Ysgol Bro Gwaun

Safeguarding Policy 2019-20

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Introduction

Ysgol Bro Gwaun fully recognises the contribution it makes to safeguarding. It is fully committed to adhering to the Wales Safeguarding Procedures (Appendix F) and section 175 of the Education Act, 2002, which requires Local Authorities and Governing Bodies of maintained schools and institutions to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children creating and maintaining a safe learning environment.

There are three main elements to our policy:

- prevention through the teaching and pastoral support offered to pupils
- procedures for identifying and reporting alleged abuse as school staff are well placed to observe signs of abuse,
- support to pupils who may have been abused.

We will also work together with other agencies in order to ensure there is a robust system for:

- preventing unsuitable people from working with children and young people;
- promoting safe practice and challenge poor and unsafe practice;
- risk assessment and ensuring safety of children whilst off site or on educational visits
- contributing to effective partnership working between all those involved in providing services for children and young people
- site security in and around the school including the admittance of visitors to the school

Our policy applies to **all** staff, governors and volunteers working in the school. Our school will annually review the policy and is committed to following any new guidance received from Welsh Government or the Mid and West Wales Regional Safeguarding Board (CYSUR).

Duty to report children at risk

Ysgol Bro Gwaun, as a relevant partner, has duty to report any concerns about a child at risk.
as outlined in section 162(2) and 1624(4) of the Social Services and Wellbeing Act (Wales).

Section 130(4) of the Social Services and Wellbeing Act (Wales) 2014 ..... defines a 'child at risk' as a child who:

- is experiencing or is at risk of abuse, neglect or other kinds of harm; and
- has needs for care and support

Duty to report adults at risk

The school also has a duty to report 'adults at risk' which is outlined in section 126(1) of the Social Services and Wellbeing Act (Wales) 2014. An 'adult at risk' is defined as an adult who:

- is experiencing or is at risk of abuse and neglect
- has needs for care and support
- as a result of those needs is unable to protect himself or herself against the abuse or the risk of it.

The Adult Safeguarding Team within Pembrokeshire County Council can be contacted for advice and guidance on 01437 776056.

Confidentiality

Sometimes a child or young person may only feel confident to confide in a member of staff that they have been harmed if they feel that the information will not be shared with anyone else. However, staff have a professional responsibility to share relevant information about any alleged abuse or neglect of children with the designated statutory agencies.

It is important that every member of staff is sensitive and explains to the child or young person the need to inform the relevant people, but that they will only tell those who need to know and it will not be shared generally. Be aware that it may well have taken significant courage on their part to share their abuse or neglect and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment and disloyalty if the abuser is someone close.

It is the responsibility of the school to ensure that only those with a professional involvement, e.g. the Designated Senior Person (DSP) and the Headteacher, have access to any safeguarding records. At all other times they should be kept securely locked and separate from the child or young person's main file.

The Designated Senior Person for child protection in this school is: Miss Alana Finn. The Deputy Designated Officer is: Miss Rhian Lewis.

Prevention

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

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are heard
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- include activities and opportunities for Personal Social Education (PSE) in the curriculum, which equips children and young people with the skills they need to stay safe from abuse and to know to whom to turn for help
- ensure children are aware of their rights of children to be safe through the promotion of the UNCRC.
- include material in the curriculum which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Safeguarding Procedures

We adhere to the Wales Safeguarding Procedures 2019 that have been endorsed by Welsh Government and the Mid and West Wales Regional Safeguarding Children Board (CYSUR). We also acknowledge the 'Social Services and Well-being (Wales) Act (2014). The school:

- has a Designated Senior Person (DSP) for safeguarding who has undertaken relevant training. This person/people is/are Miss Alana Finn, Miss Rhian Lewis and Mr Paul Edwards.
- recognises the role of the DSP who has undertaken appropriate safeguarding training as outlined in the Welsh Government document 'Keeping Learners Safe'. (See Appendix B)
- should ensure the DSP has completed the five '*Keeping Learners Safe*' modules which can be found on the HWB website
- ensures every member of staff and governor:
    - knows the name and role of the DSP and designated governor for safeguarding
    - knows that they have an individual responsibility for referring safeguarding concerns following the local process and protocols
    - knows how to refer concerns where the DSP is unavailable
- is aware of how to respond to an allegation from a pupil (see Appendix A) ensures that all staff are aware of and alert to signs of abuse and know how to respond to a pupil who makes an allegation ensures that parents have an understanding of the school's safeguarding responsibility and this is outlined in the school brochure/prospectus
- ensures all staff undertake any agreed local authority safeguarding training relevant to their role
- provides a regular safeguarding briefing for all staff about:
    - their personal responsibility for safeguarding
    - local safeguarding referral procedures
    - identifying abuse and neglect
    - how to support a child who alleges abuse
- any new safeguarding information or procedures
  notify local Social Care if:

- a pupil subject to a child protection plan is excluded either for a fixed term or permanently
- there is an absence of more than two days duration from school (or one day following a weekend) if the pupil is subject to a child protection plan
- if there is an unexplained absence of a pupil with a child in need care and support plan

- co-operates with relevant agencies regarding safeguarding enquiries as required including reporting and attendance at strategy meetings, initial/review child protection conferences and core group meetings.
- keeps written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
  ensures all records are kept securely locked or password protected adheres to the procedures set out in the Welsh Government's *Disciplinary and Dismissal Procedures for School Staff* .
- ensures that recruitment and selection procedures are made in accordance with
- any local authority protocol and Welsh Government guidance 'Keeping Learners Safe'.
  designates a governor for safeguarding who oversees the school safeguarding policy and practice. (See pages Appendix C – Responsibilities of Governing Bodies/Proprietors)

Making a Safeguarding referral

If a member of staff has concerns about the welfare of a child or young person, the DSP or Head will be informed immediately. They will take advice from the Child Care Assessment Team (CCAT) on 01437 776444 and take responsibility for making any subsequent report (referral) to CCAT. If the DSP or Head is unavailable **THIS MUST NOT DELAY ACTION**. The member of staff who has concerns should seek advice from the CCAT directly and notify the DSP or Head of the advice or report (referral) as soon as possible.

Where there are differences of opinion, the member of staff should seek advice directly from the Child Care Assessment Team. If the child or young person is about to leave the premises, the DSP or the Head should be informed immediately. The DSP or the Head, in consultation with the CCAT, will decide on the next steps.

If the advice from CCAT is to make a written report (referral) to the Child Care Assessment Team (CCAT), this must be completed on a Multi Agency Referral Form (MARF) within 24 hours.

Although the age and verbal skills of a child or young person will always be considered, the Police and/or the Child Care Assessment Team may wish to interview a child or young person on the school premises and the DSP or Head can allow this request.

If an injury has occurred and whether or not there is reason to believe that it has been caused by abuse, the following action should be taken:

a) If the injury is serious and warrants urgent medical attention, an ambulance should be called and the child or young person taken to the Accident and Emergency Department.

b) If there is an allegation or reasonable cause to believe that the injury or abuse is caused by the parent or carer, the Child Care Assessment Team (CCAT) must be informed IMMEDIATELY as they may wish to make arrangements for the child to be examined by a Paediatrician on arrival at hospital

c) Discuss with CCAT or the Police as who will make the decision as to when the parents/carers will be notified.

The DSP or Head must be immediately informed of the above course of action.
Failure by staff to report suspected abuse to a child could result in disciplinary action being taken against them.

Whistleblowing

Our school will ensure that all staff need are familiar with the local authority arrangements for whistleblowing and ensure they are aware that 3.3 of the local authority Whistleblowing policy states that where any concern relates to a safeguarding matter they must consult the Child Care Assessment Team who will in turn inform the Local Authority Designated Officer (LADO) for managing professional allegations for the Authority if required.

Safeguarding children in specific circumstances:

The definitions of abuse and neglect are found in the Wales Safeguarding Procedures 2019 and The Social Services and Wellbeing (Wales) Act 2014 ' *Working Together to Safeguard People Volume 5 – Handling Individual Cases to Protect Children at Risk'* document but can also be found for easy reference in Appendix C, Definitions and Indicators of Child Abuse.

Our school acknowledges that some children or young people can be more vulnerable to abuse and neglect and we have specific safeguarding duties and responsibilities in relation to these and adhere to the following All Wales Practice Guides in relation to these.

