



VENERABLE EDWARD MORGAN CATHOLIC PRIMARY SCHOOL

SAFEGUARDING POLICY

This Document is a statement of intent within Venerable Edward Morgan. It was developed through a process of consultation with Key stakeholders and in correspondence with the School's planning and review schedule.

This sets out a framework by which to work.

Approved On:	25th November 2019
Next Review:	Autumn 2020
Signed:	Cllr D L Mackie

“LOVE AND SUPPORT IN ALL WE ARE TAUGHT.”

“CARIAD A CHEFNOGAETH YM MHOPETH RHYDAN NI’N DDYSGU.”



Education & Youth

Safeguarding Policy

Model Policy for Primary, Secondary, Special Schools and PRU's

This policy sets out the approach and provision for safeguarding learners in Flintshire Schools. All staff should have access to this policy and sign to the effect that they have read and understood its contents.

School	Venerable Edward Morgan Catholic Primary
Date Policy Approved	This policy was approved by the School's Governing Body on:
Review frequency	This policy will be reviewed <u>annually</u> by the head teacher, staff and governors, or if any amendments occur in legislation or in consideration of changes in working practices which may stem from incidents or allegations.
Review Date	Sept 2020
Chair of Governors Declaration	CLlr D L Mackie
Head teacher Declaration	Mrs R Langley

Contents

1. Introduction.....	3
2. Context.....	4
3. Prevention.....	5
4. Related Policies.....	6
5. Recognising Abuse and Neglect.....	6
6. Roles and Responsibilities.....	8
7. Procedures.....	14
8. Supporting the At Risk.....	16
9. Safeguarding Responsibilities in Specific Circumstances.....	18
10. Reporting and Recording.....	22
11. Support following a Disclosure	24
12. Child Protection Conferences / Core Groups.....	25
13. Allegation against a member of staff or adult.....	26
14. Safer Staff Recruitment Practice	28
15. School Site Security	29
16. Confidentiality.....	31
17. Information Sharing.....	32
18. Equality and Diversity.....	34
19. North Wales Safeguarding Children’s Board.....	34
20. References.....	35
21. Appendix.....	35

1. Introduction

Venerable Edward Morgan Catholic Primary school recognises the moral and statutory responsibility to safeguard and promote the wellbeing of all children. We recognise the importance of providing an ethos and environment within our school that will help learners to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow the All Wales Child Protection Procedures 2008 to ensure that learners receive effective support, protection and justice. **The Wales Safeguarding Procedures will replace the existing All Wales Child Protection Procedures; to be published Autumn 2019.**

Our school core safeguarding principles are:

- All learners have a right to be protected from all forms of abuse and discrimination and to be treated equally regardless of age, gender, racial origin, culture, religious belief, language, disability or sexual identity
- All learners have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in learners and act on any concern in accordance with this policy.

There are three main elements to this policy:

- Prevention through the teaching and pastoral support offered to pupils;
- Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day-to-day contact with children, school staff are well placed to observe the outward signs of abuse;
- Support to those pupils who may have been abused.

This policy applies to all staff and volunteers working in Venerable Edward Morgan Catholic Primary school and its governors. It is recognised that staff that come into contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process and it is essential that all staff are aware of and implement the school procedures.

Safeguarding is defined by the Draft Keeping Learners Safe Guidance (July 2019) as 'Protecting children from abuse, neglect or other kinds of harm, and educating those around them to recognise the signs and dangers'. Safeguarding and promoting the well-being of all children attending a school or college is defined for the purposes of the guidance as:

- protecting children from risk of abuse, neglect or other kinds of harm;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

- taking action to enable all children to achieve the best outcomes.

For the purposes of both this policy and the draft guidance:

“children” includes everyone under the age of 18. Section 175 of the Education Act 2002 and section 3 of the Social Services and Well-being (Wales) Act 2014 (referenced as “the 2014 Act” hereafter) defines a child as a person under the age of 18.

Well-being includes welfare; well-being is defined under section 2 of the 2014 Act and includes “welfare” as that word is interpreted for the purposes of the Children Act 1989.

2. Context

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the well-being of all children who are students at a school, or who are students under 18 years of age.

The Children Act 1989 and 2004 places a statutory duty on a range of organisations to make arrangements to ensure that their functions, and services provided on their behalf, are discharged having regard to the need to safeguard and promote the wellbeing of children.

The Social Services and Well-being (Wales) Act 2014 places a duty to report children at risk, as detailed in Section 130, Part 7:

(1) If a relevant partner of a local authority has reasonable cause to suspect that a child is a child at risk and appears to be within the authority’s area, it must inform the local authority of that fact.

(2) If the child that the relevant partner has reasonable cause to suspect is a child at risk appears to be within the area of a local authority other than one of which it is a relevant partner, it must inform that other local authority

(3) If a local authority has reasonable cause to suspect that a child within its area at any time is a child at risk and is living or proposing to live within the area of another local authority (or a local authority in England), it must inform that other authority.

(4) In this section, “a child at risk” is a child who—

(a) is experiencing or is at risk of abuse, neglect or other kinds of harm, and

(b) has needs for care and support (whether or not the authority is meeting any of those needs).

(5) For the purposes of this section a relevant partner of a local authority is—

(a) a person who is a relevant partner of the local authority for the purposes of section 162;

(b) a youth offending team for an area any part of which falls within the area of the authority.

(6) For provision about a local authority’s duty to investigate children at risk, see section 47 of the Children’s Act 1989.

The Head teacher and Designated Senior Person (DSP) at **Venerable Edward Morgan Catholic Primary** school will ensure that they are fully aware of the relevant legislation and guidance in relation to safeguarding children in their care and will have due regard for the following:

- Social Services and Well-being (Wales) Act 2014
- Well-being of Future Generations (Wales) Act 2015
- Rights of Children and Young Persons (Wales) Measure 2011 which encompasses the United Nations Convention on the Rights of the Child.
- Human Rights Act 1998
- Equality Act 2010
- Modern Slavery Act 2015
- Violence Against Women and Sexual Violence (Wales) Act 2015
- Counter Terrorism and Security Act 2015

At **Venerable Edward Morgan Catholic Primary** school we will follow the All Wales Child Protection Procedures (April 2008). **The Wales Safeguarding Procedures will replace the existing All Wales Child Protection Procedures; to be published Autumn 2019.** *The model Safeguarding policy for schools will then be reviewed accordingly by the Local Authority.* Alongside the above procedures, the school will follow Keeping Learners Safe Draft Guidance document no: 248/2019 issued July 2019 which replaces Keeping Learners Safe Guidance (January 2015) document no: 158/2015, alongside any other guidance and protocols that have been endorsed and agreed by the North Wales Safeguarding Children's Board in conjunction with this policy.

3. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard learners at school.

Venerable Edward Morgan Catholic Primary school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- ensure children know that there are adults in the school/college whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for Sex and Relationships Education (SRE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

4. Related Policies

This policy should be read in conjunction with the policies as listed below:

- Behaviour
- Use of Physical Restraint
- Acceptable Use / E safety / Social Networking
- Anti-Bullying
- Data Protection and Information Sharing
- Substance Misuse
- Sex Education
- Health and Safety
- Managing Healthcare Needs
- Intimate Care
- Additional Learning Needs
- Attendance
- Risk Assessments (e.g. school trips)
- Managing Allegations Against Staff
- Code of Conduct for Staff
- Safer Recruitment
- Whistle-Blowing
- Preventing Extremism and Radicalisation
- Strategic Equality Plan
- Transport

5. Recognising Abuse and Neglect

5.1 To ensure that learners are protected from harm, an understanding of what types of behaviour constitutes abuse or neglect is required. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives within reach of an unattended toddler. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. The All Wales Child Protection Procedures (2008) defines the following types of abuse:

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

Emotional Abuse: Is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development; it may involve

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

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

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

5.2 Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. 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". Staff should familiarise themselves with the range of behavioural indicators of abuse and report any concerns to the designated person.

