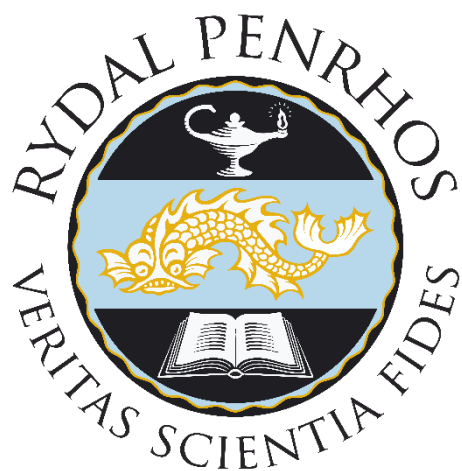




# SAFEGUARDING AND CHILD PROTECTION POLICY, INCLUDING THE PREVENT DUTY

## Document Control

|                              |                  |
|------------------------------|------------------|
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DO ALL THE GOOD YOU CAN, BY ALL THE MEANS YOU CAN,  
IN ALL THE PLACES YOU CAN, IN ALL THE WAYS YOU CAN,  
AT ALL THE TIMES YOU CAN, TO ALL THE PEOPLE YOU CAN,  
AS LONG AS EVER YOU CAN.

## Safeguarding and Child Protection Policy, including the Prevent Duty

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## ABBREVIATIONS & TERMS USED IN THIS POLICY

|       |                                                                                      |          |                                                                                                      |
|-------|--------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------|
| WaSP  | Wales Safeguarding Procedures (for children and adults at risk of abuse and neglect) | LADO/DOS | Local Area Designated Officer (also referred to in Conwy as the Designated Officer for Safeguarding) |
| CPOMS | Child Protection Online Monitoring System                                            | LSCB     | Local Safeguarding Children Board                                                                    |
| CPP   | Child Protection Procedures                                                          | NSPCC    | National Society for the Prevention of Cruelty to Children                                           |
| CPU   | Child Protection Unit                                                                | SSD      | Social Services Department                                                                           |
| DSP   | Designated Safeguarding Person (School)                                              | WRAP     | Workshop Raising Awareness of Prevent                                                                |
| FGM   | Female Genital Mutilation                                                            | AWCPP    | All Wales Child Protection Procedures                                                                |

## DEFINITIONS

The terms 'safeguarding' and 'child protection' mean different things to different people. Children in Wales (Plant yng Nghymru) has defined the terms as follows:

### Safeguarding:

'Safeguarding is broader than child protection. It encompasses:

- promoting the welfare of the child,
- protecting them from abuse, harm and neglect,
- preventing their health and development from being impaired; and
- ensuring that they receive safe and effective care.

By keeping children safe we are enabling them to have optimum life chances and improved well-being outcomes.'

### Child Protection:

'Child protection is a key part of safeguarding and promoting welfare. It is the activity which is undertaken to protect children and young people who are suffering or at risk of suffering significant harm as a result of abuse, harm or neglect.' (*Children in Wales, 2020*)

There are three main elements specifically regarding the safeguarding of children:

- 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 outwards signs of abuse;
- providing support to pupils who may have been abused.

There are other related policies and procedures that should be read alongside this document so as to help keep our pupils safe in a variety of circumstances (see list of related policies).

### Staff:

For the purpose of clarity, any reference to 'staff' within this document includes all adults who work for or with the School in any capacity.

## INTRODUCTION

### Circulation:

This policy applies to all pupils in our School (including our Pre-School). It is addressed to all Governors, teaching and support staff, volunteers working in the School and further or higher education students on placement, and will be given to parents and pupils on request. It is also available on the School's website. A summary of the procedures is also included on visitors' lanyards and leaflets.

As well as applying to the list of people set out above, this policy imposes personal obligations upon them. The Wales Safeguarding Procedures, outlines two key principles that:

- safeguarding and protecting is everybody's responsibility; and
- a child-centred approach should be taken.

### SAFEGUARDING EMBEDDED – A POSITIVE ETHOS

All children have the right to be safe in society; we have a duty to ensure that arrangements are in place for safeguarding and promoting the welfare of all children by creating a positive school atmosphere through:

- our teaching and learning, pastoral support and care for both pupils and School staff;
- establishing strong, positive relationships with parents which allow us to work in partnership to provide the best possible support for each pupil in our care;
- ensuring that all adults who work within the School are aware of, and committed to, their responsibilities regarding safeguarding and child protection;
- providing a safe and caring environment in which pupils can thrive and develop into confident, healthy, well-balanced and resilient individuals.

We are committed to maintaining an ethos where children and parents feel secure in being able to talk confidently to School staff about any concerns they may have, knowing that they will be taken seriously and treated with sensitivity.

Every pupil should feel safe and protected from any form of abuse. The safety and protection of pupils is the responsibility of all School staff and volunteers. We acknowledge that children can be abused physically, emotionally, sexually or by neglect. *Keeping Learners Safe* (Statutory Guidance for Wales) outlines safeguarding responsibilities in specific circumstances, including Radicalisation under the Prevent Duty (Appendix ii). It is our duty to report any concerns that we have of child abuse, as the health, safety and protection of all children is paramount.

Safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability / abuse in today's society. *The Prevent Duty Guidance for England and Wales* emphasises that the duty to have due regard for the need to prevent children from being drawn into terrorism is an aspect of safeguarding.

FGM is child abuse and is an illegal act, affecting girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although we consider girls in our School to be safe from FGM, we will continue to review our policy and to assess the risks annually (see Appendix 2).

On a practical day-to-day basis, safeguarding encompasses (but not exclusively) issues such as: health and safety, medical and health care, first aid, School security, off-site visits, staff recruitment, visitors to the School, e-safety, anti-bullying, peer-on-peer abuse, drugs and substance misuse and physical contact with pupils etc. (see related Safeguarding Policies list – page 23).

Staff are referred to the guidance document for 'Safeguarding responsibilities in specific situations', chapter 4, which lists the circumstances of which to be mindful.

The School's curriculum deals with safeguarding through activities and opportunities in Personal, Social and Health Education (PSHE) / Citizenship, as well as RSE (Relationships and Sexuality Education), and other subjects such as Religious Studies (RS), English, Drama and Information and Communication Technology (ICT) that will equip the pupils with the necessary skills and awareness to stay safe from abuse and to know to whom to turn for help. The School

seeks to 'educate against hate', and all members of staff have a duty 'actively to promote' the 'Fundamental British Values' of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.

## **AIMS**

The aims of this policy are:

- to have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children, and protecting them from abuse (including the Prevent Duty);
- to ensure that all School staff are aware of their duty, and what action to take when dealing with any child protection issue;
- to outline our commitment at Rydal Penrhos to take all reasonable measures to safeguard and promote the welfare of each pupil in our care.

We aim to do this by implementing procedures and systems:

- to raise awareness of this policy so as to ensure that all staff are aware of their responsibilities;
- to protect each pupil from any form of abuse, including peer-on-peer abuse;
- to train all staff to be alert to signs of abuse and to those pupils who may be vulnerable;
- to deal appropriately with every disclosure or suspicion of abuse;
- to support children who have been victims of abuse and / or exploitation;
- to work with others to provide the best level of care for those in need of additional support;
- to ensure that, where abuse is suspected by another child, child protection procedures are applied to both children;
- to address any other safeguarding issues which may be specific to an individual pupil or our local area, assessing the risk of radicalisation, FGM and also Breast Ironing;
- to operate robust and sensible Health & Safety measures;
- to take all practicable steps to ensure that School premises are as secure as circumstances permit;
- to operate clear and supportive policies on drugs, alcohol and substance misuse;
- to operate clear policies and robust measures relating to e-safety;
- to deliver a curriculum which promotes safety and wellbeing;
- to prevent unsuitable staff and volunteers from working with children and young people (including informing the appropriate bodies if it is discovered that any person connected to the School is considered to be unsuitable to work with children);
- to ensure that staff are aware of the expected code of professional conduct;
- to deal appropriately with any allegation of abuse by a member of staff, whether they took place on the School premises or elsewhere;
- to enable staff who have concerns about the conduct of any adult working in school to share this information;
- to ensure that teachers and others who are innocent are not prejudiced by false allegations.

Every complaint or suspicion of abuse from within or outside the School will be acted upon and will be referred to an external agency such as SSD, the CPU or the NSPCC, in accordance with the procedures published by Conwy and Denbighshire LSCB. Where there are concerns relating to radicalisation, this must be referred to the area Prevent Coordinator of the North Wales Police for advice.

## COMPLIANCE

Rydal Penrhos School has a statutory duty under section 175/157 of the Education Act 2002 to safeguard and promote the welfare of children. Under this duty, the School follows the guidance set out in:

- *Keeping Learners Safe 283/2022* (the role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002);
- Safeguarding Children: Working Together Under the Children Act 2004;
- The Independent Schools Standards (Wales) Regulations 2024, as amended from time to time.

The procedures within this document take into account the *Wales Safeguarding Procedures 2022*, and give due regard to the statutory documents linked to all aspects of safeguarding within Wales and England. The Wales Safeguarding Procedures provides 'pointers for practice', throughout, along with hyperlinks to relevant legislation and guidance.