- Safeguarding Children from Criminal Exploitation (CCE)
- Safeguarding Children from Abuse related to cultural and religious beliefs
- Safeguarding Children who may be trafficked
- Safeguarding Children affected by domestic abuse
- Safeguarding Children from neglect
- Safeguarding Children from online abuse

- Safeguarding Children where there are concerns about Harmful Sexual Behaviour
- Safeguarding Children who are home educated
- Safeguarding Children who go missing from home or care
- Safeguarding Children from Child Sexual Exploitation

We also have specific safeguarding duties in relation to (but not exclusively):

- Children at risk of radicalisation
- Challenging bullying - Equality, Rights and Respect
- Children with disabilities
- Looked after children
- Children living with parental substance misuse or mental ill health
- Children and young people in the youth justice system
- Children at risk of forced marriage/Female Genital Mutilation (FGM)
- Young people who misuse substances
- Children Missing Education
- Pupils with Medical conditions

The wider ranges of specific safeguarding circumstances are outlined in more details in Chapter 5 of the Welsh Government '*Keeping Learners Safe*' guidance. It is imperative that staff are fully aware of wider safeguarding circumstances. The school also has its own policies in relation to some of these.

The school has a Health and Safety policy which is reviewed regularly by the school Governing Body who oversee the policy and school health and safety arrangements in liaison with the Headteacher.

Managing Allegations/Concerns about Practitioners and Those in Positions of Trust

In the event of an allegation being made against a member of staff by a child or young person the school will follow the local authority PSCB guidance '*The Management of Allegations against Adults who work with Children 2013*'. The person in receipt of that allegation must immediately pass details of the concern to the Head, or in their absence a member of staff, with senior leadership responsibilities. The Head will then contact the Child Care Assessment Team to discuss the next steps in line with local arrangements. The Head can also seek advice from the Local Authority Designated Officer (LADO) for managing professional allegations on 01437 776222.

If a safeguarding allegation is made against the Headteacher the member of staff in receipt of that allegation must contact the Chair of Governors who will then contact Child Care Assessment Team or the Local Authority Designated Officer (LADO). Advice can always be sought from either CCAT or the LADO.

Abuse of position of trust

Welsh Government Guidance indicates that all education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child or young person is in full-time education and the person works in the same establishment, even if he/she does not teach the child or young person. (See Appendix E – Abuse of Trust)

Supporting children and young people

Abuse and neglect is devastating for a child or young person and can also result in distress and anxiety for staff who are involved. We recognise that children who suffer abuse and neglect or witness violence may be deeply affected. School may be the only stable, secure and predictable element in the lives of children and young people who suffer abuse and neglect. However, their behaviour may be challenging at school or they may become withdrawn. The school will endeavour to support the pupil by taking all allegations seriously and:

- ensuring the DSP keeps all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child or young person, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- keeping and store records securely and notify Social Care as soon as there is a recurrence of a concern
- offering details of helplines, counselling or other avenues of external support
- cooperating fully with relevant statutory agencies

The content of the school curriculum encourages self-esteem, self-motivation and children's rights and will promote a positive, supportive and secure environment and give children and young people a sense of being valued.

The school will employ positive behaviour strategies aimed at supporting vulnerable children and young people as we recognise that some children may adopt abusive behaviours which should be referred for appropriate internal support and intervention.

The school will endeavour to ensure that the children and young people know that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred. The school will:

- agree on a consistent approach which focuses on the behaviour of the child or young person but does not damage their sense of self-worth

- liaise with other agencies such as Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, Education Welfare Service and advocacy services if required

When a child or young person is subject to a child protection plan transfers to another school, the DSP will make immediate contact with relevant officer in the new school to arrange transfer of any relevant safeguarding information or child protection plan (after agreement from the Child Protection Conference Chair).

Use of physical intervention

Our policy on physical intervention is set out in our local authority policy '*Positive Handling and Use of Time Out Areas for Schools/Educational Settings- June 2019*' and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on '*Safe and effective intervention – use of reasonable force and searching for weapons 097/2013*'

Complaints

The school has a Complaints Procedure, which is based on the model included in the *Complaints Procedures for School Governing Bodies in Wales 2012*, and has complaints information for children so that children, staff and the public are able to submit their complaints, in respect of the school, including Safeguarding complaints and concerns that Safeguarding action has not been taken

Responding to an allegation made by a child or young person

Receive

Listen carefully to what is being said, without displaying shock or disbelief. Accept what is said and even though the child or young person making the allegation may be known to you as someone who does not always tell the truth, this should not influence your judgement or invalidate their allegation. Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass on that information.

Reassure

Provide re-assurance, be honest and do not make promises you cannot keep, e.g. "I'll stay with you", or, "Everything will be all right now".
Alleviate guilt, if the pupil refers to it, e.g. "You're not to blame. This is not your fault".
Do not promise confidentiality as you will be under a duty to pass the information on and the child needs to know this.

