be tangible - money, goods, accommodation, experiences, alcohol, cigarettes and / or may involve the meeting of an emotional need in the child. The need may be related to self-esteem or freedom from something such as physical violence or threats to somebody that the child cares about.

7.5.3 **Grooming.** Grooming involves a situation where a person communicates with and attempts to form a relationship with a child with the intention of putting them in a position where they can be abused.

- Grooming can take place online or offline and will often involve the groomer providing the child with the relationship in which they feel understood or important.
- Groomers work to develop a situation where the child trusts them and all feels that the groomer can provide him with something they can't get from anyone else this could be friendship a relationship which the child believes is a romantic relationship a sense of belonging or a sense of importance where they're given status or goods which impressed their peers.
- Grooming is often employed to get children into a position where a perpetrator or facilitator of sexual exploitation can abuse the child.
- **However the grooming process is not evident in every case of child sexual exploitation**

**7.5.4 Coercion and control.** Coercion and control are often employed by perpetrators and facilitators of CSC as a tool to ensure that children engage in sexual acts.

- This can include control through the provision of something the child wants or needs such as money, alcohol or drugs, relationships, a promise to keep the child safe from others, or accommodation.
- Control can be exercised through the threat that these things will be withdrawn if the child does not participate in sexual acts.
- Collusion may take the form of threats or actual physical violence emotional abuse or threats to hurt someone that the child cares about.
- **However child sexual exploitation can also occur in absence of any obvious signs of coercion or control.**

**7.5.5 online and offline abuse can overlap.** online CSE can occur through social networking, chat rooms, instant messaging, live streaming, dating sites and many more platforms. Often the exploitation occurs without the child's realisation. Exploitation and abuse can take some of the following forms:

- encouraging a child to take part in or perform a sexual activity encouraging or asking a child to take and share explicit images of themselves.
- encouraging or asking a child to film themselves performing a sexual activity.
- Grooming.
- Bullying.
- harassment
- baiting, (a form of cyber bullying where a victim is accused of sexual promiscuity)

**7.5.5.1** exploitation does not always lead to contact abuse, the child may not ever meet the person abusing them.

**7.5.5.2** offenders also use social media to identify young people whom they can groom for CSC. They may use threats to share content or images of the child that they have procured online as a way of exercising control over a child and they may use technology to communicate with the child in order to facilitate offline abuse through CSC.

**7.5.5.3** Indicators that a child is being sexually exploited:

- Material signs. Mobile phone, clothing, footwear, in possession of money, when there's no reasonable explanation for how they've attained or paid for these things.

- Behavioural signs. Secretive periods of going missing, getting in or out of cars driven by unknown adults, described as being out of control or as having risky behaviour by their family. Concerns about the way in which the child uses their mobile phone or the Internet. Additional, unexplained, mobile phone.
- Physical signs of bruising unexplained injuries and sexually transmitted diseases.
- Emotional signs of being withdrawn, extreme mood changes, angry, self-harm, suicidal, disengaged.

**7.5.5.4 Vulnerability to CSE.** CSE can happen to any child, it happens to boys and girls, but some children can be particularly vulnerable:

- Children with adverse childhood experiences.
- Children who have unstable home or care experience.
- Children who have experienced abuse earlier childhood.
- Children with low self-esteem.
- Children who are experiencing problems with education, mental health, alcohol / drug misuse, offending behaviour.
- Children with additional learning needs or functioning difficulties.

**7.5.5.5 children who were abused in this way are unlikely to tell anyone about what is happening to them.** The reasons for this are complicated and could be because they are frightened of what will happen if they tell, because they do not recognise that they are being abused, because they fear they won't be believed or will be judged or because they feel they are exercising control over what is happening to them in some way.

**7.5.5.6 Procedures if you suspect CSE:**

- If the child is at immediate risk or you suspect they may go missing before their safety can be secured contact the police on 999.
- Inform the DSPCP
- If the child appears safe and well and where there are no concerns about parent carers ability to keep the child safe and to support their wellbeing information about support should be provided to the child and their parent carer.
- If there are concerns that the child may have care and support needs that their parents or carers cannot meet without support they should seek parental consent to refer the child to the home local authority.

## **7.6 Fabricated or induced illness (FII)**

Fabricated or induced illness (FII) is when a parent or carer fakes, or creates, the symptoms of an illness in their child. This might include giving a child medicine, tampering with medical equipment or falsifying test results. It is a form of abuse.