### **Guidance Wales (current links are given at the end of this document)**

- Welsh Office circular 283/2022 Keeping Learners Safe (which supplements the guidance in Safeguarding Children: Working Together Under the Children Act 2004);
- the Independent Schools Standards Regulations (Wales, 2024), Standard 3;
- Welsh Government Circular No: 009/2014 Safeguarding Children in Education – Handling allegations of Abuse against teachers and other staff;
- the Counter-Terrorism and Security Act (2015 – Section 26, The Prevent Duty);
- the Social Services & Wellbeing Act, Wales (2014): Working together to Safeguard People
- Disqualification under the Childcare Act (2006 - Guidance published 2015);
- the Serious Crime Act (2015);
- the Female Genital Mutilation Act (2003, amended by SCA 2015);
- other requirements followed by the Welsh Government in its commitment to safeguard children and young people are those of:
  - the Education Act (2002) s175/175;
  - the Children Act (1989, as amended 2004, section 52);
  - the United Nations Convention on the Rights of the Child (UNCRC) 1989, articles 12, 19, 28 and 29;
  - the Equality Act (2010);
  - the Rights of Children & Young Persons Measure, Wales (2011).

### **Additional reference material – England**

- Keeping Children Safe in Education - DfE Statutory Guidance, (England - revised September 2025), especially Part 1 and Annex B;
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education (Safer Recruitment Consortium September 2022);
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers, May 2024, HM Government.

## RESPONSIBILITIES

### **The Governing Body:**

The School's Governing Body will ensure that:

- the School has in place a child protection policy and other related procedures that are:
  - in accordance with local authority guidance and locally agreed inter-agency procedures;
  - inclusive of services that extend beyond the school day;
  - reviewed at least annually;
  - made available to parents or carers on request;
  - available in a format appropriate to the understanding of children.
- the School operates safe recruitment procedures that take account of the need to safeguard children and young people, including appropriate reference checks on new staff and volunteers who will work with children, including the relevant DBS checks;
- the School has in place procedures to deal with allegations of abuse against members of staff and volunteers, and that member(s) of the Governing Body are nominated for liaising with the Local Authority and other agencies as appropriate, in the event of allegations of abuse being made against the Principal / Head;
- the Principal and all other permanent staff and volunteers who work with children have undertaken appropriate training necessary effectively to carry out their responsibilities with regard to safeguarding and protecting children, and that this is kept up-to-date by means of regular refresher training;
- temporary staff and volunteers providing short-term cover and who will be working with children and young people receive clear guidance regarding the School's arrangements for child protection and their responsibilities;
- it remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention;
- the DSP and the Designated Governor undertake basic and refresher training to keep their knowledge and skills up to date;
- the Principal provides termly updates on safeguarding pupils in the School and a safeguarding report to governors annually;
- a site safeguarding risk assessment is completed annually, in line with Health and Safety procedures;
- these policies and procedures are monitored for compliance.

### **The Designated Governor:**

A Governor has been designated to take responsibility for scrutinising the School's Child Protection Policy and Procedures, including Prevent, alongside Safer Recruitment and other related policies, so as to ensure compliance with national and local regulations, arrangements and guidance.

The Designated Governor will:

- ensure that the Governing Body reviews the School's safeguarding related policies and procedures and how those duties have been discharged annually (by means of reviews and audits);
- meet with the DSP at least once a term to review and to gain an insight into the practice and challenges facing the School on a practical level in relation to safeguarding matters, and to check annual safeguarding audits;
- take responsibility for the oversight of procedures relating to handling allegations against School staff and volunteers;
- undertake safeguarding training at least every three years.

## **The Principal :**

He or she will:

- ensure that there is a DSP who has undertaken the appropriate, enhanced training and support required for the role;
- provide adequate resources for the DSP to undertake his / her role. For the avoidance of doubt, at certain times the Principal may also serve as the Designated Safeguarding Person (DSP). Where this is the case, references in this policy to the 'Principal' and to the 'DSP' should be read as referring to the same individual, unless otherwise stated;
- ensure that there is always a DSP available to deal with any safeguarding / child protection issues (including arrangements for holiday periods);
- work closely with the DSP and Designated Governor for child protection;
- work with all members of the Governing Body to understand and to fulfil its responsibilities;
- monitor the effectiveness of this policy and report annually to the Governing Body on this matter;
- have read and fully understood the Welsh Government Guidance: circular No: 009/2014 – Safeguarding Children in Education – Handling allegations of abuse against teachers & other staff;
- ensure that DBS and / or other required checks are undertaken for everyone working (or volunteering) in the school;
- ensure that the procedures outlined in this document are implemented and followed;
- follow the procedure set out in the Wales Safeguarding Procedures, Section 5 (Safeguarding Allegations/Concerns about Practitioners and Those in Positions of Trust (2019), and Welsh Government guidance circular: 009/2014 - (Handling allegations of abuse against teachers and other staff), when an allegation is made against a member of staff;

The Principal will ensure that all staff (including Governors, supply teachers and volunteers):

- are aware of the School's Safeguarding & Child Protection Policy and procedures, and related policies;
- know the names and contact details of the DSP (and Deputy DSPs);
- know the names of the Designated Governor for Safeguarding & Child Protection;
- know that they have a legal duty and an individual responsibility to refer child protection concerns to the DSP within agreed timescales (or to a Deputy DSP, if the DSP is unavailable);
- know that they have a duty to follow up concerns and to make a referral to Social Services if necessary;
- can access sufficient resources to enable them to discharge their responsibilities;
- feel able to raise concerns about poor or unsafe practice (and will ensure that such concerns are addressed sensitively and effectively in accordance with the School's Whistleblowing Policy);
- are provided with the School's policy and procedures as part of their induction;
- undertake training in child protection procedures as part of their induction, and receive training and updates in safeguarding and child protection regularly (formally, at least every 3 years) and to meet statutory training requirements).

The Principal will 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, website, handbooks and other such documents or leaflets.

### **The Designated Safeguarding Persons:**

The school has a Designated Safeguarding Person (DSP) and at least three Deputy DSPs (minimum one member of the safeguarding team in each section of the school including Pre-school) to be responsible for matters relating to child protection and welfare.

The Designated Safeguarding Person will:

- be trained in child protection policy and procedures, and renew the enhanced training required for this role at least every two years, and will undertake other activities to update their knowledge / understanding at least annually;
- undergo Prevent / WRAP or other appropriate training as required and will keep up to date with all new guidance on safeguarding children;
- be available on the School site, or ensure that appropriate arrangements are in place in their absence, to ensure safeguarding / child protection issues are dealt with by a trained and named Deputy DSP;
- work with others to help keep all School staff up to date with any changes to procedures;
- assist with the organisation of appropriate training for School staff and governors (including Prevent awareness);
- work with others to help maintain an ongoing training programme for all School employees, including induction (to include Prevent);
- annually review the policy with the Principal, DSP and Designated Governor;
- ensure the implementation of this policy and that everyone connected with the School is aware of this policy;
- familiarise School staff with the policy and procedures;
- ensure that pupils are made aware of:
  - basic safeguarding procedures in School, such as visitors signing in and wearing visitor badges;
  - how to keep themselves safe in various situations (including online / Internet safety and responding to bullying);
  - opportunities in forums such as the School Council to review the Anti-Bullying Policy and the School Rules, and to raise safeguarding concerns;
- coordinate the child protection procedures within their department in the School;
- be a point of contact for pupils, teaching and support staff, parents, and external agencies in all matters of child protection and the Prevent Duty, and act as a source of advice within their department;
- advise and act upon all cases of suspected or actual problems associated with child protection (including radicalisation) which are reported to him / her;
- provide support for any child at risk;
- ensure all incidents are recorded, reported and kept confidential, and monitor the keeping, confidentiality and storage of records relating to child protection in locked locations;
- make and record child protection referrals (including those under the Prevent Duty);
- keep a confidential Child Protection Register of all those pupils known to be at risk;
- transfer the child protection file of any pupil leaving to join another school;
- ensure that the transfer of a child protection file for any pupil joining their department in School is requested upon entry;
- work closely with the Principal and the Designated Governor and keep them informed as to all actions, unless the Principal is the subject of a complaint;
- liaise and seek advice from the Duty Social Services' Team or LADO (equivalent) when the need arises;
- liaise with local Prevent Coordinators, North Wales Police, and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner when required.

In order to establish strong, positive partnerships with parents, the DSP will also:

- ensure that parents have access to this policy;
- respect parents' and children's need for privacy and deal with all concerns with sensitivity and confidentiality (as appropriate);
- respect families from different backgrounds and cultures, as long as it does not put the child at risk;
- when making a referral, share all information with parents unless there is potential for this to place the child at risk. (Advice may be sought from the SSD or Prevent contacts of the North Wales Police before making a referral.)

The Deputy DSPs will undertake appropriate training and will attend refresher training at 2-yearly intervals.

#### **School Staff & Volunteers:**

All staff have a legal duty to record and report any child protection problems, concerns or suspicions to the DSP as soon as it is identified and practically possible, and in any case within 24 hours to Social Services. 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.