A child who is being abused and/or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school or arrive late
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or pre-occupied

- Be wary of physical contact
- Be particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw. What is important is that staff report their concerns.

6. Roles and Responsibilities

6.1 The Role of the Local Authority

The local authority has responsibilities at three levels: strategic, support and operational. On a strategic level Flintshire County Council will plan, co-ordinate services and allocate resources working in partnership with other agencies.

6.1.1 On a strategic level the local authority should ensure:

- all partners allocate resources to support the work of the Safeguarding Children Board (SCB);
- senior officers, including education officers, represent the authority on the SCB and that the authority makes an effective contribution to planning co-ordinated services to meet the needs of children;
- to work with other agencies to put in place and support effective partnership working;
- resources are allocated to enable the local authority and maintained schools to discharge their responsibilities for safeguarding children satisfactorily;
- effective liaison with the appropriate diocesan authorities in respect of arrangements for aided schools in their area;
- maintained schools' compliance with this guidance is monitored, particularly regarding employment checks (including temporary and agency staff), the existence and operation of appropriate policies and procedures and the training of staff, including the senior person with designated responsibility for child protection in schools. Bring deficiencies to the attention of the governing body of the school and advise upon the action needed to remedy them;
- inter-agency problems are resolved as soon as possible after they are identified;
- it plays a full part in child practice reviews in accordance with Working Together to Safeguard People: Volume 2 – Child Practice Reviews and review and revise procedures and training in light of the findings of reviews, and disseminate information about relevant findings to those with responsibility for child protection in the authority and maintained schools.

6.1.2 On a support level the local authority should:

- ensure that induction training for all new staff in the authority, and staff who will work with children in maintained schools, includes training on safeguarding that will enable them to fulfil their responsibilities effectively in respect of child protection. The local authority should also ensure that suitable refresher training is completed to keep staff

knowledge and skills up-to-date. Governors of maintained schools should also receive appropriate training on their safeguarding responsibilities and in handling allegations of abuse against school staff;

- ensure that further training in inter-agency working to safeguard children, either provided by the SCB or meeting the standards set out by the Board, is available for all staff appointed to have responsibility for child protection. Suitable refresher training should also be available and meet the standard set by the SCB;
- to maintain a record of all designated senior persons (DSPs) and designated governors for child protection within schools in their area, as well as the training undertaken and the dates on which training was undertaken;
- provide model policies and procedures for maintained schools on all aspects of child protection, including recruitment, and procedures for dealing with allegations of abuse against staff and volunteers. The policies and procedures must be consistent with Welsh Government guidance (in particular the model policy and statutory guidance issued in Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies and SCB agreed procedures for interagency working, as appropriate). A model child protection policy is provided in Annex 1;
- oversee allegations of abuse, coordinating the input of both its education and social services departments and liaising with the police, and provide advice, guidance and support for maintained schools and DSPs in those establishments about dealing with individual cases. Where necessary, the authority should act on their behalf to resolve any difficulties with, or obtain appropriate support from, SCB partner agencies, and liaise with maintained schools, agencies and colleges to ensure referrals are made to the Disclosure and Barring Service/Education Workforce Council (DB/EWC); and
- have in place arrangements to support staff within the authority and maintained schools who have designated lead responsibility for child protection. These arrangements should encourage and foster a good understanding and working relationship between them, children's social workers and staff in other agencies involved in safeguarding children, to develop effective partnership working.

6.1.3 On an **operational** level, the local authority should:

- operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and unsupervised volunteers who will work with children, including Disclosure and Barring Service (DBS) checks;
- safeguard and promote the well-being of children who have not been allocated a school place, or are excluded from school, including those being educated in pupil referral units, alternative provision or via the home tutor service;
- seek to build effective relationships with home educators that function to safeguard the educational interests and the well-being of children. Doing so will provide parents with access to any support that is available and allow authorities to understand the parents' educational provision. For further information refer to the Elective home education - Non-statutory guidance for local authorities¹³;
- have in place arrangements for overseeing allegations of abuse against members of staff in the authority, schools or colleges. The Welsh Government has issued guidance – Disciplinary and Dismissal Procedures for School Staff) (002/2013) – which includes a model policy; Please also refer to the North Wales Regional HR Group: Schools Disciplinary Model Policy (2017)

- work with schools and SCB partner agencies to ensure that allegations are dealt with quickly, fairly and consistently, and that appropriate referrals are made to the DBS and the EWC; and
- ensure that the authority's staff who work with children (including any staff carrying out functions on behalf of the authority) receive training that equips them to carry out their responsibilities for child protection effectively.

6.1.4

Flintshire County Council's Social Services for Children can be contacted as follows:

To make a Child Protection Referral:

Contact phone number: **01352 701000**

PRESS 2 after dialling 01352 701000 to make a child protection referral

PRESS 5 after dialling 01352 702601 to speak to the safeguarding unit

Out of Hours phone number: **0845 0533116**

Generic Contact Centre number for Children's Safeguarding General Enquiries:

Contact phone number: 01352 702601

Looked After Children 01352 701092

Safeguarding Unit:

Safeguarding Unit Manager 01352 702600

Children's Safeguarding Managers 01352 704966 / 701049

Education & Youth:

Chief Officer, Education & Youth 01352 704601

Senior Manager, School Improvement 01352 704019 / 07775 706342

Learning Advisor Health, Well-being and Safeguarding 01352 704054 / 07867 684 653

Senior Education Social Worker 01352 704137 / 07876 790250

Estyn:

Safeguarding Officer: 02920 446482/ 02920 446484
(24 hrs)

6.2 Responsibilities of the Governing Body

Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the well-being of children in accordance with this guidance, and monitoring its compliance with them.

Governing bodies of maintained schools should ensure that they:

- have effective child protection policies and procedures in place that are:
 - in accordance with local authority guidance and locally agreed inter-agency procedures;
 - inclusive of services that extend beyond the school/college day (e.g. boarding accommodation, community activities on school premises, etc.);
 - reviewed at least annually;
 - made available to parents or carers on request; and
 - provided in a format appropriate to the understanding of children, particularly where schools and colleges cater for children with additional learning needs.
- operate safe recruitment procedures that take account of the need to safeguard children, including arrangements to ensure that all appropriate checks are carried out on new staff and unsupervised volunteers who will work with children, including relevant DBS checks;
- ensure that the head teacher and all other permanent staff and volunteers who work with children undertake the training necessary to carry out their responsibilities for child protection effectively, which is kept up-to-date by refresher training;
- give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children on the school's arrangements for child protection and their responsibilities;
- ensure that the governing body remedies without delay any deficiencies or weaknesses regarding any child protection arrangements brought to its attention; and
- ensure that the DSP for child protection, the designated governor and the chair of governors undertake training in inter-agency working that is provided by, or to standards agreed by, the SCB, as well as refresher training to keep their knowledge and skills up to date, in addition to basic child protection training.
- All members of governing bodies should undertake relevant safeguarding and child protection training. This ensures they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities.
- While governing bodies have a role in exercising their disciplinary functions in respect of child protection allegations against a member of staff, they do not have a role in the consideration of individual cases which will be investigated under arrangements set out in Safeguarding children in education: handling allegations of professional abuse against teachers and other staff.