Signs: There are a number of signs when identifying FII

- Frequent and often unexplained absences from school
- Regular absences to keep a hospital or doctor's appointment
- Repeated claims by a parent/carer that a child is frequently unwell and requires medical attentions for symptoms or illnesses that have not been observed by staff
- Conflicting or patently untrue stories about illnesses, accidents or deaths in the family
- Significant changes to a child's physical or emotional state and changes in behaviour
- Unexplained injuries



Procedure if you are concerned:

- Inform the DSPCP and complete a Concern Form; do not investigate
- DSPCP to make a referral decision to children's services
- Keep all evidence

## **7.7 Duty to Prevent (Radicalisation and Terrorism)**

Keeping pupils safe from the dangers of radicalisation and extremism

7.7.1 'Extremism' is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. 'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

7.7.2 Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. "Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." Home Office – The Prevent Strategy.

7.7.3 Schools have the duty to have due regard to the need to prevent people from being drawn into. In particular the statutory guidance on the Prevent duty summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. This advice focuses on those four themes:

7.7.4 Risk Assessment. Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

7.7.5 Risks of Radicalisation. Why might a young person be drawn towards extremist ideology? It appears a decision by a young person to become involved in violent extremism may begin with a search for answers to questions about identity, faith and belonging. Research to date indicates that the attraction:

- May be driven by the desire for "adventure" and excitement
- May be driven by a desire to enhance the self-esteem of the individual and promote their "street cred"
- Is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- May be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

7.7.6 Recognising indicators of extremism. These may include:

- Showing sympathy for extremist causes
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Attempts to recruit others to the group/cause
- Glorifying violence/condoning or celebrating acts of terrorism

- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

7.7.7 Working in partnership. We will work with the LSCB and use their threshold guidance indicating when a child or young person might be referred for support. Where a concern is raised the school will effectively engage with parents / the family as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

7.7.8 Staff training. Training on recognising and responding to the risk of violent extremism is undertaken by all staff on an annual basis, through EduCare. The DSPCP, and deputy DDSPPs will attend update training in relation to the Prevent Strategy and forge links with the local Channel Project and the Prevent Engagement Officers as appropriate.

7.7.9 IT policies. The School will ensure that children are safe from terrorist and extremist material when accessing the internet in schools. There is suitable filtering in place. As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

7.7.10 PSE can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage pupils to develop positive attitudes through PSE, such as resilience, determination, self-esteem, and confidence.

7.7.11 Procedures for concerns about Radicalisation and Terrorism.

If a member of staff has a concern about a particular pupil they should follow the normal safeguarding procedures, including discussing with the DSPCP, and where deemed necessary, with children’s services. You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and Trustees to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism.education.gsi.gov.uk](mailto:counter.extremism.education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

## **7.8 Bullying and bullying around race**

Our policy on bullying is set out in the following separate document and is reviewed annually:

Anti-Bullying Policy

## **7.9 Foreign exchange visits and homestay pupils**

(With reference to Association of School and College Leaders Guidance on International School Exchanges and Visits: Homestays.)

7.9.1 Hostel or Hotel Accommodation. Safeguarding is paramount for any trip involving under-18s, particularly a trip overseas. It is important to balance safeguarding issues with a common sense approach that does not prevent these kinds of activities happening altogether. When staying together in a hotel or other form of group accommodation, procedures are relatively straightforward for teachers and leaders where young people are directly under their charge. A detailed risk assessment must be undertaken covering all aspects of the trip

7.9.2 Placing students with host families abroad. Placing students with host families raises safeguarding risks as Staff are not immediately on hand to support and supervise their pupils. Key to managing that risk is:

7.9.2.1 Preparation of the pupils to educate them how to manage situations as they arise.

7.9.2.2 The School must ensure that the host school has a procedure in place to assess the suitability of homestays and obtain confirmation of this in writing. This should then be communicated to parents and carers with their written agreement obtained to confirm they are satisfied with the hosting arrangements and the way in which the hosts have been identified. It is important parents affirm the following aspects have been assured to their satisfaction:

- Families and young people have been carefully matched and consideration given to particular aspects, including gender, diet, religious belief, and special needs.
- Hosting families are well known to the school or college and the host schools have identified no concerns about the suitability of the host family to care adequately for the visiting child.
- The pupil will have his or her own bed in a room of someone of their own gender and age appropriate, or a separate bedroom.
- The pupil will have privacy whilst dressing, washing, and using toilet facilities.
- Pupils feel confident about how to contact supervising staff, and can identify and report risks or situations which make them feel uncomfortable.
- Contingency measures are in place if a child needs to move from the host family.

7.9.2.3 The types of background checks available to schools and colleges will vary depending on the partner country. An equivalent to a DBS check is not available in most countries, and where checks do exist, schools and colleges may not have the authority to perform them.