School staff and volunteers should:

- understand their role and responsibilities to safeguard and promote the welfare of children;
- be familiar with the School's procedures and protocols for safeguarding and promoting the welfare of children;
- have access to and comply with the *Wales Safeguarding Procedures*;
- understand the principles and practice contained in *Keeping Learners Safe 2022 and the Social Services and Wellbeing Act 2014/2016*;
- know whom to contact to express concerns about a child's welfare;
- know when and how to refer any suspected case of harm or abuse to the DSP;
- know when and how to refer any suspected case of harm or abuse to Social Services or the police;
- undertake appropriate training regularly to a level commensurate with their role, including updates and formal refresher training at a minimum of 3-yearly intervals to identify signs of harm and abuse, including indicators of vulnerability to radicalisation and how to respond to a child;
- know that it is their legal duty to ensure that any knowledge, concerns or suspicions that a child is, has or is likely to be at risk of harm is referred to Social Services or the Police, who have statutory duties and powers to make enquiries and intervene when necessary;
- know that a child, parent, caregiver, relative or member of the public who expresses concerns about a child's welfare to a professional and / or agency employee must never be asked to make a self-referral to Social Services or the Police. The professional and / or agency employee (staff member or school) must make the referral;
- be alert at all times to the indicators of abuse or neglect and the risks which individual abusers or potential abusers may pose to children;
- be aware of the impact and effects of abuse and neglect on children;
- take a child-centred approach when responding to concerns (see WaSP: Children and Young People at Risk of Harm, Section 1, Safeguarding principles and effective practice: Safeguarding principles point 2 & Pointers for Practice: Taking a Child-Centred Approach).
- work co-operatively with the parents, unless this is inconsistent with the need to ensure the child's safety;
- recognise when a parent or carer has problems which may affect their capacity to provide effective or appropriate care, or which may mean they pose a risk of harm to a child;
- share and help to analyse information so that an informed assessment can be made of the child's needs and circumstances;
- contribute, as necessary, at all stages of the Child Protection process;
- contribute to the regular review of the outcomes for the child, against specific shared objectives;
- be committed to full co-operation with all other agencies in the interests of safeguarding children;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk.

**This is not a matter for individual choice.** The suspected abuse of a child must be reported to Social Services or the Police, who are the agencies, together with the NSPCC, with statutory powers to investigate suspected abuse. The School must not undertake its own internal child protection enquiries, but should refer its concerns. If the concern involves a member of staff, procedures must be followed as per the Welsh Government Circular No: 009/2014 Safeguarding Children in Education – Handling allegations of abuse against teachers and other staff and Section 6 of Wales Safeguarding Procedures (Children and Young People at Risk of Harm).

**Pupils:**

Pupils must be made aware of:

- basic safeguarding procedures in School, such as visitors signing in and wearing visitor badges;
- what they should do and to whom they can talk if they have any concerns or worries;
- how to keep themselves safe in various situations (including online / Internet safety and responding to bullying) (*see PSHE Policy and Programme*).

Awareness is raised through the PSHE curriculum, School assemblies, sessions with the School Liaison Police Officer and posters around the School.

The School will ask the views of all pupils by issuing a questionnaire and asking age-appropriate questions such as:

- do they feel safe in School?
- are they aware of basic safeguarding procedures in School/ who to talk to if they are worried or upset at school?
- do they know to whom they should go if they are concerned about their own safety or that of others?
- does the school help them to understand and respect people who are different from them?
- are they aware of e-safety?
- are they aware of how to keep themselves safe?
- do they know how to keep themselves safe outside School?
- do they know how to keep themselves safe when using the Internet?

**Parents:**

Parents are:

- asked to work in partnership with the School in order to establish excellent home-school relationships by sharing all information which will help to promote the welfare of their child;
- made aware that we have a responsibility for the welfare of all our pupils;
- made aware that we have a duty to involve Social Services if we have any concerns about a child;
- made aware they will be informed of our actions (either by the DSP or SSD, depending on the circumstances surrounding the referral).

Through a parental questionnaire, annually the School will ask parents if:

- they have concerns about the safety of their child when in School;
- enough time is given for children to learn how to keep safe;
- they know with whom to talk if they have any concerns;
- their views are listened to and acted upon.

## **EARLY IDENTIFICATION & INTERVENTION**

A proactive approach to identifying and providing early help and support for children is more effective in promoting their welfare and providing for their needs than reacting later. Rydal Penrhos is particularly alert to the potential requirement for early help for vulnerable children, such as those who are disabled or have specific additional needs or those who show signs of engaging in antisocial or criminal behaviour or whose family circumstances present particular challenges (e.g. substance abuse, adult mental health, domestic violence, and/or who is showing early signs of abuse and / or neglect).

Staff must work together (and with other agencies when required) in order to provide children with the best possible help and support systems (see Appendix 1 for types and signs of abuse and neglect).

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure and have any concerns (no matter how insignificant they may feel these could be), they should always speak to the DSP, or in their absence, the Deputy DSP. It may be that their observation is one amongst a set of observations being passed to the DSP which are starting to piece together a bigger 'picture' of concern for an individual.

All staff must read and understand the procedures set out in this policy which reflect the Wales Safeguarding Procedures, in respect to Children & Young people at risk of harm. If it is thought that a crime has been committed and / or a child is at immediate risk, the police should be notified without delay.

An important aspect of keeping children safe in School is the maintenance of a positive culture which supports early identification of abuse and neglect, so that cases of children who may be in need of help or protection are responded to as early as possible. Staff are advised to maintain an attitude of, 'It could happen here'. To this end, we also have clear whistleblowing procedures to which reference is made in staff training, including induction, along with our Staff Code of Conduct.

These processes are in place to ensure that issues about safeguarding and promoting the welfare of children are addressed in our School by all staff who must feel able to raise concerns, and feel supported in their safeguarding roles.

## **GUIDANCE & PROCEDURES FOR REPORTING & RECORDING CONCERNS**

The School will comply with the Wales Safeguarding Procedures (WaSP) 2021 that have been endorsed by the LSCB. These procedures can be found at: <https://www.safeguarding.wales/> and downloaded as an app for mobile devices. [https://play.google.com/store/apps/details?id=com.socialcarewales.safeguarding&hl=en\\_GB](https://play.google.com/store/apps/details?id=com.socialcarewales.safeguarding&hl=en_GB)

**A. A PUPIL MAKES DISCLOSURE** – if a pupil informs a member of staff that they or another young person are being abused:

| DO                                                                                                                                                                                                                                                                                                            | DO NOT                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Do show the pupil that you have heard what he / she is saying and that their allegations are being taken seriously.                                                                                                                                                                                           | Do not interrupt when the pupil is recalling significant events, ask leading questions, or make the pupil repeat their account.                                                                                 |
| Do encourage the pupil to talk and reassure them that they are doing the right thing in telling someone.                                                                                                                                                                                                      | Do not promise to keep what they have been told secret or confidential. <i>(Adults have a responsibility to disclose information to those who need to know: reporting concerns is not a betrayal of trust.)</i> |
| Do explain what actions will be taken / how you are going to help in a way that is appropriate to the age and understanding of the pupil.                                                                                                                                                                     | Do not investigate or make judgments. To do so could create serious problems at later stages of any legal proceedings.                                                                                          |
| Do ask the DSP what action he / she intends to take and record the response. If you are not satisfied with the action taken, challenge the decision or consult with Social Services.                                                                                                                          | Do not allow any shock or distaste to show.<br><br>Do not confront the alleged abuser.                                                                                                                          |
| Do write down as soon as you can (no later than 24 hours) what you have been told in the form of a "Contemporaneous Note", using the exact words if possible (making note of the date, time, place and people who were present at the discussion, including what you did and the response that you received). | Do not worry that you may be mistaken. Concerns will always be taken seriously by Social Services. It is better to have discussed it with somebody with the experience and responsibility to make an assessment |
| Do make sure the relevant emergency service is informed (if the pupil is in danger or needs medical attention).                                                                                                                                                                                               | Do <b>not</b> ask the pupil to remove or adjust clothing if bruises are observed.                                                                                                                               |
| Do review any action taken.                                                                                                                                                                                                                                                                                   | Do not delay emergency action to protect a young person - a failure to act may lead to a more serious outcome.                                                                                                  |
| <b>RESPOND, RECORD, REPORT AND REVIEW</b>                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                 |

Note regarding reporting: Do not worry that you may be mistaken. Practitioners will always be taken seriously by social services. It is better to discuss the disclosure with somebody with the experience and responsibility to make a decision than take no action. (WaSP)

**B. A MEMBER OF STAFF SUSPECTS ABUSE** – if he or she has concerns about a child or suspects that a child may be a victim of abuse then they should:

**RECORD**

Make a record in an accurate, concise and clear form.



**INFORM THE DSP**

Immediately inform the DSP (or as soon as practical, provided the child is not at immediate risk of danger).



**REPORT**

Submit a CPOMS alert (or appropriately completed 'Cause for Concern Form' if not registered on CPOMS) to the DSP as soon as practical, by the end of the same day, and **no later than 18 hours after the concerns were raised**, if this was towards the end of a day or in the evening.



**THE DSP**

The DSP will usually decide whether to make a referral to Social Services.