6.3 Responsibilities of the Designated Governor

Schools should identify a designated governor for child protection to:

- take responsibility for child protection matters;
- ensure the governing body/proprietor undertakes an annual review of safeguarding policies and procedures which includes consideration of how its responsibilities have been discharged;
- ensure the governing body reviews the school or college policies and procedures annually; and
- maintain contact with the statutory authorities in relation to child protection staff disciplinary cases as set out in Welsh Government guidance Disciplinary and Dismissal Procedures for School Staff) (002/2013).

6.4 Responsibilities of the Head teacher

Head teachers of all schools should ensure that all staff (including supply teachers and volunteers):

- are aware of the child protection policies and procedures adopted by the governing body and that these are fully implemented and followed by all staff;
- can access sufficient resources and time to enable them to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- understand the procedures for safeguarding children and feel able to raise concerns about poor or unsafe practice and confident that such concerns will be addressed sensitively and effectively in a timely manner in accordance with agreed Welsh Government Procedures for Whistleblowing in Schools and Model Policy;
- as part of their induction, are given a written statement about the school policy and procedures and the name and contact details of the DSP for child protection; and
- foster a nurturing culture within the school and promote open communication between staff and pupils on safeguarding matters.

6.5 Responsibilities of the Designated Senior Person (DSP) for Child Protection

Each school should identify a DSP with lead responsibility for managing all child protection concerns and cases. The DSP should know how to recognise and identify the signs of abuse, neglect and other types of harm, and know when it is appropriate to make a report to the local authority (or police where the child / children are in immediate danger). The role involves providing advice and support to other staff; record keeping; working with family members or carers; making referrals to children's services and attending statutory meetings; and liaising with the SCB and working with other agencies as necessary. **The DSP role is not to investigate allegations**, however there may be times when a professional will be asked to clarify the accounts given by a child. This is in order to give some clarity to important detail; this will assist the decision maker in respect of threshold being met and likewise, significant harm being established as a real concern.

The DSP need not be a teacher, but must be a senior member of the school or college leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to child protection matters and directing other staff. The DSP could also be a single appointment within the senior team and need not carry other duties.

The DSP does not have to be an expert in the area of safeguarding children or child protection but will take responsibility for the education setting's child safeguarding and child protection practice, policy, procedures and professional development, working with other agencies as necessary. This can be a demanding role and will require a level of expertise, knowledge and resources for the role. The head teacher should ensure that the DSP:

- is given sufficient time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description;
- has access to the required levels of training and support to undertake the role; and
- has time to attend and provide reports and advice to case conferences and other inter-agency meetings as required.

In schools with a number of child protection concerns, the role of the DSP can be a full-time post. Consideration should, therefore, be given to appointing a full-time DSP with relevant skills and experience. An alternative arrangement might involve the delegation of day to day responsibilities whilst the DSP retains overall responsibility.

The school **must** make arrangements to cover the role of the DSP when that person is unavailable. There should be deputy DSP in place and in larger schools, or those organised on different sites, may have a team of staff working together.

Handling individual cases may be a responsibility delegated to an education welfare officer or other student support member of staff, but it is important that a senior member of staff takes overall responsibility for this area of work. The DSP should always be kept informed of the progress and the outcome of all cases.

The DSP is responsible for ensuring that parents / carers see copies of the child protection policy. This may help avoid the potential for later conflict by alerting them to the role of the school or college and the fact that reports may be made to the local authority where there are safeguarding concerns. Many settings include information about this at induction meetings for new parents, in their prospectus and on their website.

The DSP should ensure that the school completes the Keeping Learners Safe Safeguarding Audit Tool / Estyn Safeguarding Self Evaluation, to support a whole setting approach to safeguarding and provide a benchmark against which to seek to continually improve safeguarding approaches and structures. The audit tool should be regularly reviewed to ensure that there is constant reflection, learning and updating of processes within the setting.

6.6 Responsibilities of All Staff

All staff have a legal duty to record and report any child protection problems, concerns or suspicions to the DSP as soon it is identified and practically possible and in any case within 24 hours to Flintshire County Council's Social Services for Children. This is not a matter of

individual choice. There is a legal duty to record and report your concerns on the day the allegation/concern has been raised.

Staff working with children should be aware that abuse, neglect and harm could affect children in their school.

All staff members should be aware of the signs of abuse, neglect and other kinds of harm so that they are able to identify cases of children who may be at risk.

Where staff members have concerns that a child is at risk of abuse, neglect or other harm they should raise these with the DSP.

The DSP should then decide whether it's appropriate to make a report to social services and / or the police. It is important to note that any staff member can also report concerns to local authority social services or to the police directly; however, liaison with the DSP is advisable in all cases where possible.

Concerns should always lead to help and support, either through a report to social services, or direct support through the school or college. The DSP should share the following information with the staff member making the report and the head teacher:

- proposed initial action, including signposting or that no further action will be taken; and
- who will be taking action.

7. Procedures

At **Venerable Edward Morgan Catholic Primary school** we will follow the All Wales Child Protection Procedures (April 2008). **The Wales Safeguarding Procedures will replace the existing All Wales Child Protection Procedures; to be published in the Autumn 2019.** *The model Safeguarding policy for schools will be reviewed accordingly by the Local Authority.* Alongside the above procedures, the school will follow Keeping Learners Safe Draft Guidance document no: 248/2019 issued July 2019 which replaces Keeping Learners Safe Guidance (January 2015) document no: 158/2015, alongside any other guidance and protocols that have been endorsed and agreed by the North Wales Safeguarding Children's Board in conjunction with this policy.

The school will:

- ensure it has a Designated Senior person (DSP) for safeguarding who has undertaken the appropriate training;
- recognise the role of the DSP and arrange support and training; to include Level 3 DSP training provided by the Local Authority
- ensure every member of staff and every governor knows:
 - the name of the DSP and their role and the designated governor for child protection;

- that they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Safeguarding Children Board; and
 - how to take forward those concerns where the DSP is unavailable.
- ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect.
 - ensure that members of staff who are Education Workforce Council of Wales registrants are aware of the Code of Professional Conduct and Practice for Registrants with the Education Workforce Council and the expectation within the Code that registrant has regard to the safety and well-being of learners in their care and related content;
 - ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus;
 - provide training for all staff so that they know:
 - their personal responsibility;
 - the agreed local procedures;
 - the need to be vigilant in identifying cases of abuse and neglect; and
 - how to support a child who discloses abuse or neglect.
 - notify the local authority's social services team if:
 - a learner on the child protection register is excluded, either for a fixed term or permanently; or
 - there is an unexplained absence of a learner on the child protection register of more than two days duration from school (or one day following a weekend).
 - work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial review and child protection conferences and core groups and the submission of written reports to the conferences;
 - keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately;
 - ensure all records are kept secure and in locked locations;
 - adhere to the procedures set out in the Welsh Government's Disciplinary and Dismissal Procedures for School Staff;
 - ensure that recruitment and selection procedures are made in accordance with Welsh Government's guidance Keeping Learners Safe guidance; and

- designate a governor for child protection who will oversee the school's child protection policy and practice.