- In Germany: there is no legal obligation for host families to provide an equivalent of a DBS check. German schools have no authority to request parents to apply and pay for the polizeiliches Führungszeugnis or the erweitertes Führungszeugnis (for working with children or young people) under German law.
- France: there is no law in France which requests DBS checks for host families. The French extrait de casier judiciaire which proves whether a person has already been convicted or not, cannot be requested by the schools who have no authority to check the morality of its pupils' parents.
- Spain: since 2015, it is mandatory for anyone with a profession or participating in an activity which regularly involves contact with children under 18 to hold a Certificado de Delitos de Naturaleza Sexual. This certificate is issued electronically (free) by the Ministry of Justice, and includes a confirmation code which allows anyone to verify its validity and authenticity online.

7.9.3 Hosting families in the UK. In England Current KCSIE guidance from the Department for Education (DfE) sets out that schools "should" request a DBS certificate (with the 'barred list' option checked) in respect of UK host families. If schools decide not to carry out the DfE's recommended homestay checks, the DfE suggests that schools and colleges should still satisfy themselves they are

not putting a child at risk and be able to justify the decision made if challenged. The guidance states that schools and colleges are free to decide whether they consider it necessary to obtain a DBS enhanced certificate in respect of anyone else aged 16 or over in the household where the child will be staying.

7.9.4 All planning for educational visits, trips, and excursions should fully take into account any child or young person with a disability (as defined by the Disability Discrimination Act). Schools and colleges have a legal duty to ensure all children and young people have equal access to the curriculum, supported as appropriate to their individual needs.

7.9.5 All trips are taken with reference to the School's "Safeguarding and promoting the welfare of children on activities outside the School".

## **7.10 Gender based violence, domestic abuse and sexual violence**

Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015

7.10.1 Everyone working with children should be alert to the frequent interrelationship between domestic abuse and the abuse and neglect of children. Where there is evidence of domestic abuse, the implications for any children in the household should be considered, including the possibility that the children may themselves be a victim of violence or other harm.

7.10.2 Violence against women, domestic abuse and sexual violence can have a huge impact on affected children and young people. It can affect their safety, health and wellbeing, educational attainment, family and peer relationships, and their ability to enjoy healthy, happy, respectful relationships in the future. It is possible that there will be young people and staff within the school who are experiencing or perpetrating violence against women, domestic abuse or sexual violence..

7.10.1 Identification and monitoring of violence against women, domestic abuse and sexual violence in schools

Monitoring in relation to violence against women, domestic abuse and sexual violence may include:

- implementation of age appropriate healthy relationships (PSE) lessons; ensuring that pupils learn about violence against women, domestic abuse and sexual violence, linking to the Welsh Government's Live Fear Free website and the 24 hour Live Fear Free Helpline.

7.10.2 The DSPCP will act as the first point of contact for any concerns about violence against women, domestic abuse and sexual violence regarding children and young people. Staff with any concerns should follow the Reporting Procedures.

7.10.3 Any staff, parents, pupils who are concerned about violence against women, domestic abuse and sexual violence should also have access to support services. To discuss any concerns around these issues, anyone can contact the 24 hour Live Fear Free Helpline (0808 80 10 800).

## **7.11 Looked after children and previously looked after children (and 'care experienced' children)**

*A looked-after child* is 'a child who is looked after by a local authority (and is) in its care, or provided with accommodation by the authority. "Accommodation" means accommodation which is provided for a continuous period of more than 24 hours. A young person is looked after by a local authority while he or she is or was a child' (SSWWA2014 s74).

*'Previously looked-after children* are those who: are no longer looked after by a local authority in England and Wales because they are the subject of an adoption, special guardianship or child arrangements order' (Promoting the education of looked-after children and previously looked-after children Statutory guidance for local authorities February 2018 UK DfE).

"Care-experienced" refers to anyone who has been or is currently in care or from a looked-after background at any stage in their life, no matter how short, including adopted children who were previously looked-after' (Scottish Gov 2021). This term has been adopted by the Welsh Government, and by 'Foster Wales' to indicate a more positive identity for such children (Foster Wales 2021).

7.11.1 Looked after children and / or previously looked after children (care experienced children) will receive support internally via a Pastoral Care referral.

7.11.2 Lead responsibility for promoting the educational achievement of Looked after children (care experienced children) in the School will lie with the ALNCO.

7.11.3 Where there are concerns that a looked after child or previously looked after child (care experienced child) is suffering from or likely to suffer from any form of abuse the ALNCO and the DSPCP will consider involvement from the local authority looked after children in education (LACE) co-ordinator.