It is important to note: any staff member can refer their concerns to Social Services directly, (e.g. in an emergency or if there is a concern that the appropriate action has not been taken by the DSP). \*Do not worry that you may be mistaken. Practitioners will always be taken seriously by social services. It is better to discuss the disclosure with somebody with the experience and responsibility to make a decision than take no action. (WaSP)

The DSP will immediately refer to Social Services in cases where it is considered a child:

- a) has suffered significant harm or is likely to do so;
- b) may have suffered abuse.



**REVIEW**

The DSP will review the action taken and feed back to the member of staff who submitted an alert or CfC on the procedure followed / action taken.



**SPECIFIC CIRCUMSTANCES**

In the case of suspicion of radicalisation, the DSP will refer to the Prevent Coordinator, North Wales Police and to Social Services



**FGM**

In the case of suspected or disclosed FGM, this will be reported to the Police and Social Services immediately.



**PEER-ON-PEER ABUSE**

In the case of suspected or disclosed peer-on-peer abuse, the School will refer to the Anti-Bullying Policy and to the guidance document on peer-on-peer abuse.

**C. A PARENT MAKES A DISCLOSURE** - if he or she makes a disclosure to the School, the Designated Safeguarding Person:

**DSP MEETS WITH PARENT**

DSP will assure the parent that the School will take the matter seriously and explain that he / she will have to take advice from the Duty Social Services Team about the disclosure.



**DSP RECORDS DETAIL**

DSP will log this onto CPOMS.



**DSP SEEKS ADVICE FROM SOCIAL SERVICES**

DSP follows their advice and the AWCPP



**DSP CONTACTS PARENT**

DSP informs them of the advice and the decision / action to be taken.

**REPORTING TO THE DESIGNATED SAFEGUARDING PERSON**

If staff members are unsure, they should always speak to the DSP. In exceptional circumstances, such as in an emergency where there is a risk of immediate serious harm to a child or a genuine concern that appropriate action has not been taken, staff members can speak directly to Social Services.

The DSP, in consultation with the Head of the School, will usually decide whether to make a referral to Social Services, but it is important to note that any staff member can refer their concerns to Social Services directly. If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration of a referral. Concerns should always lead to help for the child.

**GUIDANCE & PROCEDURES FOR REPORTING INFORMATION**

**All** concerns about child protection (including those relating to suspected radicalisation) must be reported in writing (via CPOMS, or by using a Cause for Concern Form or Radicalisation & Extremism Cause for Concern Referral, as appropriate):

- if a disclosure is made by a child, the adult must make an appropriate written record of the conversation;
- any record should include the date, time and place of the conversation, and the essence of what was said and done by whom and in whose presence;
- observed injuries or bruises, if applicable, should be noted on the written record or CPOMS form;
- the record should be dated and signed by the person making it, and should use names rather than initials;
- any paper record must be kept securely and handed to the DSP;
- all information should be treated confidentially and sensitively;
- the DSP may seek advice from the Duty Social Services Team, LADO / Area Manager or Prevent Coordinator, North Wales Police;
- any paper records will be kept securely and / or uploaded to related CPOMS records.

## **ACTION BY THE DESIGNATED SAFEGUARDING PERSON**

The action to be taken will take into account the procedures in the *Wales Safeguarding Procedures 2022 (WaSP)*, *Keeping Learners Safe*; and *Working Together Under the Children Act 2004*, as published by the Welsh Assembly Government.

The School will not undertake its own child protection inquiry, but will refer the disclosure or concerns. If the matter involves a member of staff, the School must not make its own internal decision about whether it is a disciplinary issue or a child protection matter.

If there is room for doubt as to whether a referral should be made, the DSP may consult with the SSD or other appropriate professionals on a no-name basis without identifying the family. However, as soon as a problem, suspicion or concern about a pupil becomes apparent, a referral will be made without delay, and certainly within 24 hours.

If the initial referral is made by telephone, the DSP will confirm the referral in writing to SSD within 48 hours. If no response or acknowledgement is received within three working days, the Designated Safeguarding Person must contact Social Services again.

## **INVOLVEMENT OF PARENTS OR CARERS**

The School will discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making a referral to Social Services. However, this will not be done where it would put the child at risk.

The child's views should be considered in deciding whether to inform the family, particularly where the pupil is sufficiently mature to make informed judgements about the issues. (See Pointers for Practice: Taking a Child-centred Approach (WaSP).

Where there are doubts or concerns about involving the family, the DSP will clarify with the external agencies as to whether and how the family should be told about the referral.

## **SUPPORT**

Mechanisms are in place for any child who is at risk, to support and help build their self-esteem and confidence.

School staff and volunteer helpers who feel distressed as a result of being involved with a case or incident will / may receive support.

Any pupil who is worried about their work, activities or relationships is encouraged to seek support via the pastoral channels.

The School has access to the Conwy Schools 'school-based counselling' service which can be accessed via referral by a member of the Conwy Schools' Nursing Team.

Appropriate people from whom pupils may seek support are:

|                                                                                                                                 |                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Form Tutor</li></ul>                                                                    | <ul style="list-style-type: none"><li>• The Chaplain</li></ul>                         |
| <ul style="list-style-type: none"><li>• Pastoral lead teachers</li></ul>                                                        | <ul style="list-style-type: none"><li>• The Principal or Deputy Principals</li></ul>   |
| <ul style="list-style-type: none"><li>• Pupils –especially trained Anti-Bullying Ambassadors and Well-Being Champions</li></ul> | <ul style="list-style-type: none"><li>• ChildLine 0800 1111</li></ul>                  |
| <ul style="list-style-type: none"><li>• ELSA/PWA (Emotional Literacy Support Assistant/ Pupil Welfare Assistant)</li></ul>      | <ul style="list-style-type: none"><li>• MHFA – Mental Health First Aid staff</li></ul> |

## **INFORMATION-SHARING – THE SEVEN GOLDEN RULES**

(Advice for the DSP or for anyone needing to make a referral.)

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 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, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018, you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety 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 clear of the basis upon which you are doing so. Where you do not 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.
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.

*HM Government: Information-Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers - July WaSP – 2022*

For further guidance/training, see North Wales Safeguarding Board (2019) Sharing Information: 7 Minute Briefing <https://www.northwalessafeguardingboard.wales/resources/7-minute-briefings/>

## **CONFIDENTIALITY & SECURITY OF INFORMATION**

It is imperative that confidentiality is observed at all times, as the protection, health and wellbeing of the child are paramount. However, 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.

School staff have a professional responsibility to share information with other professionals who are investigating a case.

A child, when confiding information to a member of staff, must be made aware that, for the child's own sake, this information cannot be kept secret if the child is at risk of or suffering significant harm.

All child protection records are regarded as confidential and will be kept in a secure place.

## **Preserving Evidence**

All evidence (for example, scribbled notes, and mobile phones containing text messages, clothing, and computers), must be safeguarded and preserved. Whilst notes can be uploaded / logged on to CPOMS, original written notes of evidence must be preserved. Ideally, it is recommended that contemporaneous notes be taken.

## **PUPILS TRANSFERRING TO ANOTHER SCHOOL**

The following procedures will take place if a pupil on the child protection register transfers to another school:

- the case social worker will be contacted by the Designated Safeguarding Person;
- child protection records will be passed on to the Designated Safeguarding Person at the receiving school, but only if that school is in the same Local Authority;
- if the child is moving to another Local Authority, then information will only be passed on with outline details of case conferences, but not with minutes of conferences;
- the School will request any relevant information upon transfer.

## **TRAINING**

In-house training is organised or delivered by a DSP who has received accredited training. Appropriate accredited agencies may be brought in to deliver more comprehensive, higher-level or focused training sessions to School staff, volunteer helpers and governors when required.

Training is provided:

- on induction to the School (including during NQT induction);
- at appropriate times throughout the academic year to keep staff up to date with current safeguarding matters.

All School staff must undertake appropriate training at least every three years in:

- recognising the signs of abuse;
- handling disclosures;
- whistleblowing, including the raising and escalating of concerns about other adults;
- specific child protection issues including Prevent training;
- restraint training (as required).

Staff will have access to relevant updates and refreshers at least annually; this may include e-learning, staff bulletins, departmental meetings, seven-minute briefings etc. We ensure that all School staff have equal access to relevant training. In addition, pupils who offer guidance and support to younger pupils, for example Peer Mentors and Prefects, also receive basic safeguarding awareness training.

## DEALING WITH ALLEGATIONS AGAINST SCHOOL STAFF, VOLUNTEERS OR THE PRINCIPAL

The School has procedures to deal with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the necessity to protect staff and volunteers from false or unfounded allegations which are in line with Welsh Government Circular No: 009/2014 *Safeguarding Children in Education – Handling allegations of Abuse against teachers and other staff*. In addition, staff should be familiar with the RPS Whistleblowing Policy and the Wales Safeguarding Procedures, Section 5 (Safeguarding Allegations/Concerns about Practitioners and Those in Positions of Trust (2019)).

*3.17 Education settings 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. Keeping Learners Safe (March 2022)*

### What is an allegation?

An allegation is any behaviour where an adult who is a member of the school staff is alleged to have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates that he or she could pose a risk of harm to children.

An allegation may be triggered by one specific incident or by a pattern of behaviour by the adult, or by low-level concerns which, when considered, collectively amount to an allegation.