8. Supporting the at Risk

At Venerable Edward Morgan Catholic Primary school we recognise that children who are at risk, suffer abuse or witness 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.

The school will endeavour to support the learner 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 learners a sense of being valued
- liaison with other agencies who support the learner such as local authority officers including Educational Psychology Service, Behaviour Support Services or the Education Welfare Service – Child and Adolescent Mental Health Services and advocacy services;
- keeping records and notifying the local authority as soon as there is a recurrence of a concern.
- When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform Social Services.

8.1 Behaviour

The school's behaviour policy, which is aimed at supporting vulnerable pupils in Venerable Edward Morgan School. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the individual's sense of self-worth. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred; Staff should read the school's Behaviour Policy in conjunction with this and other named policies noted in this policy. This can be found on School website or copies can be obtained from the school office.

8.2 Bullying

At Venerable Edward Morgan school we are committed to providing a secure and caring environment for all. Bullying, in any form, will not be tolerated.

Welsh Government Respecting Others: Anti-Bullying Guidance (2011) is reflected in our school's Anti-bullying Policy. Please refer to the Anti-bullying Policy for further information. This can be found School website or copies can be obtained from the school office.

8.3 Physical Intervention

As part of Venerable Edward Morgan School's Safeguarding procedures, we recognise that there may be rare occasions where physical intervention is necessary. Physical intervention should only ever be used to:

- Maintain the safety of learners and staff
- Prevent serious breaches of school discipline
- Prevent serious damage to property.

Physical Intervention and Restraint is only carried out by staff who have been trained in appropriate procedures. The school expects every effort to be made to deescalate a situation, prior to physical intervention. The physical intervention scheme used by the school is TeamTeach. Appropriate support is provided for both learners and staff who are involved in physical intervention.

Please refer to the Physical Intervention Policy for further information which is consistent with the Welsh Government's guidance on Safe and effective intervention – use of reasonable force and searching for weapons.. This can be obtained from the main office.

8.4 Children with Additional Learning Needs (ALN)

We recognise that statistically children with an additional learning need are most at risk of abuse. Staff in Venerable Edward Morgan who deal with children with an additional learning need, such as a profound and multiple disability, sensory impairment or emotional and behavioural problem need to be particularly sensitive to signs of abuse.

School staff need to have a high level of awareness with learners who have ALN and promote a culture where they are able to make their wishes and feelings known in respect of their care and treatment. All learners with ALN should know how to raise concerns if they are worried or angry about something and giving them access to a range of adults with whom they can communicate. Learners with communication difficulties should have available to them at all times a means of being heard.

Learners with ALN who are interviewed as part of any safeguarding investigation should be allowed to express their views as to who will be the appropriate adult in an interview situation. Advice must be sought from Children's Services.

Please refer to ALN Policy for further information. This can be found the school website or from the main office.

8.5 Looked After Children (LAC)

This school recognises that learners who become looked after are often the most vulnerable and has a responsibility to support the Council in its role as corporate parents.

Please refer to the LAC Policy for further information. This can be obtained from the main office.

9. Safeguarding Responsibilities in Specific Circumstances

Everyone working in education settings should be familiar with the ways in which different types of harm, neglect and abuse present themselves so that they can identify issues early, reduce risk, prevent harm and safeguard children. Safeguarding training should include information about the indicators of these harms.

A number of All Wales Practice Guides on safeguarding children in specific safeguarding circumstances are being developed to be used in conjunction with the main Wales Safeguarding Procedures – to be issued Autumn 2019.

Refer to Chapter 5 Welsh Government Keeping Learners Safe Draft guidance (July 2019) for further guidance across the full range of specific circumstances.

9.1 Online Safety

Venerable Edward Morgan School is committed to make full use of social technologies to engage learners and improve learning outcomes, while also developing learners to be confident and competent digital citizens.

At Venerable Edward Morgan school we believe that the positive use of the Internet including social media and media streaming sites should be encouraged but also understand that these opportunities can present challenges in terms of e-Safety, managing our privacy, boundaries and behaviour.

Acceptable use of the Internet will be implemented on a day-to-day basis by all school staff and monitored by the Head teacher or a designated member of staff. Adherence to the Flintshire Acceptable Use Policy is the collective responsibility of all staff. All staff are aware of individual responsibilities relating to the safeguarding of learners within the context of eSafety. For further information, please refer to the Acceptable Use Policy / E safety Policy or equivalent. This can be obtained from the main office.

9.2 Child Sexual Exploitation (CSE)

Child Sexual exploitation (CSE) involves situations, contexts and relationships where young people receive something (for example food, alcohol, presents, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying) sexting and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Any concerns that a child may be experiencing any level of exploitation should be reported to the Designated Senior Person who will have undertaken awareness training in relation to CSE issues.

9.3 Preventing Radicalisation and Extremism

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies (including the schools), in the exercise of their functions, to have '*due regard to the need to prevent people from being drawn into terrorism*'. This is known as the Prevent Duty. Venerable Edward Morgan School will ensure that the Prevent Duty is implemented, taking into account the local '*Prevent*' policies, protocols and procedures.

The Government have defined extremism as '*vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of faiths and beliefs*'. Also included in the definition of extremism calls for the death of members of our armed forces.

Prevent should be viewed as a safeguarding measure, and the steps local authorities should take are the same as the steps taken in safeguarding people from other harms.

It is essential that staff are able to identify pupils who may be vulnerable to radicalisation, and know what to do when they are identified. In safeguarding pupils from extremism and radicalisation, school governors, staff and volunteers will be alert to:

- Disclosure by learners of their exposure to extremist actions, views or materials
- Graffiti, symbols, writing or artwork promoting extremist messages or images
- Reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services and police reports of issues affecting learners in other schools or settings
- Learners, staff, parents or visitors voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or hate terms to exclude others or incite violence
- Intolerance of difference
- Attempts to impose extremist views or practices on others
- Anti-Western or anti British views.

All concerns should be reported immediately to the Designated Senior Person for Child Protection (DSP). If the DSP identifies someone who may hold extremist views or be at risk of radicalisation they should use the North Wales Police Prevent Referral form.

Children and young people can be exploited and at risk of radicalisation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people the Head teacher and Governing Body

are responsible for ensuring that there are appropriate measures in place such as security filtering and the Acceptable Use Policy reflects the county guidance.

Venerable Edward Morgan School Preventing Extremism and Radicalisation Policy and Acceptable Use Policy can be obtained from the school main office.

9.4 Female Genital Mutilation (FGM)

In the UK, all forms of FGM are illegal under the Female Genital Mutilation Act 2003 and there is a legal duty to report any case of FGM. It is an offence (regardless of their nationality and residence status) to:

- perform FGM in the UK
- assist the carrying out of FGM in the UK
- assist a girl to carry out FGM on herself in the UK
- assist from the UK, a non-UK person to carry out FGM outside the UK
- on a UK national or permanent UK resident.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

The school will endeavour to identify any girls that could be at potential risk through usual safeguarding and absence monitoring practices. The Designated Senior Person will undergo awareness training in relation to FGM.

9.5. Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Venerable Edward Morgan School is made aware of a learner that is suspected of/or actually being trafficked/exploited, we will report our concerns to the Children's Services / Police and the Home Office.