7.11.4 A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children (care experienced children), it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

## **7.12 Children with Additional Learning Needs and Disabilities**

Children with Additional Learning Needs and Disabilities are more prone to peer group isolation than other children. Extra pastoral care support is needed.

7.12.1 The School recognises the additional risks that children with ALN and disabilities (ALND) face online, for example, from online bullying, grooming and radicalisation. A pathway for supporting ALN pupils to stay safe on line will be reflected in the pastoral care plan as identified in the pupil's ALN plan.

7.12.2 Measures to support pupils with Additional Learning needs are set out in the Separate policy "Additional Learning Needs Policy"

## **7.13 Child Criminal Exploitation and County Lines**

This involves children being involved in criminal activities including the movement of drugs or money which results in personal gain for an individual group or organised criminal gang.

7.13.1 County Lines are illegal business models managed and operated by gangs which use their position and power to groom, recruit and exploit children for the purpose of criminal gain.

7.13.1 Child Criminal Exploitation can involve children who are UK residents and can also involve children who are trafficked into the UK in order to be criminally exploited. Children may be trafficked for criminal exploitation such as cultivating cannabis or committing **St 7** crimes.

#### 7.13.2 Like other forms of abuse and exploitation, CCE can:

- affect any child or young person (male or female) under the age of 18 years;
- affect any vulnerable adult over the age of 18 years;
- still be exploitation even if the activity appears consensual;
- involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- be perpetrated by individuals or groups, males or females, and young people or adults;
- be typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious power imbalance, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

#### 7.13.3 indicators of CCE:

- Unexplained amounts of money, mobile phones, credit, clothing, jewellery, new haircuts or other items and gifts.
- frequent missing episodes and being found out of area.
- found with large quantities of drugs or weapons.
- changing behaviour ie being more secretive withdrawn or isolated from peers or not mixing with usual friends
- increasingly disruptive, hostile or physically aggressive at home or school, including the use of sexualised language and language in relation to drug dealing and or violence.
- reports of being taken to parties in people's houses, unknown areas, hotels, night clubs and takeaways
- having multiple mobile phones, SIM cards or use of a phone that causes concern for example if multiple callers or more texts ping than usual
- possession of hotel keys or cards or keys to unknown premises
- entering or leaving vehicles or cars with unknown adults
- receiving rewards of money or goods for introducing peers
- new peer groups and or relationships
- relationships with controlling or older individuals or groups
- repeated sexually transmitted infections (STIs) and / or pregnancy

#### 7.13.4 Procedures if you suspect CCE

- If the child is at immediate risk or you suspect they may go missing before their safety can be secured contact the police on 999.
- Inform the DSPCP
- If the child appears safe and well and where there are no concerns about that parent(s) /carer(s) ability to keep the child safe and to support their well being, information about support should be provided to the child and their parent carer.
- If there are concerns that the child may have care and support needs that that their parents or carers cannot meet without support, they should seek parental consent to refer the child to the home local authority.

## **8. Confidentiality, sharing information and record keeping**

8.1 All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

8.2 Staff should only discuss concerns with the DSPCP or deputy DSPCPs or Designated Trustee (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

8.3 Child protection information will be stored and handled for DOB +25years in line with the LSCB procedures.

8.4 Concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

8.5 Every effort will be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and a 'CP note' will be added to our systems to indicate that separate information is held.

8.6 Child protection records are normally exempt from the disclosure provisions of GDPR - The Data Protection Act (2018), which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to The Chair of Trustees.

GDPR does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Records will be kept securely with access by the DSPCP and deputy DSPCPs. The DSPCP must keep The Chair of Trustees informed of all Safeguarding concerns.

8.7 For good practice the DSPCP will:

- Take reasoned actions and provide appropriate feedback to persons completing a concern form
- Transfer records to new schools or establishments securely and separately from the main pupil file
- Keep a chronology form sheet for each file
- Keep a concern date checklist – for identifying patterns
- Keep a training tracker
- Keep a secure CP Register
- Ensure there is a comprehensive Single Central Register
- Share information as set out by statutory guidelines

## **9. Support for Pupils**

Supporting the Pupil who may be at risk of significant harm, experiencing significant harm or who has been abused

9.1 We recognise that children who are at risk, suffer abuse or witness domestic violence may be deeply affected by this. This School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

9.2 The School will endeavour to support the pupil through:

- the content of the curriculum to encourage self-esteem and self-motivation
- the School ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- liaison with other agencies who support the pupil such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and Advocacy Services;
- keeping records and notifying Children's Services as soon as there is a recurrence of a concern

9.3 When a pupil on the child protection register leaves, we will immediately copy and transfer, separately and securely, CP information to the new school and inform Children's Services.