React

You can ask questions but information gathering should not be more than necessary to clarify the allegation, and should normally only involve speaking to the child/ren directly involved. It is preferable if the child/ren can give a free narrative account without interruption to ask questions. You can encourage the child/ren to tell you what happened in their own words by the use of non-specific prompts and open ended questions such as "explain to me what happened", "describe to me what happened", "is there anything else you want to tell me?"
The most common open-ended questions are: What happened? When did it happen? Where did it happen? Who was there? Never ask Why as this can infer blame.
Do not gather "witness" statements unless requested by CCAT and don't ask the pupil to repeat their allegation to someone else as they may feel that they are not being believed and their recollection of what happened may change. Do not criticize the perpetrator as the pupil may still have a positive emotional attachment to this person.

Record

Keep an accurate record of what the child has said in their own words and of any questions you have asked. Note the date/year and time on your written record and who took the record and keep your notes. Do not be offended by any offensive language or words used to describe the abuse. If you have seen any visible bruising, it is helpful to note the position of it but do not ask the child to remove any clothing for this purpose. Record statements and observable aspects rather than your interpretations or assumptions.

Final Steps

Advice should then be sought from the DSP, Head who can refer to appropriate agencies or seek advice from the Child Care Assessment Team.

Responsibilities of the Designated Senior Person (DSP) for Safeguarding

1.0 Each school should identify a Designated Senior Person (DSP) with lead responsibility for managing safeguarding. The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant agencies. The role involves providing advice and support to other staff, making reports (referrals) to and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the head teacher informed of all safeguarding issues.

1.1 The DSP need not be a teacher, but must be a member of the senior leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to safeguarding, and where appropriate directing other staff.

1.2 In many schools a single DSP will be sufficient, but a deputy should be available to act in their absence. In establishments which are organised on different sites or with separate management structures, there should be a DSP for each part or site. In large organisations, or those with a large number of safeguarding concerns, it may be necessary to have a number of deputies or a safeguarding team to deal with the responsibilities.

1.3 The DSP does not have to be an expert in the area of safeguarding but will take responsibility for the establishment's safeguarding practice, policy, procedures and professional development working with other agencies as necessary. 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 required levels of training and support to undertake the role
- is given a detailed handover and induction by the previous DSP when taking over the role
- as time to attend and provide reports and advice to child protection conferences and other interagency meetings as required.

Referrals

1.4 The DSP should act as a point of contact and a source of support, advice and expertise within the establishment when deciding whether to make a report (referral) by liaising with relevant agencies.

1.5 The DSP is responsible for making reports (referrals) about allegations of abuse to the relevant investigating agencies. Where these relate to cases of alleged abuse or allegations against staff, the process is set out in the Welsh Government guidance '*Safeguarding children in education: handling allegations of professional abuse against teachers and other staff 2014'* and the local authority '*The Management of Allegations against Adults who work with Children 2013'*.

Record keeping

1.6 It is the responsibility of the DSP to keep detailed, accurate and secure written/electronic records of children and young people where there are safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, reports (referrals), meetings, phone calls and emails.

1.7 Where children or young people leave the establishment, the DSP should ensure their safeguarding file is copied to the new establishment as soon as possible but transferred separately from the main pupil file. Further guidance can be found in the PCC *'Guidance on the retention and transfer of safeguarding records within and between education establishments'.*

Raising awareness

1.8 The DSP is responsible for ensuring that parents or carers are aware of the school safeguarding policy. This avoids potential for conflict by alerting them to the role of the establishment and the duty to report concerns. Many schools include information about this at induction meetings for new parents, in their prospectus and on their website.

1.9 It is good practice for the DSP to provide an annual briefing and regular updates at staff meetings on any new safeguarding information or changes in local procedures. This ensures that all staff are updated and regularly reminded of their responsibilities, and the school's policies and procedures. It is helpful to discuss safeguarding regularly at staff meetings so that awareness remains high.

1.10 The DSP should liaise with the Designated Governor for safeguarding, so that the safeguarding issues are reported at the governing body meetings. Reports to the governing body should not be about specific children and young people, but should review the safeguarding policies and procedures. It is good practice for the nominated governor and the DSP to present the report together.