### Reporting an allegation

Any allegation about a staff member should be reported to:

- the Principal / Head or DSP (unless the allegation is against the DSP);
- the Principal / Head and the Chair of Governors, if the allegation is against the DSP;
- the Chair of Governors and the General Secretary of the Methodist Independent Schools Trust (MIST), if the allegation is against the Principal / Head;
- the Principal / Head and the Chair of Governors, if the allegation is against a Governor.

The General Secretary of MIST will be informed of all allegations against staff and volunteers.

**The adult to whom the concern or allegation relates should not be informed.**

Suspension will not be an automatic response to an allegation. Full consideration will be given to all of the options, subject to the need to ensure:

- the safety and welfare of the pupil or pupils concerned;
- the need for a full and fair investigation.

### How will allegations be handled?

Allegations will be handled in line with:

- “Safeguarding children in education: handling allegations of abuse against teachers and other staff” – Welsh Government Circular 009/2014; and the Wales Safeguarding Procedures, Section 5 (Safeguarding Allegations/Concerns about Practitioners and Those in Positions of Trust (2019)).
- “Disciplinary and dismissal procedures for school staff” – Welsh Government Circular 002/2013 (*see Appendix 8 for a summary of procedures for handling allegations*).

Allegations against a teacher who is no longer teaching should be referred to the police.

## **LOW LEVEL CONCERNS**

The term 'low level concern' does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for allegation (see above). A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff Code of Conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold as advised by Social Services.

Examples of such behaviour could include, but are not limited to:

- Being over friendly with children
- having favourites
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door without previously informing another member of staff of the reason
- Using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

A Self-Report also falls under this Low Level Concerns guidance and can be described as above.

## **DEALING WITH LOW LEVEL CONCERNS**

Where a low level concern exists it should be report to a member of the safeguarding team as soon as reasonably possible. If a member of the team can't be contacted, the staff member should inform their line manager. Where the concern relates to a person employed by an agency or external contractor, that concern should be shared with the employer by the school in order that any potential patterns of inappropriate behaviour can be identified.

The DSP will discuss all low level concerns with the most relevant DDSP as soon as possible, hopefully on the day that the low level concern was first reported. They need to determine if the low level concern should remain as such or should be classified as an allegation; in order to do this they should seek advice from Conwy Social Services as advised in the Wales Safeguarding Procedures. At this point the Principal should be informed that a report has been received and is being treated as either a low level concern or an allegation. It may be necessary to see further advice from the Local Area Designated Person (LADO).

Having established that the concern is low level, the DSP, or Principal as appropriate, will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. Most low level concerns are likely to be minor and will be dealt with by means of advice, guidance or training. The person to which the low level concern relates must be informed of any concern raised about them once all risk has been identified and assessed. The person who has raised the low level concern will remain anonymous.

## **WHAT RECORDS WILL BE KEPT?**

Where a low level concern has been reported, or a Self-Report raised about an individual about themselves. A confidential record will be kept, in a sealed envelope, in a central file which logs all low level concerns. The central file will be kept in the office of the Principal's Personal Assistant and only available to the Principal and safeguarding team members. When staff, or Governors, leave the school, any record of low-level concerns which are stored about them will be kept for a period of 10 years, and following this, reviewed as to whether or not that information needs to be kept.

Consideration will be given to:

- (i) Whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historical employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice: or

- (ii) If, on balance, any record is not considered to have any reasonably likely value, still less actionable concern, and ought to be deleted accordingly.

Retention is necessary to see whether any patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it is treated as an allegation and referred via that process.

No record will be made on the individual's HR file unless either:

- (i) The concern (or group of concerns) has been reclassified as an allegation; or
- (ii) The concern (or group of concerns) is sufficiently serious to result in formal action under the school's grievance, capability or disciplinary procedure.

If either of the circumstances outlined above occurs then records relating to the behaviour will be placed and retained on the staff member's personnel file, whilst ALSO being retained in the school central low-level concerns file.

## **REFERENCES**

Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low level concern which relates exclusively to safeguarding should not be referred to in a reference. However, where a low level concern has met the allegations threshold and found to be substantiated, it should be referred to in a reference.

## **DEALING WITH ALLEGATIONS AGAINST ANOTHER PUPIL**

The management of the conduct of pupils is explained within our School anti-bullying and behaviour policies and procedures (the latter including sanctions and rewards), and also within our peer-on-peer abuse guidance.

When an allegation is made by one pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the Designated Safeguarding Person should be informed, for example in incidences of threats and intimidation, blackmail, indecent touching or sexual assault, photography of inappropriate content or filming, sexting and violence, particularly when this may be a criminal offence or may present risks to other children.

A factual record of the allegation should be made. However, the school staff should not investigate the matter until specialist advice has been sought from Social Services via the DSP. The DSP will follow through the outcomes of the discussion and make a Social Services referral where appropriate (records of peer on peer incidents should be placed on both pupils' files).

If a referral is required, then there will be separate strategy discussions held regarding both the alleged perpetrator and the alleged victim. Where it is not considered that the support of outside agencies is required, the School will investigate the allegation internally.

In situations where the School considers a safeguarding risk to be present, a risk assessment should be prepared along with a preventative and supervisory plan.

It must be remembered that children who engage in abusive behaviour may have been subject to abuse from other children or adults, so additional sensitivity will be required beyond the normal School disciplinary code.

The age and understanding of the alleged perpetrator must be considered throughout all decision-making. Staff will need to distinguish between behaviour appropriate to a child's developmental stage, as distinct from sexually harmful or sexually problematic behaviour or peer-on-peer abuse, and consideration will be given to elements of coercion, violence and any disparity in the ages between the abusing and the abused child. However, allegations of peer-on-peer sexual abuse must be referred to Social Services.

The Principal will ordinarily ensure that the children involved are kept separate until enquiries are complete, so as to avoid collusion or intimidation. The School will not talk to the children about the incident, other than initially establishing what is alleged to have taken place, but will keep a log of actions, discussions and decisions. The School will contact the parents of the children involved, and will request that parents do not discuss the matter with each other until Social Services have completed their enquiries.

If the situation should warrant it, for example as a result of local interest or press coverage, the School should send a letter to all parents / carers of children in the School, giving appropriate information about the situation in the light of legal advice. The wishes of the abused child and their parents should be appropriately considered in any decision-making.

Depending upon the nature of the allegation, a pupil against whom an allegation of abuse has been made may be excluded from the School during the investigation, and as a result of following the School's policy on behaviour, discipline and sanctions (see Behaviour Policy & Anti-Bullying Policy).

## LETTING SCHOOL PREMISES

Rydal Penrhos School has a duty to ensure that appropriate arrangements are in place to keep children safe when allowing outside organisations to use our facilities. If the activity is being run by the school, or overseen by the school, then this policy and the school's procedures apply. If not, then the school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). The school will ensure that there are arrangements in place for the provider to liaise with the school on matters relating to safeguarding where appropriate.

Should the organisation wishing to use the school premises not have any safeguarding policies or procedures in place, then the organisation should not be allowed to let the facilities. The school should also ensure safeguarding requirements are included in any transfer of control (i.e. lease or hire) agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

## RELATED SAFEGUARDING POLICIES, PROCEDURES & GUIDANCE

All related policies (or guidance documents) below must be read and complied with alongside this policy.

It is also a term of this policy that risk assessments be documented and securely stored in relation to any activities (or persons) as required in the following policies:

|                                                                                            |                                                                                                                |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Anti-Bullying Policy;</li></ul>                    | <ul style="list-style-type: none"><li>• PSHE Policy, including Promoting Fundamental British Values;</li></ul> |
| <ul style="list-style-type: none"><li>• Attendance Policy;</li></ul>                       | <ul style="list-style-type: none"><li>• Peer-on-Peer Abuse Guidance;</li></ul>                                 |
| <ul style="list-style-type: none"><li>• Behaviour, Rewards and Sanctions Policy;</li></ul> | <ul style="list-style-type: none"><li>• Pastoral Care Statement</li></ul>                                      |
| <ul style="list-style-type: none"><li>• Breast Ironing Guidance;</li></ul>                 | <ul style="list-style-type: none"><li>• Policy on the Photographing and Filming of Pupils</li></ul>            |
| <ul style="list-style-type: none"><li>• Missing Child / Pupil Policy;</li></ul>            | <ul style="list-style-type: none"><li>• Safer Recruitment Policy;</li></ul>                                    |
| <ul style="list-style-type: none"><li>• DBS Disclosure Checks Policy;</li></ul>            | <ul style="list-style-type: none"><li>• School Staff Code of Conduct;</li></ul>                                |
| <ul style="list-style-type: none"><li>• Disciplinary Procedure (Staff);</li></ul>          | <ul style="list-style-type: none"><li>• Relationships and Sexuality Education Policy;</li></ul>                |
| <ul style="list-style-type: none"><li>• Equal Opportunities Policy;</li></ul>              | <ul style="list-style-type: none"><li>• Sick Child Policy;</li></ul>                                           |
| <ul style="list-style-type: none"><li>• E-Safety Policy;</li></ul>                         | <ul style="list-style-type: none"><li>• Additional Learning Needs Policy;</li></ul>                            |
| <ul style="list-style-type: none"><li>• Female Genital Mutilation Guidance;</li></ul>      | <ul style="list-style-type: none"><li>• School Staff and Volunteer Induction Policy;</li></ul>                 |
| <ul style="list-style-type: none"><li>• Health and Safety Policy;</li></ul>                | <ul style="list-style-type: none"><li>• Uncollected Child Policy;</li></ul>                                    |
| <ul style="list-style-type: none"><li>• Acceptable Use Policy (ICT);</li></ul>             | <ul style="list-style-type: none"><li>• Use of Physical Force / Restraint Policy;</li></ul>                    |
| <ul style="list-style-type: none"><li>• Medical and First Aid Policy;</li></ul>            | <ul style="list-style-type: none"><li>• Visitors &amp; Contractors Policy;</li></ul>                           |
| <ul style="list-style-type: none"><li>• Prevent Duty Guidance;</li></ul>                   | <ul style="list-style-type: none"><li>• Whistleblowing Policy.</li></ul>                                       |
| <ul style="list-style-type: none"><li>• Remote Learning Policy and Procedures;</li></ul>   |                                                                                                                |

## **EQUALITY STATEMENT**

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil, and it helps to promote equality at this School.