9.4 Safeguarding, Wellbeing and Additional Learning Needs Team (SWAT)

9.4.1 SWAT can be seen to have a large role in making visible an avenue for pupils to seek out an adult they can trust. Pupils can approach any member of SWAT themselves if they feel the need. Teachers, support staff and parents can request that SWAT check in with a particular pupil. No pupil can be asked to "open up" to a member of SWAT but a very visible pathway for support may facilitate early intervention in some cases of distress.

9.4.2 SWAT have a responsibility to both provide pupils with a place to talk and seek advice and to foster a whole school approach to supporting the emotional well being of all pupils.

9.4.3 SWAT is informed by the National Assembly's Children, Young People and Education Committee report "Mind over Matter" which highlights the School's contribution to building a population of emotionally resilient and mentally healthy young people.

9.4.4 SWAT is informed by the principles of restorative justice.

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

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils, their families and staff by:

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



- co-operating fully with relevant statutory agencies
- offering supervision, counselling or other appropriate action for staff involved in CP procedures

## **11. Supporting staff who are the subject of an allegation**

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

## **12. Good Practice Guide**

Good practice guide – day to day

- Treat all children, young people and vulnerable adults with respect
- Avoid inappropriate conduct in speech or action
- Challenge unacceptable behaviour
- Respect the rights of individuals to privacy and dignity
- Be cautious when discussing sensitive issues with children, young people, vulnerable adults and parents/carers

Good practice guide – responding to disclosure

- DO listen and continue to listen
- DO explain what will happen next
- DO report all allegations/suspensions of abuse
- DO seek help from medical staff, children's services or the police if there is immediate risk
- DO record details of your report/referral soon as possible, preferably within an hour of the disclosure
- DO NOT ask leading questions or investigate, question only for clarity
- DO NOT pass judgement or draw conclusions
- DO NOT promise confidentiality
- DO NOT discourage children, young people or vulnerable adults who want to talk to you about attitudes or behavioural of others
- DO NOT allow yourself to be alone with children, young people or vulnerable adults especially in a room with no windows

## **13. Abuse of trust**

13.1 All School staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 and in a position of trust to send sexual messages to or have a sexual relationship with a person under the age of 18,

even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

13.2 Pupils' personal details and contact details are not to be held privately by staff. No contact on social media is permitted. No photographs stored on a personal hand held device are permitted.

## **14. Monitoring of this Policy**

Monitoring of this Policy will be conducted through Half Termly Child Protection Reviews, which will:

- Follow an agenda at each meeting that is designed to cover all aspects of the Child Protection activity in the School.
- Report up on a half termly basis to the School Management Team and termly to the Board of Trustees on Child Protection activity in the School.
- Ensure the School's child protection policy is updated and reviewed annually and work with the Trustees and relevant Staff regarding this.
- Monitor training in Child Protection and Safeguarding, both completed and required.
- Ensure parents/carers see copies of the Child Protection Policy which alerts them to the fact that referrals may be made and clarifies what the role of the School is in this to avoid conflict later.
- Ensure that where children leave the School, their child protection file is copied to the new establishment as soon as possible but transferred separately from the main pupil file.
- Monitor the resilience of the DSPCP and deputy DSPCPs especially where difficult cases have been live.

### **Designated Senior Person for Child Protection**

**Miranda Knight - School Administrative Manager**

Contact: 029 2056 7986 / 07969 140390 [miranda.knight@cardiffsteiner.org.uk](mailto:miranda.knight@cardiffsteiner.org.uk)

### **Deputy Designated Senior Person for Child Protection**

**Sarah Elliott - Class Teacher / Education Coordinator (Lower School)**

Contact: 02920 567986 [sarah.elliott@cardiffsteiner.org.uk](mailto:sarah.elliott@cardiffsteiner.org.uk)

### **Deputy Designated Senior Person for Child Protection**

**Jamie Woods - ALNCO**

Contact 02920 567986 [jamie.woods@cardiffsteiner.org.uk](mailto:jamie.woods@cardiffsteiner.org.uk)

### **Designated Trustee for Child Protection**

**Kate Attfield - Trustee**

Contact 02920 567986 [kate.attfield@cardiffsteiner.org.uk](mailto:kate.attfield@cardiffsteiner.org.uk)

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### **Issue date**

This policy was last reviewed and revised in May 2023

### **Review date**

This policy will be reviewed and revised by Miranda Knight, DSPCP, at least annually

### **Endorsement**

Full endorsement to this policy is given by:

Name: Kate Attfield

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Position: Trustee for Safeguarding, Cardiff Steiner School