1.11 The DSP and safeguarding governor should ensure the establishment's safeguarding policy is reviewed annually.

Policy review

1.12 As well as the school safeguarding policy, there are other policies which have relevance to safeguarding and the DSP may be involved in monitoring the effectiveness of these other policies to ensure the school safeguards its pupils. Other relevant policies can include:

- safer working practice
- attendance and behaviour
- positive handling/physical intervention
- staff code of conduct
- challenging bullying
- intimate care
- recruitment and selection

- online Safety
- confidentiality
- radicalisation
- strategic equality plan

Other safeguarding policies can be found on the local authority safeguarding area on HWB (Cymyl Addysg).

1.13 Further support and guidance for the DSP may be obtained from the local authority. The NSPCC also provides helpful resources and guidance.

Safeguarding and multi-agency training

1.14 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, part-time or supply staff who may work with different educational establishments
- have induction and undertake the safeguarding Tier 1 'Safeguarding People' eLearning training
- are able to recognise the signs and indicators of abuse and neglect
- know how to respond effectively when they have concerns
- know how to respond to an allegation appropriately
- know that they have a responsibility to report any concerns immediately

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

1.16 In addition to the requirement for the Chair of Governors and the Designated Governor to undertake safeguarding training, all governors should be given access to safeguarding training to ensure a basic and consistent level of awareness. Governing bodies are responsible for ensuring the school's policies and procedures for safeguarding meet statutory requirements and all governors should know what to do if they have concerns about a child.

1.17 Teachers should receive training in safeguarding as part of Qualified Teaching training but this will need to be reinforced by training on local procedures when they are first appointed. The QTS Standards are a set of outcome statements that trainee teachers have to meet which are linked to other publications and statutory requirements as appropriate.

1.18 Teacher trainees are also required to demonstrate professionalism to ensure that relationships with learners are built on mutual trust and respect, and to recognise that this will help maximise their learning potential. They are expected to evidence this standard by being able to demonstrate knowledge and awareness of the rights and entitlements of all learners, as laid out in the United Nations Convention on the Rights of the Child (UNCRC) and key Welsh Government policies.

1.19 Other staff and governors should receive training when they are first appointed. All staff who do not have designated responsibility for safeguarding, including

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

1.20 Individual schools are responsible for ensuring that staff have the competence and confidence to carry out their responsibilities for safeguarding and promoting children's wellbeing. The local authority will be able to provide advice on the minimum levels of training required by staff.

1.21 The purpose of multi-agency training is to achieve better outcomes for children and young people including:

- a shared understanding of the tasks, processes, principles, and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare
- more effective and integrated services at both the strategic and individual level
- improved communications between professionals including a common understanding of key terms, definitions, and thresholds
- effective working relationships, including an ability to work in multidisciplinary groups or teams
- sound decision-making based on information sharing, thorough assessment, critical analysis, and professional judgement.

1.22 The DSP should receive training in inter-agency procedures that enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their responsibilities. They should also undertake regular training to keep their knowledge and skills updated. A safeguarding training menu can be accessed through the CPD section of the Learning and Development training department.

1.23 Other staff should receive training when they are first appointed and undertake regular updated training to keep their knowledge and skills up to date.

1.24 The revised *Becoming a Qualified Teacher: Handbook of Guidance* was published by the Welsh Government in January 2014. This reflected recent changes to the initial teacher training (ITT) entry requirements in Section 2 of the document – Requirements for the Provision of ITT Courses. This section provides information for ITT providers on the latest guidance on safeguarding children in education.

Responsibilities of governing bodies/proprietors

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

1.1 Governing bodies of maintained schools and proprietors of independent schools should ensure that their respective organisations:

- have effective safeguarding policies and procedures in place that are:
  - in accordance with local authority guidance and locally agreed interagency procedures
  - inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.)
  - reviewed at least annually
  - made available to parents or carers on request
  - provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs

- operate safe recruitment procedures that take account of the need to safeguard children and young people, 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 appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for safeguarding effectively, which is kept up-to date by regular training

- give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children and young people on the organisation's arrangements for safeguarding and their responsibilities

- ensure that the governing body remedies any deficiencies or weaknesses in regard to safeguarding arrangements that are raised without delay

- ensure that the DSP, the designated governor and the chair of governors undertakes training in inter-agency working that is in line with local authority arrangements and refreshes their knowledge and skills regularly , in addition to safeguarding training

Designated governor

1.2 Identify a Designated Governor for Safeguarding to:

- take responsibility for safeguarding matters
- ensure the governing body reviews the school's policies and procedures annually which includes consideration of how it's responsibilities have been discharged
- maintain contact with the statutory authorities in relation to the disciplinary process as set out in Welsh Government guidance *Disciplinary and Dismissal Procedures for School Staff (002/2013),* and

1.3 While governing bodies have a role in exercising their disciplinary functions in respect of safeguarding 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* (Welsh Government circular 009/2014).

