



Ysgol Y Bryn

Safeguarding Policy

Approved by Full Governing Body: 25.10.23

Date/s reviewed annually: Autumn Term

Signed:

Mrs. R. Dawson Acting Headteacher Date: 25.10.23

Mr. G. Jones Chair of Governors Date: 25.10.23

(To be read alongside our policies on Health, Safety and Welfare, Bullying and Off-site Visits)

1 INTRODUCTION

- 1.1 *The welfare and safety of children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. The school understands the responsibilities set out under section 175 of the 2002 Education Act to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.*
- 1.2 *This policy draws on guidance for schools set out in: The Children's Act of 2004 Working Together to Safeguard Children DCSF 2006; Safeguarding Children and Safer Recruitment in Education DCSF 2007 Lord Laming report on safeguarding 2009 and keeping learners safe guidance March 2022*
- 1.3 *There are three main elements to our policy:*
- *prevention through the culture, teaching and pastoral support offered to learners*
 - *procedures for identifying and reporting cases, or suspected cases, of abuse – because of our day-to-day contact with children our staff are well placed to observe the outward signs of abuse*
 - *support to learners who may have been abused.*
- 1.4 *Our policy applies to **all** staff and volunteers working in the education setting and governors. Learning support assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.*

2 DEFINITION OF SAFEGUARDING

- 2.1 All adults who work with children have a duty to promote their welfare and keep them safe. The Children Act sets out these responsibilities as the requirement to keep children free from maltreatment, to prevent the impairment of children's health and development and to ensure that children grow up in circumstances consistent with the provision of safe and effective care.

3 AIMS AND OBJECTIVES

- 3.1 The aims and objectives of this policy are to ensure that all our staff promote an environment where children can learn in a safe, caring, stimulating and positive school and where their social physical and moral development is our highest priority. All pupils will know they are valued and their concerns will be taken seriously and addressed by the adults who care for them. We want all children to feel safe and know what to do if they ever have concerns about any aspect of their physical or emotional safety.

- 3.2 In promoting the health and well being of pupils we aim to help children to become confident, responsible, trustworthy and resilient. In our school, we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. We will promote the emotional intelligence of our pupils so that they are aware of their own emotions and the effect their actions has on others.
- 3.3 This policy sets out the roles and responsibilities of all adults who work or support our school and in so doing provides guidance on how we will make sure our school is a safe and caring place for all our pupils.
- 3.4 We will ensure that this school works effectively with a wide range of agencies involved in the promotion of the health, wellbeing and safety of children.
- 3.5 This policy will outline the procedures we expect to happen if an incident of concern is identified with any child in our school. It will also set out how adults record and communicate concerns and how we will monitor incidents if and when they occur.

4 STAFF RESPONSIBILITIES

4.1 *It is the responsibility of the headteacher to ensure all of the following:*

- that the governing body adopts appropriate policies and procedures to safeguard children in the school;
- that these policies are implemented by all staff;
- that sufficient resources and time are allocated for staff to carry out their responsibilities effectively;
- that all staff and adult helpers in the school are able to voice their concern if they feel that a child is vulnerable, or that there are any particular practices that are unsafe.

4.2 *There is a named person designated (**Mrs R Dawson**) as the Designated Safeguarding Person (DSP). This is normally the headteacher, but she may delegate this responsibility in some circumstances. The DSP is guided by two principles:*

- In accordance with the Children Act, the welfare of the child is always paramount.
- Confidentiality should be respected as far as possible.

A key role of the DSP is to be fully conversant with the procedures of the Local Authority Social Service Department, and to ensure that the school takes action to support any child who may be at risk. The DSP must also make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to child protection. The DSP will work closely with Children's Services and any other required bodies when investigating any allegations of abuse. All parties involved will handle such investigations in a sensitive manner, remembering all the time that the interests of the child are of paramount importance.

- 4.3 *All staff have a responsibility to report to the headteacher or DSP any concern they have about the safety of any child in their care.*

5. PREVENTION

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

The 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 education setting whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities for relationships and sexuality education which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate
- take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

6 SAFEGUARDING PROCEDURES

- 6.1 *We will follow the Wales Safeguarding Procedures that have been endorsed by SCBs.*

The school will:

- *ensure it has a DSP for safeguarding who has undertaken the appropriate training.*
- *recognise the role of the DSP and arrange support and training.*

- *ensure every member of staff and every governor knows:*
 - *the name of the DSP and their role, the local authority point of contact and the designated governor for safeguarding*
 - *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 Regional Safeguarding Board*
 - *how to take forward those concerns when 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 EWC 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 the registrant has regard to the safety and well-being of learners in their care and related content
- ensure that parents/carers have an understanding of the responsibility placed on the school/college/education setting and staff for safeguarding and child protection by setting out its obligations in the school brochure

- provide training for all staff so that they:
 - understand their personal responsibility
 - know the agreed local procedures and their duty to respond
 - are aware of the need to be vigilant in identifying cases of abuse and neglect
 - know how to support a child who discloses abuse or neglect
 - understand the role online behaviours may have in each of the above.