From 1 November 2015, specified public authorities are required to notify the Home Office about any potential victims of modern slavery they encounter in England and Wales using the National Referral Mechanism (NRM). The National Referral Mechanism form for potential child victims of modern slavery (England and Wales) is downloadable on the link below:

<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms>

9.6 Forced Marriage

Venerable Edward Morgan school does not support the idea of forcing someone to marry without their consent and will follow the Regional Safeguarding Children's Board procedures to refer any child and young person immediately to Social Services for Children.

9.7 Violence against Women and Domestic Abuse and Sexual Violence (VAWDASV)

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 subject to violence or other harm.

Where school staff have cause to believe that a child is at risk from, is the subject of, or is living in a household with, violence or abuse, the DSP should be informed immediately and take action in accordance with the Wales Safeguarding Procedures.

Where the abuse is between adults in the household, the child can be provided with advice on who can help, including the police, local authority; local domestic abuse advocacy services (please refer to locally produced information), and the Live fear Free Helpline (0808 8010 800) / website <https://gov.wales/live-fear-free> .

The National Training Framework for Wales on VAWDASV sets out the level of training appropriate for education-based staff. All relevant professionals must be able to 'Ask and Act' in relation to VAWDASV.

9.8 Child Criminal Exploitation, including County Lines

The UK Government defines county lines as:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities

Any member of staff working with a child who they think may be at risk of criminal exploitation should raise their concern with the DSP. If you believe a person is in immediate risk of harm, you should contact the police.

10. Reporting and Recording

When a child has made a disclosure Child Protection concern is noted / seen, the member of staff or volunteer should:

- Make brief notes as soon as possible after the conversation / observation.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child. All schools should have a suitable system in place to support effective data collection of children suspected to be at risk. There are a number of software packages to support schools collect data internally about safeguarding concerns relating to children. These packages can support staff to log concerns and the DSP to identify patterns of abuse, neglect, or other kinds of harm.
- If required, draw a diagram to indicate the position of any bruising or other injury.
- Record statements and observations rather than interpretations or assumptions.
- Give all records to the Designated Senior Person.
- Anyone working in an education setting should be aware that they cannot remain anonymous should they make a report.

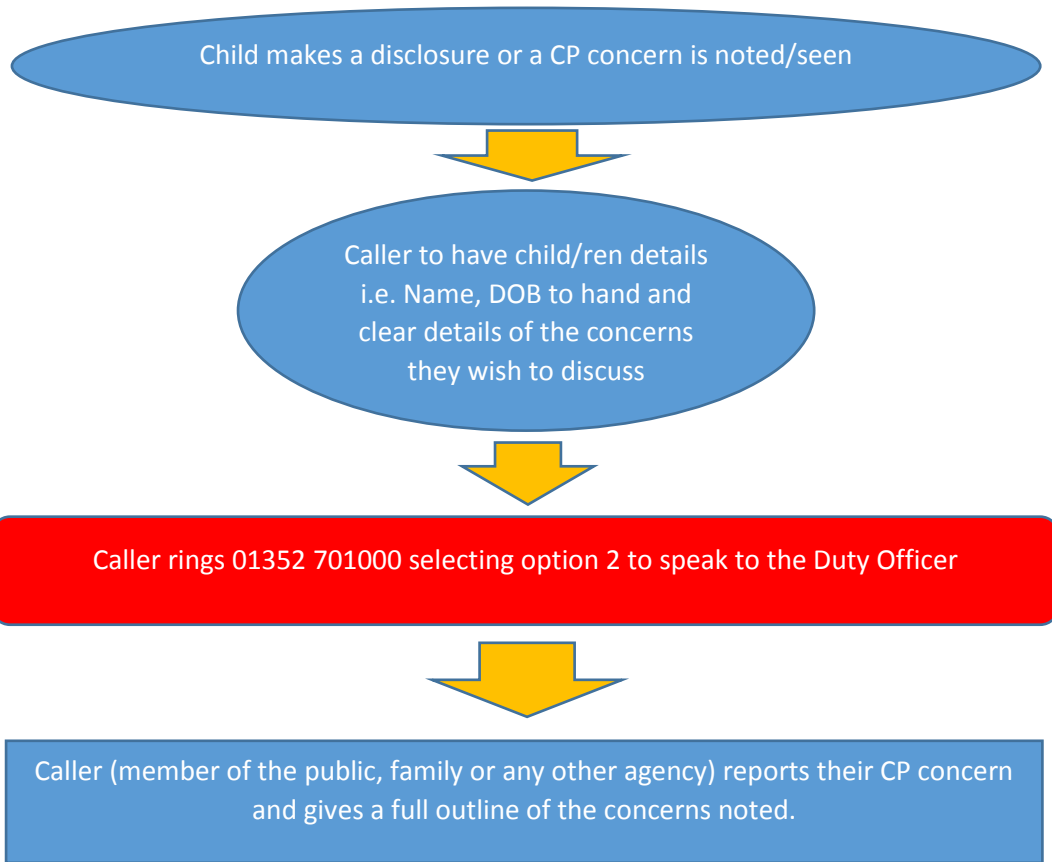
Suspicion about a child being at risk may take the form of concerns rather than known facts. Concerns about a child at risk can arise in many different contexts, including when a child is already known to social services. It is important that these concerns are logged, recorded and appropriately monitored by the member of staff and/or the DSP. This ensures that a coherent picture exists of the likelihood of abuse, neglect and other kinds of harm and provides support for a report to social services and any subsequent action.

A report that a child may be at risk **must** be made to social services as soon as a concern about a child is identified; this must be within 24 hours. Outside of office hours, reports **must** be made to the social services emergency duty service or to the police.

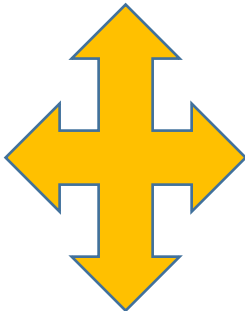
The DSP role is not to investigate allegations, however there may be times when a professional will be asked to clarify the accounts given by a child. This is in order to give some clarity to important detail; this will assist the decision maker in respect of threshold being met and likewise, significant harm being established as a real concern.

Where a report is made in person or by telephone, it **must** be confirmed by email initially with the completed report submitted within two working days. The report should be made using the Flintshire Combined Referral Children's Services / Early Help form. Follow Flintshire procedure overleaf:

Making a Referral into Children’s First Contact Team



Details of the child and the concerns discussed are passed onto the Duty Officer. Given the severity of the concerns being discussed, an e mail may be requested and should also be sent in order for immediate actions to be taken by CFC Team and the police if need be.



The Duty Officer may also take the referral over the phone there and then or ask for a paper copy of the referral to be sent following the original e mail.

All paper copies of referrals need to be submitted within 48 hours of the initial referral (in accordance with AWCPP 3.2.1)

It is essential that all information is taken regarding the allegation or suspicions of abuse. However, the referrer must never be asked to fully interview the child but on occasions maybe asked for some clarity around a particular issue or fact around the incident, as sometimes the information maybe too vague to meet the threshold of CP.

11. Support Following a Disclosure

11.1 Supporting staff:

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Senior Person who can seek support from the appropriate Governor.

11.2 Supporting children:

The school will endeavour to support all children by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

12. Child Protection Conferences / Core Groups

A child protection conference will be convened if a referral has been made and, following an investigation, the findings have considered the child to be at risk of harm, has suffered harm, or if the child is already subject to a child protection plan. A review conference is held to monitor the safety of the learner and the required reduction in risk. Child protection conferences can be upsetting for parents / carers. We will work in an open and honest way with any parent whose child has been referred to Social Services for Children or whose child is subject to a child safety plan. Our responsibility is to promote the protection and wellbeing of all learners and our aim is to achieve this in partnership with our parents / carers.