## **MONITORING THE EFFECTIVENESS OF THIS POLICY**

The Designated Safeguarding Person will monitor the operation of this policy and its procedures, and will make an annual report to the Governing Body.

Annually (or when the need arises), the effectiveness of this policy will be reviewed by the DSP, the Principal and the Designated Safeguarding Governor. Any necessary recommendations for improvement will be made to the Governors.

## APPENDIX 1 – SAFEGUARDING TEAM AND IMPORTANT CONTACTS

| Important Telephone Numbers & Email Contacts - Internal                                 |                                                                                                   |                                                                             |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Designated Safeguarding Person, Principal                                               | Mr Tom Hutchinson                                                                                 | Internal Extension 202<br>principal@rydalpenrhos.com                        |
| Deputy Designated Safeguarding Person (Years 12 to 13), Pastoral Lead                   | Ms Sarah Bolland                                                                                  | Mobile: 07379 840792<br>sabolland@rydalpenrhos.com                          |
| Deputy Designated Safeguarding Person (Years 10 to 11), Pastoral Lead                   | Mr Mike Pender                                                                                    | Mobile: 07793 800429<br>mwpender@rydalpenrhos.com                           |
| Deputy Designated Safeguarding Person (Years 7 to 9), Pastoral Lead                     | Mrs Emma McDuff                                                                                   | Mobile: 07793 800418<br>ejmcduff@rydalpenrhos.com                           |
| Deputy Designated Safeguarding Person (Key Stage 1)                                     | Mrs Cat Culver                                                                                    | Mobile: 07760 580964<br>ceculver@rydalpenrhos.com                           |
| Deputy Designated Safeguarding Person (Key Stage 2)                                     | Mrs Katie Oliver                                                                                  | Mobile: 07793 800424<br>koliver@rydalpenrhos.com                            |
| Deputy Designated Safeguarding Person (Pre School), Pre School and Holiday Club Manager | Miss Letitia Spencer                                                                              | Internal Extension 305<br>Mobile: 07502 660077<br>lspencer@rydalpenrhos.com |
| Designated Safeguarding and Prevent Governor                                            | Ms Deborah McKinnel                                                                               | via the Clerk to the Governors<br>lparry-williams@rydalpenrhos.com          |
| Operation Encompass: (within school)                                                    | Miss Letitia Spencer – see contact details above<br>Mr Tom Hutchinson – see contact details above |                                                                             |

| Important Telephone Numbers & Email Contacts - External |                                                                                                                                 |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Social Services Advice & Referrals                      | 01492 575111 (Conwy)<br>01824 712200 (Denbighshire)<br>01352 701000 (Flintshire)<br>01758 704455 (Gwynedd)                      |
| Out-of-Hours Social Services                            | 01492 515777 (Conwy)<br>0345 0533116 (Denbighshire)<br>0845 0533116 (Flintshire)<br>01248 353551 (Gwynedd)                      |
| North Wales Police                                      | 101<br><a href="http://www.north-wales.police.uk/advice-and-support.aspx">www.north-wales.police.uk/advice-and-support.aspx</a> |
| NSPCC Helpline                                          | 0808 800 5000<br><a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>                                                       |
| Prevent Coordinator, North Wales Police                 | 01745 588814<br><a href="mailto:neal.parkes@nthwales.pnn.police.uk">neal.parkes@nthwales.pnn.police.uk</a>                      |
| Police Community Support Officer (Education)            | 101<br><a href="http://www.north-wales.police.uk/advice-and-support.aspx">www.north-wales.police.uk/advice-and-support.aspx</a> |
| Operation Encompass                                     | <a href="mailto:info@operationencompass.org">info@operationencompass.org</a>                                                    |

## APPENDIX 2 – TYPES & INDICATORS OF ABUSE

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

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

### Some Physical and Behavioural Indicators of Abuse (this is not an exhaustive list)

| <b>Physical Abuse</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical abuse is defined as deliberately hurting a child, causing injuries such as bruises, broken bones, burns or cuts. It is not accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, and slapped, or having objects thrown at them. Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they do not need and making the child unwell – this is known as fabricated or induced illness (FII). |                                                                                                                                                                                                                     |
| <b>Physical indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Behavioural indicators</b>                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>• scratches;</li><li>• bite marks;</li><li>• bruises in places difficult to bruise;</li><li>• burns;</li><li>• untreated injuries.</li></ul>                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• self-mutilation tendencies;</li><li>• chronic runaway;</li><li>• being aggressive or withdrawn;</li><li>• fear of returning home;</li><li>• undue fear of adults.</li></ul> |

| <b>Emotional Abuse</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional abuse is defined as the ongoing emotional maltreatment or emotional neglect of a child. It is sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child, or isolating or ignoring them. Children who are emotionally abused are usually suffering another type of abuse or neglect at the same time – but this is not always the case. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Physical indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Behavioural indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>• speech disorders</li><li>• wetting or soiling</li><li>• signs of mutilation</li><li>• frequent vomiting</li><li>• rocking, thumb sucking</li></ul>                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• fear of change</li><li>• poor peer relationships</li><li>• attention seeking behaviour</li><li>• low self-esteem</li><li>• wariness about being approached by anyone</li><li>• seem unconfident or lack self-assurance</li><li>• struggle to control their emotions</li><li>• have difficulty making or maintaining relationships</li><li>• act in a way that's inappropriate for their age</li></ul> <p><b><u>Babies and Toddlers</u></b></p> <ul style="list-style-type: none"><li>• be overly-affectionate to strangers or people they don't know well</li><li>• not have a close relationship or bond with their parent</li><li>• be aggressive or cruel towards other children or animals</li></ul> |

### Neglect

Neglect is the most common form of child abuse in Wales. It can have a very damaging impact on a child's life. Child neglect has four main areas:

**Physical** — lack of basic needs such as food, clothes etc.;

**Educational** — lack of support in learning;

**Emotional** — ignoring the child, failing to encourage, isolation or rejection;

**Medical** — failure to provide health care, including dental health.

| Physical indicators                                                                                                                                                                                                                            | Behavioural indicators                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• constant hunger;</li><li>• exposed to danger, lack of supervision;</li><li>• inadequate, inappropriate clothing;</li><li>• poor hygiene;</li><li>• untreated illnesses;</li><li>• tiredness.</li></ul> | <ul style="list-style-type: none"><li>• listlessness;</li><li>• lack of peer relationships;</li><li>• low self-esteem;</li><li>• compulsive stealing or begging.</li></ul> |

### Sexual Abuse

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This does not have to be physical contact, and it can happen online. Sometimes the child will not understand that what is happening to them is abuse. They may not even understand that it is wrong.

| Physical indicators                                                                                                                                                                                                                                                                                                                                                                              | Behavioural indicators                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• soreness / bleeding in genital area;</li><li>• itching in genital area;</li><li>• stained or bloody underwear;</li><li>• stomach pains or headaches;</li><li>• pain on urination;</li><li>• difficulty in walking or sitting;</li><li>• bruises on inner thighs or buttocks;</li><li>• anorexia or bulimia;</li><li>• substance or drug abuse.</li></ul> | <ul style="list-style-type: none"><li>• chronic depression;</li><li>• inappropriate language or sexual knowledge for age group;</li><li>• sexual advances towards adults or other children;</li><li>• low self-esteem;</li><li>• fear of darkness;</li><li>• wariness about being approached by anyone.</li></ul> |

### Peer-on-Peer Abuse (including bullying)

Everyone has the right to learn, free from the fear of bullying, whatever form that bullying may take. Bullying can be: **physical**, such as hitting or kicking, taking belongings, sexual harassment, name-calling, insulting, spreading rumours. **Cyber-bullying** is on the increase, and includes texting, social media comments or sending malicious e-mails. Peer on Peer abuse can also include **sexually harmful behaviour**, **grooming** and young people being in **violent relationships** (*see other indicators*).