- 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
 - 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 cooperate as required with their enquiries regarding child protection matters, including attendance at initial review as well as 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: Revised guidance for governing bodies
- ensure that recruitment and selection procedures are made in accordance with Welsh Government's Keeping learners safe guidance
- designate a governor for safeguarding who will oversee the school's child protection policy and practice.

6. SUPPORTING THOSE AT RISK

- 6.1 We recognise that children/young people who are at risk, suffer abuse or experience violence may be deeply affected by this.
- 6.2 This school/college/education setting 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.

6.3 *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 – gives learners a sense of being valued*
- *the school's behaviour policy, which is aimed at supporting vulnerable pupils in the school/college. All staff will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The school setting will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred*
- *liaison with other agencies who support the learner such as local authority officers – for example the 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.*

6.4 *When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform social services.*

7. CHILDREN WITH ADDITIONAL NEEDS

7.1 We recognise that statistically children with additional learning needs are most at risk of abuse. Staff who work 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.

8 PHYSICAL RESTRAINT

8.1 *Our policy on physical intervention is set out in and is reviewed annually by the governing body, and is consistent with the Welsh Government's guidance Safe and effective intervention – use of reasonable force and searching for weapons.*

8.2 *There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. All staff must receive Team Teach Training before they would intervene with a pupil and the headteacher will require the adult(s) involved in any such incident to report the matter to him or her immediately, and to record it in the Interventions Book.*

9. ANTI-BULLYING

- 9.1 Our policy on anti-bullying is set out in a separate document/the school's behaviour policy and is reviewed annually by the governing body.

10 CONFIDENTIALITY

- 10.1 *We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.*
- 10.2 *We comply with the government requirements set out in DHS Circular LA 83/14, and by the LA, with regard to confidentiality. The files we keep on children are open to those children's parents or carers. Information from third parties will not be disclosed without their prior consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse (see DCSF Circular 16/19). Working notes are not subject to disclosure, but will be summarised and then kept on file. These guidelines of ours are in line with the safeguards on disclosure of information set out in the Education (School Records) Regulations 1989.*

10 ALLEGATIONS AGAINST STAFF

- 10.1 If an allegation is made against a member of the school staff (or a volunteer helper), it will always be investigated by the headteacher or, in the case of the allegation being against the headteacher, by the chair of the governing board. If it is felt, after these initial investigations, that a further enquiry is needed, then the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe. The school will seek advice from the LA on these matters, and comply with national and locally agreed guidance.

11 THE LEADERSHIP AND MANAGEMENT OF SAFEGUARDING

- 11.1 All members of staff have a part to play in ensuring that our pupils are safe and that their wellbeing is supported. The overall responsibility for safeguarding issues is the Headteacher (Mrs R Dawson) although this may be delegated to the Deputy Safeguarding Officer (Mrs R Nicholas and Miss G James) on a day to day basis.
- 11.2 The Safeguarding officer will have responsibility for maintaining accurate records of all incidents and liaising with external agencies. They will also oversee the training programme for all staff and ensure that staff are kept up to date with all relevant safeguarding policy matters.
- 11.3 The Headteacher will retain responsibility for all matters of staff recruitment and related safeguarding issues such as the appropriate CRB checks and reference documentation is obtained when employing staff.
- 11.4 The governing body will oversee the safeguarding policy and will have a nominated governor responsible for working with the Headteacher and/or Designated Safeguarding Person on related matters.

13 MONITORING AND REVIEW

- 13.1 *The governing body will ensure that the school has a senior member of staff designated to take lead responsibility for dealing with safeguarding issues. Governors will regularly monitor and review any incidents detailed in the interventions book, while a named governor participates in the school's training with regard to child protection procedures.*
- 13.2 *This policy is reviewed annually by the governing body.*
- 13.3 The policy will be monitored on an annual basis through the Headteachers' report to governors.