Staff may be required to attend child protection conferences or core group meetings to represent the school. The person attending will need to have as much relevant up to date information about the child as possible. This is most likely to be available from a class teacher. All reports for child protection conferences will be prepared in advance using the required county report format. The information contained in the report will be shared with parents at least one day before the initial child protection conference and at least 48 hours before the review conference and should be prepared using the county report format for conference.

13. Allegation Against a member of Staff or Adult

All staff must ensure that any allegation regarding an adult who is working with learners is reported immediately to the Head teacher or the Designated Senior Person (DSP); this will include all school staff, volunteers, governors, occasional workers or contractors and those

staff who are not on the school site but come into contact with children i.e. those who transport learners to/from school, school crossing patrols etc.

Allegations against members of staff should be brought immediately to the attention of the Head teacher / Designated Senior Person (DSP). If the allegation is against the Head teacher, then the Chair of Governors must be informed, who in turn must immediately inform the Chief Officer.

It is essential that all allegations of abuse are dealt with fairly, quickly and consistently, providing effective protection for the child while supporting the person who is the subject of the allegation.

Schools **must not** undertake their own internal child protection enquiries, but report their concerns to the local authority or to the police. If the concern involves a member of staff, agencies must not make their own internal decisions about whether it is a disciplinary issue or a child protection matter. Agencies should be mindful that the police have statutory powers and responsibility for determining whether a criminal investigation is to be undertaken.

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

In the first instance, the Case Manager should immediately discuss the allegation with the Local Authority Safeguarding Officer within Education and HR Advisor who will also support the school with how to adhere to the Welsh Government guidance listed below.

The Local Authority Education Safeguarding Officer should be informed of **all** allegations that come to a school's attention.

When the FCC Safeguarding unit receive a referral from a school they will determine whether a Part 4 meeting should be convened. Based on the information they have received the Safeguarding Unit may determine that a Part 4 meeting is not required and the issue can be referred back to the school to be addressed by the Head teacher.

Note there is a Flintshire County Council Part 4 Referral form which is to be used when making a referral to Social Services.

If a Part 4 meeting is convened the Head teacher will be invited to attend as well as the nominated Local Authority Safeguarding Officer, a representative of the Schools and Education HR team and representatives of the Safeguarding unit, Social Services and North Wales Police.

A Part 4 meeting may determine that further enquires are required by Social Services and/or the police or that the issue can be passed back to the school to be addressed by the Head teacher. The school should not undertake any internal investigations whilst Social Services or police investigations are being progressed.

The sharing of information about an allegation must be handled sensitively and must be restricted to those who have a need to know in order to:

- Protect children;
- Facilitate enquiries, or
- Manage disciplinary / complaints aspects.

Information about the learner, or family must not be shared with the individual against whom the allegation was made or anyone representing them.

On the completion of Police or Social Services investigations, if formal disciplinary action is not required, appropriate action should be instituted within three working days (e.g. arrangements made for a suspended employee to return to work). If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days. Governing bodies are responsible for staff disciplinary matters in all maintained schools.

Any employee who believes that allegations or suspicions are not being investigated properly has a responsibility to escalate their concern directly to the Lead Officer for Safeguarding Children in Education.

The school's Whistleblowing Policy can be used for confidential reporting of any abusive, inappropriate or unprofessional behaviour towards children or young people, or any conduct that breaches criminal law or statute; compromises health and safety; breaches accepted professional codes of conduct, or otherwise falls below established standards of practice in relation to children and young people.

The Head teacher and Designated Senior Person (DSP) will ensure that they are fully aware of the relevant legislation and guidance in relation to procedures required when an allegation is made against a professional and in particular:

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

<https://gov.wales/sites/default/files/publications/2018-11/safeguarding-children-in-education-handling-allegations-of-abuse-against-teachers-and-other-staff.pdf>

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

<http://gov.wales/docs/dcells/publications/130227disciplinaryanddismissalen.pdf>

- Education Workforce Council (EWC) Code of Conduct.

<http://www.ewc.wales/site/index.php/en/documents/fitness-to-practice/157-ewc-code-of-professional-conduct-and-practice>

14. Safer Staff Recruitment Practice

As the independent regulatory body for the education profession in Wales, the Education Workforce Council (EWC) maintains a Register of Education Practitioners which includes qualified (holders of Qualified Teacher Status (QTS)) teachers, further education lecturers and learning support workers who are able to work in maintained schools and colleges in Wales.

The EWC Register records whether a teacher, lecturer or learning support worker is subject to any restrictions, is barred from practising (e.g. DBS Children's Barred List) or is subject to an EWC disciplinary order.

Schools, colleges and commercial supply agencies have access to the EWC Register to check that teachers, lecturers and learning support workers are registered as part of their pre-employment checks. **It is the responsibility of schools, colleges and commercial supply agencies to undertake the necessary checks; assumptions should not be made that others have done so.**

For all appointments made by the Governing Body at Venerable Edward Morgan School, it will adhere to the Flintshire County council Safe Recruitment and Selection Policy 2019-22

14.1 Supply

Head teachers and governing bodies have a range of options open to them in sourcing supply cover. They can appoint directly, use the services of local authority supply lists where they exist or use the services of commercial supply agencies.

If using commercial supply agencies for cover arrangements, the head teacher are aware that the National Procurement Service awarded a Framework Agreement for the provision of supply teachers to a small number of agencies covering Flintshire as the 'preferred providers' on behalf of commissioning local authorities.

14.2 Volunteers

Flintshire County Council regards volunteering as 'an unpaid activity where someone freely gives their time to help an organisation or an individual who they are not related to'.

Flintshire County Council and Venerable Edward Morgan School follows the procedures outlined by the Disclosure and Barring Service to ensure the safety of children and vulnerable adults. A volunteer wishing to participate in an activity that is outlined in the DBS Criteria cannot participate in the Volunteering Activity until the Council has received a cleared DBS.

The DSP must ensure that volunteers are aware of the schools Safeguarding Policy and have received the Safeguarding Basic Awareness training.

14.3 Safe Recruitment and HR Practices

To promote Safe Recruitment and HR practices, the school will:

- Ensure that all staff, volunteers and governors provide a DBS disclosure certificate prior to taking up the post
- Ensure that the head teacher has sight of and records on a single central record (school database), the details of all DBS certificate checks
- Ensure that staff, volunteers and governors renew their DBS disclosure certificates on a three yearly basis, which is considered best practice.
- Ensure that an updated DBS disclosure certificate is obtained by any individual staff member, volunteer or governor when there are reasonable grounds to do so e.g. following involvement in criminal activity or if a professional allegation is made

- In the event of any disclosure information being obtained, either at the point of recruitment or subsequently, ensure that a risk assessment is completed and brought to the attention of Flintshire County Council
- A written log of all daily supply staff, volunteers and contractors will be kept clearly listing where the DBS disclosure is available, or a risk assessment will be formulated in lieu of an available DBS disclosure. Staff such as educational psychologists, supply teachers, trainee teachers, nurses, sports coaches and inspectors should be DBS checked by their employer, for example the supply agency, the university, or local authority. It is sufficient for schools to seek written confirmation that all appropriate checks, have been carried out for these people (most commonly on appointment) and by whom (most commonly the relevant human resources department). Schools should then confirm the identity of these visitors.
- The Head teacher / DSP must ensure that any residential centres have undertaken all relevant employee checks prior to any visits commencing. Please refer to the Educational Visits Policy for further information which can be found on the school website and obtained from the school main office.