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Signed:



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Date: 28 May 2023

### **Related policies**

This policy should be cross-referenced to related School policies including:

- Self-Harm Policy
- Peer on Peer Abuse Policy
- Pastoral Care Policy
- Health and Safety Policy
- Positive Touch, Positive Handling of Pupils and Positive Restraint Policy and Procedures
- Accident and Incident Policy
- E-Safety, Networking and Mobile Phone Policy
- Positive Learning Policy
- Anti-Bullying Policy
- Lost Child Policy
- Attendance and Punctuality Policy
- Safeguarding and promoting the welfare of children on activities outside the School
- School Access Plan

## Appendix A

### Sources of information and support for pupils, staff and parents

#### App and website reviews:

The following website can be used to review an app that a child might request from you or download themselves. It also reviews websites that they might visit or want to. The apps and sites are reviewed by parents and give useful feedback. Discussing their appropriateness with your child or children is excellent practice:

- [www.commonsensemedia.org](http://www.commonsensemedia.org)

The NSPCC has recently released an online app for Childline:

- [www.childline.org.uk/toolbox/for-me/](http://www.childline.org.uk/toolbox/for-me/)

#### Other useful contacts:

**Your Doctor** - Your GP can help with health related problems, as can the health visitor or school health nurse. You can find out more about the health services operating in Cardiff and Vale of Glamorgan here [www.cardiffandvaleuhb.wales.nhs.uk/home](http://www.cardiffandvaleuhb.wales.nhs.uk/home)

**Drug and Alcohol misuse** - If you are worried about a problem with alcohol or drugs there is a young persons substance misuse service in Cardiff and the Vale of Glamorgan. The substance misuse nurses can carry out interventions, support and educate young people, signpost them to different services and offer advice to parents and carers. They can be contacted directly on 029 2090 7675 or 029 2090 7678.

**The Child Exploitation and Online Protection Centre (CEOP)** is dedicated to eradicating the sexual abuse of children. They offer advice and help to keep children and young people safe especially online. The web address for CEOP is [www.ceop.police.uk](http://www.ceop.police.uk) and has dedicated sections for parents and carers as well as children and young people.

**The Safe Network** - [www.safenetwork.org.uk](http://www.safenetwork.org.uk) Though England-based, much of it is relevant to parents and carers in Wales.

**Barnardo's Cymru** - provides 88 services across the country working with vulnerable children, young people, families and communities, helping them to build a better future. Every Barnardo's service is different but each believes in the potential in every child and young person, no matter who they are, what they have done or what they have been through.

[www.barnardos.org.uk/what we do/barnardos today/wales.htm](http://www.barnardos.org.uk/what_we_do/barnardos_today/wales.htm)

**National Society for the Protection of Children** - The NSPCC protects children across the UK. They run a wide range of services for both children and adults, including national helplines and local projects.

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.nspcc.org.uk/services-and-resources/services-for-children-and-families](http://www.nspcc.org.uk/services-and-resources/services-for-children-and-families)

[www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/)

**Meic** - an advocacy, information and advice helpline for children and young people in Wales. If your life is in a bit of a tangle or you have a problem and need to speak to or contact someone, MEIC is for you. Find out more about MEIC here [www.meiccymru.org](http://www.meiccymru.org) You can talk to Meic 24/7 by telephone, text message and an instant chat service online

**Young Minds** - can offer children advice if you are feeling low or worried. Young Minds is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. They also provide expert knowledge to professionals, parents and young people through our Parents' Helpline, online resources, training and development, outreach work and publications. [www.youngminds.org.uk](http://www.youngminds.org.uk)

**TheSite.org** - is the online guide to life for 16-25 year-olds in the UK. They provide non-judgmental support and information on everything from sex and exam stress to debt and drugs. [www.thesite.org](http://www.thesite.org)

**Teenage Health Freak** – this website provides web-based, accurate and reliable health information to teenagers in a contemporary, cringe-free, entertaining and informative way. This website has a lot of information for people dealing with abusive relationships, drugs, smoking, relationships, sex and if what you want isn't covered you can submit a question to the site. [www.teenagehealthfreak.org](http://www.teenagehealthfreak.org)

**Internetmatters.org** -A not-for-profit organisation that has a simple purpose – to help keep children safe in the digital world. [www.internetmatters.org](http://www.internetmatters.org)