It is important that schools have a culture within which everyone is safe and included, and that they step in quickly to stop bullying.

| Physical indicators                                                                                                                                                                                                            | Behavioural indicators                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• sleep disorders;</li><li>• wetting the bed;</li><li>• physical evidence of fighting;</li><li>• constant complaining of feeling ill or being sick, especially in the morning.</li></ul> | <ul style="list-style-type: none"><li>• loose bowel movements;</li><li>• unwillingness to mix with peers;</li><li>• preferring isolation;</li><li>• fear of attending school;</li><li>• absence from school.</li></ul> |

<https://gov.wales/peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour>

### Child Sexual Exploitation

Children do not volunteer to be sexually exploited and cannot consent to their own abuse. They are forced or coerced. CSE includes:

- the exchange of sexual activity for payment;
- the production of indecent images;
- grooming;
- trafficking.

Raising awareness with children and young people is an important part of educating them to stay safe and speak up.

| Physical indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Behavioural indicators                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• child going missing for periods of time or regularly returning home late;</li> <li>• skipping school or being disruptive in class;</li> <li>• appearing with unexplained gifts or possessions that cannot be accounted for;</li> <li>• experiencing health problems that may indicate a sexually transmitted infection;</li> <li>• using drugs and / or alcohol;</li> <li>• showing signs of unexplained physical harm, such as bruising and cigarette burns.</li> </ul> | <ul style="list-style-type: none"> <li>• having mood swings and changes in temperament;</li> <li>• displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ("sexting").</li> </ul> |

### Female Genital Mutation (FGM) and Breast Ironing (BI)

Several communities consider FGM to be an act of tradition, however FGM is illegal and is child abuse. Usually, it is the girl's family which arranges it.

All staff must be aware of the requirement for teachers to report to the police whenever they discover (either through disclosure by the victim or by visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions (*mandatory from October 2015*). Unless there are any good reasons not to do so, the teacher should, in the first instance, pass the concern to the designated safeguarding officer who will make the referral / report.

Breast Ironing is a form of abuse, and any member of staff suspecting or receiving a disclosure of Breast Ironing should follow the School's safeguarding and child protection procedures.

| Physical indicators of FGM                                                                                                                                                                                                                                                                                                                                                                      | Behavioural indicators of FGM                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• rare for teachers to see any physical evidence, and they should not be examining pupils;</li> <li>• has difficulty walking, sitting or standing;</li> <li>• spends longer than normal in the bathroom or toilet.</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>• has unusual behaviour after an absence from school;</li> <li>• is particularly reluctant to undergo normal medical examinations;</li> <li>• asks for help, but may not be explicit about the problem due to embarrassment or fear.</li> </ul> |
| Physical indicators of BI                                                                                                                                                                                                                                                                                                                                                                       | Behavioural indicators of BI                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• may not see any physical evidence;</li> <li>• breast development can be slowed down;</li> <li>• can leave women with malformed breasts;</li> <li>• severe chest pains;</li> <li>• infections and abscesses. In the longer term, difficulty breastfeeding or producing milk. In some cases, it may be related to the onset of breast cancer.</li> </ul> | <ul style="list-style-type: none"> <li>• reluctance to change in front of peers;</li> <li>• appearing withdrawn;</li> <li>• appearing to be in discomfort;</li> <li>• low self-esteem.</li> </ul>                                                                                      |

### Radicalisation and the Prevent Duty

The Counter-Terrorism and Security Act (July 2015) requires certain authorities, including schools, to "have due regard to the need to prevent people being drawn into terrorism". This is known as the 'Prevent Duty'. The duty covers all types of extremism, whether political, religious or ideological.

Any suspicion of a pupil being drawn into radicalisation should be reported immediately to the DSP and a 'Radicalisation and Extremism Cause for Concern Form' (Appendix 4) completed.

Radicalisation is the way in which some people come to support terrorism and violent extremism, and even join terrorist groups. Signs that a child or young person is at risk of radicalisation may include a combination of indicators such as:

| Physical indicators                                                                                                                                                                                                                                          | Behavioural indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• having extremist-type literature;</li><li>• significantly changing their appearance or clothing;</li><li>• accessing extremist material online, including on social networks such as Facebook and Twitter.</li></ul> | <ul style="list-style-type: none"><li>• changes in friendships, behaviour and language;</li><li>• being solitary;</li><li>• being distrustful of authority;</li><li>• being quick to anger;</li><li>• being and unwilling to listen to others' viewpoints;</li><li>• being abusive to peers who are different from themselves, perhaps on the basis of race, religion, gender or sexuality;</li><li>• being susceptible to conspiracy theories and feelings of persecution;</li><li>• changes in friendship groups and appearance;</li><li>• rejecting activities that they used to enjoy;</li><li>• changing their online identity, including their social media name or profile image (some will have two parallel online profiles – one their 'normal' or old self, and the other an extremist identity, often with another name);</li><li>• spending excessive amounts of time online or on their phone, and being secretive and reluctant to discuss what they are doing;</li><li>• expressing extreme views;</li><li>• advocating violence;</li><li>• associating with known extremists;</li><li>• trying to recruit others.</li></ul> |

*Sources: NSPCC, Keeping Learners Safe & NHS*

Historical Abuse: there may be occasions when a child or adult discloses abuse that occurred in the past. This 'historical abuse' must be treated in exactly the same way as any other disclosure or suspicion of current child abuse. The abuser may still represent a risk to children.

Other support and guidance on defining the different types, and identifying the signs of abuse, is available via this link: <https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

## APPENDIX 3 – LINKS TO OTHER KEY DOCUMENTS

Wales Safeguarding Procedures October 2022:

<https://safeguarding.wales/>

Keeping learners safe (April 2022): The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002:

<https://gov.wales/keeping-learners-safe>

Safeguarding children in education: handling allegations of abuse against teachers and other staff Guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools:

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

Statutory guidance - Revised Prevent duty guidance: for England and Wales (Updated April 2021):

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

The Child Minding and Day Care (Disqualification) (Wales) Regulations 2010.

[www.legislation.gov.uk/wsi/2010/1703/contents/made](http://www.legislation.gov.uk/wsi/2010/1703/contents/made)

Guidance for safer working practice for those working with children and young people in education settings (Feb 2022):

<https://saferrecruitmentconsortium.org/>

The Children Act Guidance 2015 (updated July 2021):

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/441643/Children\\_Act\\_Guidance\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/441643/Children_Act_Guidance_2015.pdf)

UNCRC:

<http://www.unicef.org.uk/UNICEFs-Work/UN-Convention/>

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 – update Nov 2022: <https://gov.wales/public-sector-equality-duty-html>

Children's Rights in Wales – February 2022

[https://gov.wales/childrens-rights-in-wales#:~:text=Children%20and%20young%20people%20aged,of%20the%20child%20\(article%203\)](https://gov.wales/childrens-rights-in-wales#:~:text=Children%20and%20young%20people%20aged,of%20the%20child%20(article%203))

Children and Families Act 2014:

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Social Services and Wellbeing Act 2014 (Wales):

[http://www.legislation.gov.uk/anaw/2014/4/pdfs/anaw\\_20140004\\_en.pdf](http://www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf)

Serious Crime Act 2015/The Female Genital Mutilation Act 2003:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/416323/Fact\\_sheet\\_-\\_FGM\\_-\\_Act.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416323/Fact_sheet_-_FGM_-_Act.pdf)

Home Office Multi-agency statutory guidance on female genital mutilation July 2020 *Statutory guidance issued under section 5C(1) of the Female Genital Mutilation Act 2003 (England and Wales):*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800306/6-1914-HO-Multi\\_Agency\\_Statutory\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf)

### **Guidance / additional reading - England**

Keeping Children Safe in Education DfE Statutory guidance for schools and colleges (Update – Sept 2022) annex A:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

#### APPENDIX 4 – SAFEGUARDING / CHILD PROTECTION CAUSE FOR CONCERN (PAPER RECORD\*)

|                                                                                                                                                                     |  |                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------|--|
| <b>Name of pupil:</b>                                                                                                                                               |  | <b>Form:</b>             |  |
| <b>Nature of concern</b> (please record exactly what you have heard / witnessed / observed and when – all facts and actual words used by the child / young person): |  |                          |  |
| <b>Observed injuries (if applicable):</b>                                                                                                                           |  |                          |  |
| <b>Date:</b>                                                                                                                                                        |  | <b>Time:</b>             |  |
| <b>People present &amp; position:</b>                                                                                                                               |  | <b>Place of meeting:</b> |  |
|                                                                                                                                                                     |  | <b>Signed:</b>           |  |
|                                                                                                                                                                     |  | <b>Date:</b>             |  |

PLEASE PASS ON TO THE DESIGNATED SAFEGUARDING PERSON or, IN HIS / HER ABSENCE, THE DEPUTY DSP

|                                                      |                 |
|------------------------------------------------------|-----------------|
| <b>Follow-up / action:</b>                           |                 |
|                                                      |                 |
| <b>Name &amp; signature (DSP):</b>                   | <b>Date:</b>    |
| <b>Monitoring</b>                                    | <b>Yes / No</b> |
| <b>If no action taken, please state reason here:</b> |                 |
|                                                      |                 |
| <b>Name &amp; signature (DSP):</b>                   | <b>Date:</b>    |

\* Please use in the event that CPOMS is not accessible to you.