15. School Site Security

15.1 Access Control

Venerable Edward Morgan school is a safe and secure place for children to learn and the physical safety of children when on the school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and Safety of school premises.

A suitable and sufficient assessment of security risks is required to enable control measures to be devised: an example Site Security Checklist along with a Model Risk Assessment covering general access, security and safeguarding hazards can be found under the health and safety section of the Hwb website. Control measures may include appropriate lighting and perimeter protection, alongside clear signage, alarm systems and CCTV. Please refer to the School Health & Safety Policy for further information which can be obtained from the main office.

Managing the school perimeter and access to buildings is a significant aspect of security, as is the management of staff and visitors to the school. It is good practice for schools to aim for one entrance where reception staff can manage visitors. At this single point of entry, staff should be able to prevent access to the school to visitors without satisfactory identification and a reason for their visit. Staff will:

- Ensure visitors, volunteers and students only enter through the main entrance and sign in at Reception
- Ensure all visitors are provided with a visitor badge
- Ensure that when a visitor leaves the premises they sign out and hand back the visitors badge
- Ensure children are only allowed home with adults with parental responsibility or confirmed permission (primary)

- Ensure learners never be allowed to leave school alone during school hours, and only collected by a familiar adult
- Ask security questions to anyone leaving a message for children at the school
- Challenge the reasons of unfamiliar adults on the school premises
- Ensure doors are closed to prevent intrusion
- Ensure windows in empty classrooms are closed
- Wear ID badges (good practice).

15.2 Absconding

Definition: To abscond is to 'leave without permission'.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their learners. This duty of care requires that all reasonable steps are taken to ensure that learners are safe and remain within the care of the school at all times throughout the school day and during school led activities.

Accordingly, reasonable steps must be taken, through the pupil management and staff training programme, to minimise the likelihood of one or more learners absconding.

In order to prevent a learner from absconding, the school may consider adopting the most suitable control measures for the site:

- a secure perimeter and gates which can be locked
- gates / doors should be secured outside of the school's stated drop off and pick up times
- unsecured gates should be locked during break times if there is a significant risk of any learners absconding
- doors into school should be locked from the outside with key coded access or similar
- there may be a need to have high bolts /closures on doors / gates to restrict unauthorised egress by younger pupils
- early Years should have double handled egress points
- fire doors may have high level bolts / closures on them if significant risk of absconding. This must be recorded in the fire risk assessment and there must always be someone in the room who can unlock the door whilst pupils are present.

Where a learner attempts, or is seen to be leaving the school premises without authorisation, staff must be aware that active pursuit may encourage the learner to leave the immediate vicinity of the school and may also cause the learner to panic, possibly putting them at risk e.g. by running onto a busy road.

If the learner(s) has left the immediate vicinity of the school grounds and is no longer visible then the SLT will make a decision as how to proceed which will take into account; the age of the learner, the prevailing weather conditions, the nature of the incident which led to the learner absconding, the learner's previous history of being involved in episodes of absconding and their outcomes. The SLT or designated staff must contact the parents /

carers immediately. If there are additional risk / vulnerability factors North Wales Police should be contacted.

North Wales Police definition for a missing person is *'Anyone whose whereabouts is unknown whatever the circumstances of disappearance. They will be considered missing until located and their wellbeing or otherwise established'*.

Please also refer to *"Critical Incidents - School Guide to Managing On-Site and Off Site Emergencies"* (Updated March 2019), **Section 9.8 'Missing Persons'**.

15.3 Lockdown Procedures

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all learners and staff. All schools should ensure they have robust and tested lockdown procedures for both partial and full lockdown.

Further guidance on School Lockdown is included in Section 11 of the School Guide to Managing On-Site and Off Site Emergencies (Updated March 2019).

16 Confidentiality

The Head teacher and/or the Designated Senior Person for Child Protection (DSP) will disclose any information about a pupil to other members of staff on a need-to-know basis only. There is a duty of confidentiality to share information with other agencies in order to safeguard children.

The duty of confidentiality is not absolute and may be breached where this is in the best interests of the child and in the wider public interest. If professionals judge that disclosure is necessary to protect the child or other children from a risk of serious harm, confidentiality may be breached.

Staff will understand that they cannot promise a child to keep secrets which might compromise the child's safety or well-being. Staff have a professional responsibility to share relevant information about the protection of learners with the designated statutory agencies when a child is experiencing child wellbeing 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 they will only tell those who need to know in order to be able to help.

Staff should reassure the child and tell them that their situation will not be common knowledge within the school. Staff need to be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

17 Information Sharing

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

When dealing with confidential information we will need to be satisfied that there is either:

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

All staff will seek advice from the DSP and/or the Head teacher with regard to the sharing of any information. The Head Teacher and DSP will be fully aware of the guidance surrounding the Data Protection Act and the guidance surrounding the Sharing of Information, which includes:

- Wales Accord on the Sharing of Personal Information (WASPI) Framework
www.waspi.org/
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (March 2015) HM Government
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf
- Advice for practitioners providing safeguarding services to children, young people, parents and carers (March 2015) HM Government
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

The Seven Golden Rules for Information Sharing are:

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety of a child may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Advice for practitioners providing safeguarding services to children, young people, parents and carers (March 2015) HM Government

18 Equality and Diversity

As an employer and provider of services Venerable Edward Morgan school will not unlawfully discriminate on grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, or on the grounds of Welsh Language.

All learners, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

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

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

19 North Wales Safeguarding Children Board (NWSCB)

The North Wales Safeguarding Children Board (NWSCB) is a statutory body which co-ordinates, monitors and challenges its partner agencies in safeguarding children in North Wales. Flintshire County Council is a statutory partner of the NWSCB. In the same way the North Wales Safeguarding Adult Board (NWSAB) has been established and both boards have established and developed a strong collaborative working relationship.

There are two strategic share priorities and one individual priority each for the Children's and Adults Board for 2019/20:

- **Exploitation** (Shared Priority)
- **Domestic Abuse** (Shared Priority)
- **Improved awareness and compliance in the Adult at Risk Process** (Adult's Board Priority)
- **Safeguarding in Education** (Children's Board Priority)

Schools should be aware of the work of the NWSCB and are encouraged to keep updated about local safeguarding information and training opportunities by following the link below:

<http://www.northwalessafeguardingboard.wales/>

20 References

- Flintshire County Council: School Guide to Managing Emergencies updated March 2019
- Welsh Government Circular: 248//2019 Draft Keeping Learners Safe
- North Wales Safeguarding Board Strategic Plan 2019 – 2020
- Home Office: Prevent Duty Toolkit for Local Authorities and Partner Agencies
- WECTU: PROTECTING SCHOOLS An integrated security approach TOOLBOX FOR HEAD TEACHERS
- Estyn: Supplementary guidance: inspecting safeguarding in schools and PRUs Autumn 2017
- Home Office Criminal Exploitation of children and vulnerable adults: County Lines guidance September 2018
- Flintshire County Council: Volunteering Policy 2016-2017
- Flintshire County council Safe Recruitment and Selection Policy 2018-2021
- Welsh Government Circular: 158/2015 Keeping Learners Safe
- Welsh Government Circular No: 009/2014 Safeguarding Children in Education
- All Wales Child Protection Procedures 2008
- Denbighshire County Council – Child Protection and Safeguarding Policy 2016
- Department for Education Advice on school security: Access to, and barring of individuals from, school premises for local authorities, school leaders and school staff December 2012
- Flintshire County Council Critical Incidents - School Guide to Managing on Site and Off Site Emergencies Updated August 2017
- Flintshire County Council Corporate Safeguarding Policy 2017