#### **Cardiff Specific Organisations:**

- **StaySafe** is a multi-agency project that aims to keep young people safe in Cardiff in the evenings. The team help keep young people safe and educate them on risk-taking behaviours. There is a StaySafe Facebook page
- For school age children **Cardiff Against Bullying** works with children who are being bullied as well as the perpetrators to break the cycle of bullying. You can get more information on the website [www.cardiffagainstabullying.co.uk](http://www.cardiffagainstabullying.co.uk)
- **The Cardiff Family Information Service** can be your first point of contact for information about local services for children, young people and families. Visit their website [www.childcareincardiff.info/fis](http://www.childcareincardiff.info/fis)
- **The Sprout** is an interactive website that encourages creativity and direct involvement while providing information on activities and services available to every single young person in Cardiff. Find out more at [www.thesprout.co.uk](http://www.thesprout.co.uk)
- **The Cardiff Youth Service** works with young people to develop interesting, challenging and creative opportunities and experiences. Visit their website [www.cardiff.gov.uk/youth](http://www.cardiff.gov.uk/youth)

## **Appendix B**

### **Record of Child Protection Concern Form and advice on completing it**

#### **Record of Safeguarding Concern**

We hope that this procedure will help us to listen to and acknowledge your concerns and to treat you fairly and consistently. We are committed to treating your concerns seriously and to finding solutions that work for you and others involved.

**Date concern was reported:**

**Time:**

**Person recording the concern:**

**Person/s expressing the concern:**

**Nature of the concern in brief:**

**Details of the concern** (please record all relevant dates, people involved etc continue over if required)

**Actions taken in immediate response to the concern**

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**Concern received by DSPCP date**

**Signed:**

**Please give your completed form to the DSPCP for review**

What happens next?

Your concern will be reviewed by the DSPCP immediately and the Safeguarding Wellbeing and ALN Team when they next meet or sooner if this is best practice. This copy will be filed chronologically in the Safeguarding file in a locked cabinet and the details uploaded onto MyConcern.

If the matter has been resolved informally this will be noted on the Safeguarding Concerns Log and in MyConcern and this written record kept for future reference.

Further actions will be recorded below and on MyConcern.

**ACTIONS To TAKE**

**SWAT designation**

**Resolved Informally?**

<b>External Referral</b>		<b>MASH</b>	<b>Gateway</b>	<b>EWS</b>	<b>Police</b>
<b>Internal Referral</b> <b>What is the best way to help this pupil</b>		<b>Restorative Process</b>	<b>Bullying fact finding</b>	<b>ALN investigation</b>	<b>Pupil Safety Plan / Risk Assessment</b>
		<b>Wellbeing watch</b>	<b>EdCo</b>	<b>Class Teacher</b>	

**Inform Parents?**

**Yes**

**No need at this time**

**Who will inform them?**

**Date done and Method.**

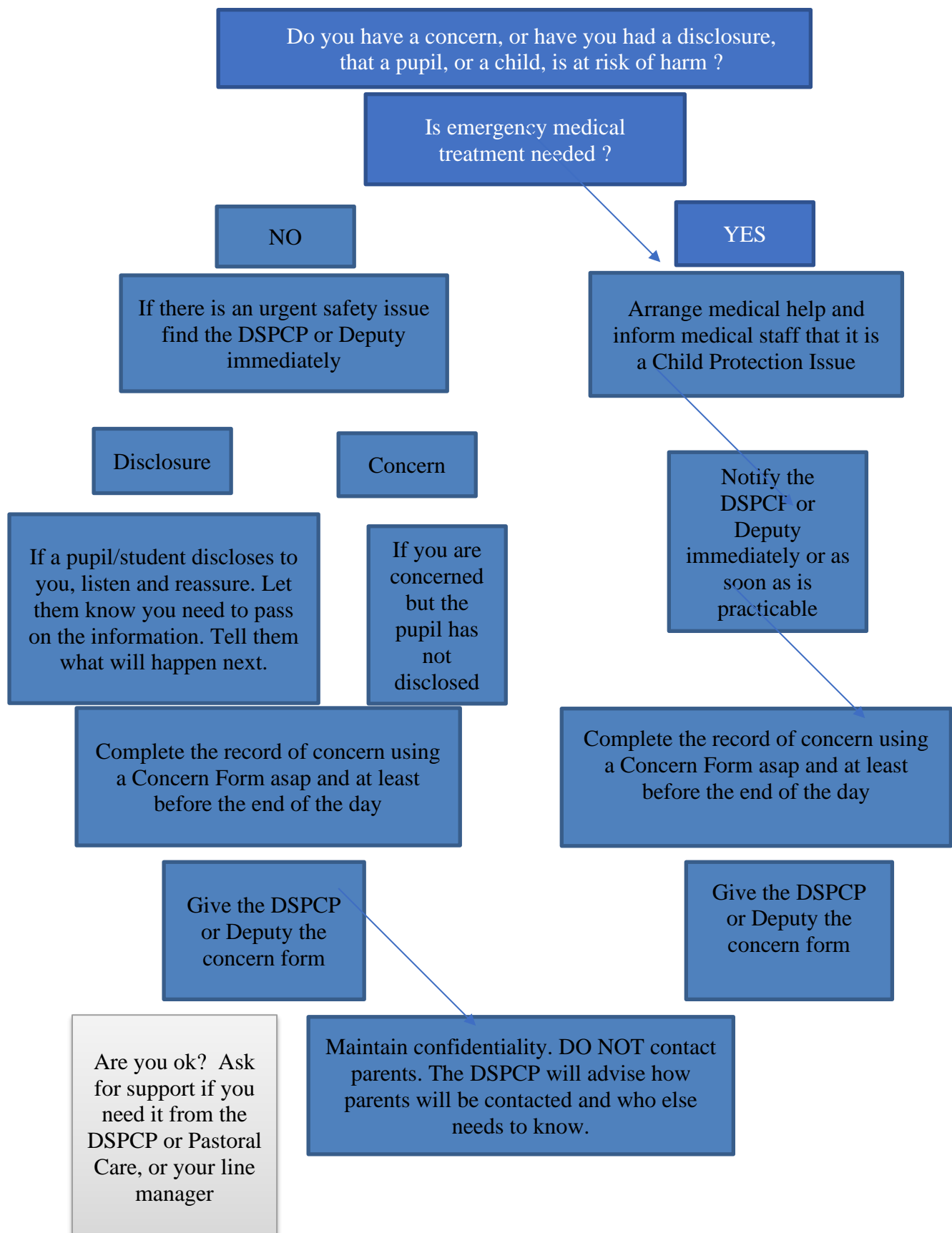
**Guidance on completing the Record of Child Protection Concern Form**