## **APPENDIX 6:**

### **HOW WILL ALLEGATIONS AGAINST SCHOOL STAFF, VOLUNTEERS (INCLUDING GOVERNORS) OR THE PRINCIPAL BE HANDLED?**

The Principal or DSP (or Chair of Governors in the case of an allegation about the Principal) will contact the LADO (or equivalent) for advice, or to make a referral as soon as possible and in any event within 24 hours of the School becoming aware of the allegation. All allegations will be referred without delay;

- borderline cases will be discussed without identifying individuals in the first instance;
- the DSP will discuss all allegations with the Principal unless these relate to the Principal;
- the LADO will discuss with the Principal / DSP (or Chair of Governors, in case of allegations about the Principal) and any other relevant agencies such as the Police, which further steps (if any) should be taken. This could involve informing parents;
- where a referral to the Police has been made directly, the Principal / DSP (or Chair of Governors) will inform the LADO of the referral as soon as possible and, in any event, within 24 hours of the School becoming aware of the allegation. There may be cases where the LADO or Police are made aware of an allegation before the School is, and in those cases they will notify the School of the allegation immediately;
- all discussions with external agencies should be recorded in writing.

#### **Confidentiality and Information sharing**

When an allegation is made against a staff member, the School will make every effort to maintain confidentiality and to guard against unwanted publicity while an allegation is being investigated or considered.

The Education Act (2002) introduced reporting restrictions to prevent the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point at which the accused person is charged with an offence, the accused person waives their right to anonymity, or until the Secretary of State or the Education Workforce Council publish information about an investigation or a decision in a disciplinary case arising from the allegation.

The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site, would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

The initial sharing of information and investigation may lead to a decision that no further action is to be taken, in which case this decision should be recorded by the Principal / DSP and an agreement should be reached with the LADO on what information should be put in writing to the individual concerned.

The Principal / DSP should then consider with the LADO what action should follow, both in respect of the individual and of those who made the initial allegation. Where appropriate, the matter will be dealt with under the School's Behaviour Policy or, in the case of staff, the relevant School Disciplinary Procedure.

The person against whom an allegation is made, and parents or carers of a child or children involved, should normally be informed as soon as possible after the result of the initial investigation is known. However, where a Strategy Discussion is needed (when significant harm to the child has occurred or is likely to occur), or Police or Social Services need to be involved, neither the person against whom the allegation has been made, nor the parents, should be informed until these agencies have been consulted.

During the course of the investigation, the School, in consultation with the LADO, will decide what information should be given to parents, staff and other pupils, and how press enquiries are to be dealt with.

When the individual against whom the allegations have been made is spoken to, he / she will be warned that anything said will be documented. The School will appoint a representative to keep the person informed of the likely course of action and the progress of the case. They should also advise the individual to contact their union representative, if they have one, or a colleague for support. They should also be given access to counselling support.

They will be kept informed of the timescales in accordance with Keeping Learners Safe, as amended.

#### **Circumstances in which suspension will be considered**

If there is cause to suspect that a child or children at the School are at risk of harm from the accused person, or if the case is so serious that there might be grounds for dismissal, then the person concerned may be suspended. Due consideration should be given to the views of the LADO and to the Police when making a decision about suspension, and all alternative options should be considered prior to taking that step.

The reasons and justification for suspension will be recorded and the individual informed of them. In the case of staff, the matter will normally be dealt with in accordance with the Staff Disciplinary Procedure. In cases where the School is made aware that the Secretary of State has made an Interim Prohibition Order in respect of an individual at the School, it will be necessary immediately to suspend that person from teaching pending the findings of the Education Workforce Council investigation.

#### **Other Considerations**

If a situation arose where a member of the Rydal Penrhos staff had a child protection allegation made against them, and who, in the view of the Principal / DSP (or in his absence the Chair of Governors), lived in accommodation where the continued occupation would be inappropriate, alternative accommodation offsite would be provided until such time as the matter was resolved.

#### **Referrals to other agencies**

A prompt referral to the DBS will be made in circumstances in which a member of staff has been removed from working in regulated activity where an allegation is substantiated, or would have been so removed had they not resigned or the School ceased to use the person's services. Failure to make a report by an employer where the member of staff has harmed or is likely to harm a child constitutes a criminal offence.

For teachers, separate consideration will be given to whether to refer the matter to the Education Workforce Council in order to consider prohibiting the individual from teaching.

Settlement agreements will never be used where the criteria for a referral to DBS or the Education Workforce Council for Independent Schools are met. The School will make every endeavour to complete the investigation and due process, even if the member of staff concerned refuses to cooperate or resigns before that person's notice period expires.

Similarly, where a member of staff's notice of employment expires, the School will always endeavour to complete the investigation and to reach a conclusion.

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to identify any changes which could be made to help prevent similar events in the future.

## **Records of allegations**

In the registered settings of our Early Years Day Care, the Responsible individual will also inform the Care Inspectorate Wales (CIW) of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The Responsible individual will notify CIW of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

Contact details for CIW are:      Tel: 0300 790 0126  
Email: [ciw@gov.wales](mailto:ciw@gov.wales)

A record will be made of all conversations, including any advice or recommendations by the LADO. These records and any associated documentation shall be maintained in a folder which relates exclusively to allegations against staff. A clear and comprehensive summary of all allegations shall be kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The summary shall include details of how the allegation was followed up and resolved, as well as a note of any action taken and decisions reached. Allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, the School will, in accordance with Keeping Learners Safe, retain a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decision reached on the personnel record. A copy should be provided to the person concerned.

The personnel record should be retained until normal pension age or for a period of 10 years from the date of the allegation, if that is longer. Those allegations that are false, unsubstantiated or malicious will not be included within employer references provided by the School. Allegations that have been found to be unsubstantiated or malicious should be referred to Social Services, in case the child concerned is in need of services or may have been abused by someone else.

## **APPENDIX 7: SAFEGUARDING ADDENDUM TO INCLUDE RESPONSE TO THE COVID 19 PANDEMIC (MAY 2020)**

### **TEMPORARY SCHOOL CLOSURE & REMOTE LEARNING**

Rydal Penrhos School introduced remote teaching with a phased approach in response to the coronavirus crisis and temporary closure of the School.

Whether pupils are at School or at home, their safety remains a priority.

Please see the School's Remote Learning Policy and Procedures; this document provides an addendum to the School's Safeguarding and Child Protection Policy, and remains under constant review as circumstances evolve. All staff are alerted as to any amendments to this information.

This addendum is based upon material from the publication 'Guidance for schools on safeguarding children during the coronavirus pandemic' (part of 'Safeguarding Guidance, Education and Childcare: Coronavirus and Safeguarding Children', first published 6 April 2020). The guidance is divided into the following sections:

- Details;
- Help and Support;
- Keeping Learners Safe – Statutory Guidance;
- Child Protection Policy;
- Designated Safeguarding Person (DSP).

Guidance relating to the Coronavirus Pandemic is updated regularly, and the School follow the Schools Coronavirus (COVID-19) operational guidance as updated from time to time (last update June 2022).

<https://gov.wales/school-operations-coronavirus>

### **SAFEGUARDING CONTACTS**

The safeguarding contacts as listed within this Safeguarding and Child Protection Policy still apply. However, whenever the DSP and DDSP remain offsite, there will be a member of the team available at all times. For those children of key workers who may be on the School campus, concerns can also be raised with the DSP, whose contact details are as follows:

|                |                            |
|----------------|----------------------------|
| Name:          | Mr Tom Hutchinson          |
| Email address: | principal@rydalpenrhos.com |
| Landline:      | 01492 530155               |

## **DUTY OF CARE**

The safeguarding of children remains the responsibility of all staff at Rydal Penrhos School.

The School recognises that there may be, from time to time, situations in which children are unable to attend school and may be engaged in remote learning. The principles remain the same:

- the best interests of children must always continue to come first;
- should anyone in the School community have a safeguarding concern about any child, he or she should continue to act immediately;
- a Designated Safeguarding Person (DSP) should be readily available and easily identified;
- unsuitable people must not enter the children's workplace and / or gain access to children;
- children should continue to be protected whenever they are online;
- the School should, insofar as possible, take a whole-setting approach to safeguarding. This will ensure that any new policies and processes in response to coronavirus do not weaken the overall approach to safeguarding or undermine the child protection policy.

## **SAFEGUARDING PROCEDURES WHILST REMOTE TEACHING IS IN PLACE**

Information is included in the Remote Learning Policy and Protocols.

Guidelines and protocols are provided for teachers, parents and pupils and are posted on the School's website; these outline the procedures for remote teaching and indicate what is expected of each party.

## **MEASURES FOR THE PUPILS' SAFE RETURN TO SCHOOL UPON REOPENING**

Reference is made to the separate planning document for the safe return to School: this includes Health and Safety considerations, social distancing measures and the support provided for the pupils.

In order to ensure that due consideration is given to the health, safety and wellbeing of the pupils in our care, and indeed to all members of the School community, the following guidance is observed:

- Education safeguarding guidance: coronavirus (Welsh Government, April 2020);
- guidance issued (and regularly updated) by Public Health Wales, The Welsh Government, WISC (Welsh Independent Schools Council), and the BSA (Boarding Schools Association).