- Estyn Supplementary guidance: inspecting safeguarding in schools and PRUs Autumn 2015
- <https://www.teachers.org.uk/help-and-advice/health-and-safety/s/school-security-checklist>

21 **Appendix**

Appendix 1: Information for All Staff - What to do if a child tells you they have been abused by someone other than a member of staff

Appendix 2: Recording your Concern (model concern form template)

Appendix 3: Venue Hire Procedural Guidance

Appendix 4: Safeguarding training

Appendix 1:

Information for all staff

What to do if a child tells you they have been abused by someone other than a member of staff

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

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child;
- You must report orally to the school's designated person for child protection (or their deputy in their absence) immediately to inform them of what has been disclosed. In the unlikely event that both are absent, seek out the most senior person in the school
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's designated person for child protection. The note should be clear in its use of terminology, should record the time, date, place and people who were present, and should record the child's answers / responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed and as it records the initial disclosure from the child it is an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and/or court proceedings. It is advised that you retain a copy in a safe place;

- Do not give any undertakings of absolute confidentiality (see note following this section for more details). You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the designated person. Often what is initially shared is the tip of the iceberg;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the designated person for an update but they are restricted by procedures and confidentiality, and may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is strictly confidential and not for general discussion with others.

Appendix 2: Recording your Concern

Learner Name	Age	Gender	Ethnicity	Disability

Staff Name	Role	Contact number

Name of the person who brought the concern to your attention (if applicable).

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Details about your concern
Anything you think is relevant (e.g. something the learner or someone else told you, behavioural / physical changes, etc.)

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Details about what happened
What the learner told you happened, and/or what you saw or observed. If there was a direct disclosure from the learner, you should record what they said as accurately as you can (without asking the learner to repeat their disclosure).

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Details about the disclosure/observation
When and where the disclosure or observation happened, and who else was present.

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Details about your response
Your response to the concern, including anything said to the learner (be sure to note what you said about confidentiality).

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Any other relevant information:
Record any factual information you feel is relevant, details about who you told and any advice received or action taken.

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Date		Time		Signature	
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Appendix 3: Venue Hire Procedural Guidance

Flintshire County Council will not approve any application to hire or to use any part of the premises from any organisation or individual, which in its opinion, may incite racial tension or lead to, or result in, public disturbance or disorder.

The following questions will assist staff in determining whether a booking is considered controversial:

	√ / x	Notes
1. Establish what the school will be used for and what type of event the customer / organiser is wishing to hold.		
2. Establish whether the name given is linked to any community group or organisation.		
3. Request a copy of the programme details and names of any speakers.		
4. Request all contact details of the customer / organiser (address, mobile, home and business contact number).		
5. If the customer / organiser is not a local resident, establish why they are holding an event in this area.		
6. Ask the customer /organiser if they have used any other venues in the county. If yes, contact the previous venue(s) to establish what the event was.		

Reference: Neath Port Talbot

If you are concerned with the answers provided, speak to your DSP / Head teacher in the first instance. If the DSP / Head teacher deems it appropriate, the booking details provided should be cross referenced with the contacts identified on the weblink below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/795457/Proscription_website.pdf

Notify the North Wales Police if your concerns are founded or for any further advice:
Sergeant 1739 Neal Parkes. Telephone: 01745 588814 est./ex 88814 Mobile

07768035316 Email: neal.parkes@nthwales.pnn.police.uk / Prevent@nthwales.pnn.police.uk

Appendix 4:

Safeguarding Training

As detailed in Keeping Learners Safe Draft Guidance 248/2019, it is the role of the DSP, working with the head teacher, to ensure all staff and volunteers:

- have access to and understand the school's safeguarding policy, especially new or part-time staff who may work with different educational establishments;
- have induction and refresher training covering child protection, an understanding of safeguarding issues including the causes of abuse, neglect and other kinds of harm;
- are able to recognise the signs and indicators of abuse, neglect and other kinds of harm;
- know how to respond effectively when they have concerns;
- know how to respond to a disclosure appropriately; and
- know that they have a responsibility to report any concerns immediately as they arise.

Records should be kept by the DSP of the dates of the training, details of the provider and a record of staff attendance at the training.

The Keeping Learners Safe Modules support all staff in education settings to understand their safeguarding responsibilities as set out in this guidance. There are five separate modules available on Hwb. The DSP or a head head teacher can assign the modules to other members of staff to help them to monitor the progress of staff. The Keeping Learners Safe Module Guidance provides advice to DSPs and head teachers on how to use and assign these modules.

All governors, including the Chair of Governors, should be given access to safeguarding and child protection training to ensure a basic and consistent level of awareness. Governing bodies are responsible for ensuring the education setting policies and procedures for safeguarding meet statutory requirements and all governors should know what to do if they have concerns about a child.

Teachers should receive training in safeguarding as part of the course of training leading to Qualified Teacher Status (QTS), but this will need to be reinforced by further training, or refresher training, when they are first appointed.

Other staff and governors **should** receive training when they are first appointed. **All staff who do not have designated responsibility for child protection, including teachers,**

should undertake suitable refresher training at regular and appropriate intervals thereafter, to keep their knowledge and skills up-to-date.

Provision of Training to School Staff:

Course	Target Group	Method / duration	Provider	Frequency
Safeguarding Basic Awareness (Level 1)	Whole staff including Governors	Taught course Twilight OR e-learning programme	Train the trainer – DSP to deliver to school staff using FCC prepared PowerPoint and accompanying materials. OR Basic Awareness E learning module on Learning Pool (FREE) OR Alternative approved provider e.g.: Hays Education provide an online Safeguarding course which reflects Estyn and Welsh Government guidance. www.educationtraining.hays.co.uk	Formal training at least every <u>three</u> years <u>And</u> at Induction of new staff and volunteers
(Level 2) Safeguarding	Managers / Senior Leaders (can incl. lead Governor for Safeguarding)	Taught course Half day	Pivotal Education to be utilised by FCC to deliver during 19-20. There is a charge for attendance at this course.	Formal training at least every <u>three</u> years
Safeguarding for Designated Senior Person (DSP) (Level 3)	Specific Training for Designated Senior Person (can incl. lead Governor for Safeguarding)	Taught course Full day	Pivotal Education to be utilised by FCC to deliver during 19-20. There is a charge for attendance at this course.	Formal training at least every <u>two</u> years
Training for Governors	School Governor with specific responsibility for Safeguarding	Taught course Twilight	Commissioned as appropriate	Formal training every <u>three</u> years

Training on specific safeguarding issues e.g. CSE, Prevent, County Lines	Thematic Training for Designated Senior Person	Taught course Half day or twilight	Commissioned as appropriate	Formal training at least every <u>two</u> years
Child Protection Case Conferences and Core Groups	Designated Senior Person / identified staff	Taught course Full day	Provider: Children Services Safeguarding Unit Workforce Development Team 01352 702676	This course is available termly
NQT's Induction	NQT's	Taught course 1 hour	Safeguarding basic awareness incorporated in planned training programme	At Induction