It is important that concern forms are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

- Enter all the admin details, including date of birth (we are asked for this when we report a concern to Children's Services or the police)
- Include your full name (not initials)
- Make sure the concern is given in detail, preferably in the child's own words
- Don't report what other people have told you - they must write their own concern form
- Only write about one child on each concern form (use a separate form for each child)
- Remember that concern forms are used in court cases and inquests as primary documents, so they must be complete and accurate.
- Make sure you use a Concern Form to record your concern. Do not use other any other form or piece of paper. Writing on the back of other forms can cause confusion and error.
- If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form.
- If there are no Concern Forms available in the staff room or office please ask a member of the Administration team to print one out for you
- Do not use email to send your concern, complete a hard copy concern form instead. Emails get missed, go to the wrong person and cannot be signed.
- Completed concern forms must be returned to the DSPCP or Deputy DSPCP as soon as practical but before the end of the day.
- The DSPCP or Deputy DSPCP will alert the safeguarding team to concerns as soon as possible. It can take several hours to deal with even urgent concerns and the earlier we start the better.
- Finally, please sign, date and time the concern form.



## Appendix C - Flow chart of actions in immediate response to a disclosure or concern



## Appendix D - References

Prepared with reference to the following **Key Statutory and non-statutory guidance**

**Keeping learners safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 Guidance document no: 283/2022**  
**Date of issue: March 2022**

- **Safeguarding Children: Working Together Under the Children Act, 2004**
- **Wales Safeguarding Procedures, Nov 2019 ([www.safeguarding.wales](http://www.safeguarding.wales))**
  - Keeping Children Safe in Education 2021 (Statutory guidance for schools and colleges)
  - Working together to safeguard children, March 2015
  - Disciplinary and Dismissal procedures for school staff (002/2020)
  - Safeguarding children in education: handling allegations of abuse against teachers and other staff (009/2014)
  - Responding to issues of self-harm and thoughts of suicide in young people, Sept 2019 (249/2019)
  - Education Safeguarding Guidance: Coronavirus (Welsh Government)
  - Coronavirus (Covid-19): Guidance for educational settings (DfE)
  - Promoting the education of looked-after children and previously looked-after children Statutory guidance for local authorities February 2018 (UK DfE)
  - The Children Act 1989
  - The Children Act 2004
  - Protection of Freedoms Act 2012 (DBS)
  - Social Services and Well-being (Wales) Act 2014 (part 7)
  - The Education Act 2002
  - The Equality Act 2010
  - Adoption and Children Act 2002 (Section 120)
  - Female Genital Mutilation Act 2003
  - Counter-Terrorism and Security Act 2015
  - Education Act 2011 (public reporting of allegations made against teachers)
  - Well-being of Future Generations (Wales) Act 2015
  - Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 (VAWDASV)
  - Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020