1.4 All members of the governing body should undertake relevant safeguarding training to ensure they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities. Members of the governing body should complete the five '*Keeping Learners Safe'* modules which can be found on the HWB website. It is also recommended that governors undertake the Tier 1 'Safeguarding People' eLearning module through CPD. Other useful information on the role of governors in safeguarding can also be found on the Governors Wales website.

Definitions and indicators of abuse

A 'child at risk' is a child who:

- is experiencing or is at risk of abuse, neglect or other kinds of harm; and
- who has needs for care and support (whether or not the authority is meeting any of those needs).

A child is abused and neglected when someone inflicts injury, or fails to act to prevent harm. Children may be abused in a family, or in an institutional or community setting, by those known to them, or more rarely, by a stranger. A child is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently does not change their status or their entitlement to services or protection under the Children Act, 1989.

Everybody should:

- be alert to potential indicators of abuse or neglect;
- be alert to the risks that abusers may pose to children;
- share their concerns so that information can be gathered to assist in the assessment of the child's needs and circumstances;
- work with agencies to contribute to actions that are needed to safeguard and promote the child's wellbeing
- support the child and their family.

Categories of Abuse are Physical, Sexual, Emotional/Psychological, Financial and Neglect as outlined in the Social Services and Wellbeing Act (2014), Working Together to Safeguard People Volume 5 – Handling Individual Cases to Protect Children at Risk.

The following is a non- exhaustive list of examples for each of the categories of abuse and neglect (more detailed definitions can be found in the Wales Safeguarding Procedures section 2- Recognising a child is at risk of harm – Pointers for Practice Signs and Indicators):

Physical abuse – hitting, slapping, over or misuse of medication, undue restraint or inappropriate sanctions.
Emotional/Psychological – threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others.
Sexual Abuse – forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: physical contact, including penetrative or non-penetrative activities; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.
Financial Abuse – this category will be less prevalent for a child but indicators could be:

- Not meeting their needs for care and support which are provided through direct payments
- Complaints that personal property is missing

Neglect – failure to meet basic physical, emotional or psychological needs which is likely to result in impairment of health and development.

Abuse of Trust

Welsh Government Guidance indicates that all staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

All relationships between staff and pupils are founded on trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of trust or influence over the other, by virtue of their work or the nature of their activity. The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power it gives them over those they care for and the responsibility they must exercise as a consequence. While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal in a relationship of trust, and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.

The Sexual Offences (Amendment) Act, 2000, set out a series of occupations to which the Abuse of Position of Trust laws apply. This includes anyone working in an educational institution. The primary purpose of the Abuse of Trust provisions is to provide protection for young people aged 16 and 17, who are considered particularly vulnerable to exploitation by those who hold a position of trust or authority in their lives.

Subject to a number of limited definitions, it is a criminal offence for a person, in a position of trust, to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis of their relationship is consensual. A relationship exists where a member of staff or volunteer is in a position of power or influence over young people aged 16 or 17 by virtue of the work or nature of the activity being undertaken.

The principles apply irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. They apply equally to all, without regard to gender, race, religion, sexual orientation or disability. This is an area where it is very important to avoid any sexual or other stereotyping. In addition, it is important to recognise that women as well as men may abuse a position of trust.

All staff should ensure that their relationships with young people are appropriate to their age and gender, and take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

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Policy Review

This policy will be reviewed and ratified annually at a full governing body meeting at least once a year and recorded in the minutes. The DSP or Head may wish to provide the Governing Body with information on the following:-

- changes to safeguarding procedures;
- training undertaken by all staff and governors in the preceding 12 months;
- the number of incidents of a safeguarding nature in the school within the preceding 12 months (without details or names);
- where and how safeguarding appears in the curriculum;
- lessons learned from child practice reviews or local practice.

	Name	Signature	Date
Chair of Governors	Mr Martin Batty		Dec 2019
Head Teacher	Mr Paul Edwards		Dec 2019

Review Date	December 2020