

Pembroke Primary School



Child Protection and Safeguarding Policy 2021

Child Protection & Safeguarding Policy

To be read in conjunction with **MONMOUTHSHIRE COUNTY COUNCIL
CORPORATE SAFEGUARDING POLICY**

Introduction

1.1 Pembroke Primary School fully recognises the contribution it makes to child protection.

There are three main elements to our policy:-

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

1.2 This policy applies to all staff and volunteers working at Pembroke Primary School and its governors. It is recognised by this school that all staff that come into contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process and it is essential that all staff are aware of and implement the school procedures as noted in this policy.

1.3 This policy should be read in conjunction with Monmouthshire's Safeguarding and Child Protection Policy.

Prevention

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

The school will therefore:-

- A. Establish and maintain an ethos where children feel secure, are encouraged to talk and share their concerns and will be listened to;
- B. Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends.
- C. Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know that they can turn to staff for help;
- D. Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Procedures

3.1 At Pembroke Primary School we will follow the Wales Safeguarding Procedures <https://safeguarding.wales/> and other guidance and protocols that have been endorsed and agreed by Gwent Safeguarding <https://www.gwentsafeguarding.org.uk/en/Children/Protocols-and-Procedures/Regional-Documents/Regional-Protocols-Forms-Guidance-Useful-Documents.aspx>

3.2 The school will:-

- A. Ensure it has a named designated senior person (DSP) who has undertaken the appropriate training in line with agreed national and local requirements. This school will also nominate a named deputy who will be the central contact in times when the designated person is absent. In the unlikely event that both are absent or unavailable the most senior person will act as a contact point for other staff.

- B. Recognise the role of designated person and arrange support and training. The school will look to the SEWSCB and in particular the local authority's Designated Officer for Safeguarding in Education for guidance and support in all child protection matters in assisting the school's designated person.
- C. Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor knows:-
- The name and contact details of both the designated and deputy person responsible for child protection;
 - That it is the named designated person and/or their deputy who have the responsibility for making child protection referrals within timescales, by completing the agreed multi-agency form.
 - That the designated person and deputy will seek advice from the Designated Officer and or Social Services Duty and Assessment Team if necessary when a referral is being considered; if in doubt a referral must be sent.
- D. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
- E. Notify the local social services team if;
- A pupil on the child protection register is excluded either for a fixed term or permanently
 - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)
- F. Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection by setting out their obligations in the school prospectus and other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance.
- G. Provide training for all staff so that they:-
- i. Understand their personal responsibility;
 - ii. Are cognisant of agreed local procedures
 - iii. Understand the need to be vigilant in identifying suspected cases of abuse;
 - iv. Know how to support a child who discloses abuse, particularly the do's and don'ts.
- H. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences and core groups and support these with the submission of written reports.
- I. Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation.
- J. Ensure that all records and files are kept secure and in locked locations. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted sensitively and securely.
- K. Adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools.

- L. Ensure that all recruitment and selection procedures follow all national and local guidance. The school will seek advice and guidance from the local authority's Human Resources Department on recruitment and selection.
- M. Seek to designate a governor for child protection who will champion and oversee the school's child protection policy and practice. This governor will feed back to the Governing body on child protection matters as and when required but will be required to write an annual report to the governing body on the school's child protection activities.

Supporting the pupil at Risk

4.1 At Pembroke Primary School we recognise that children who are at risk, suffer abuse or witness violence are often affected by these in adverse ways, some may be deeply troubled by these events.

4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school due to these adverse factors their behaviour may be challenging and defiant or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.

4.3 The school will endeavour to support the pupil through:-

- A. The content of the curriculum to encourage self esteem and self motivation (see section 2 of this policy on Prevention);
- B. The school ethos which:-
 - i) Promotes a positive, supportive and secure environment; and
 - ii) Gives pupils a sense of being valued (see section 2 on Prevention);
- C. The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will follow a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will express and explain to all pupils that some behaviour is unacceptable, (Shared with parents via school brochures and other points of communication) but each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's Behaviour Policy in conjunction with this and other named policies noted in this policy.
- D. Liaison with other agencies who support the student such as Social services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and others;
- E. Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.

4.4 When a pupil on the child protection register leaves, we will transfer the information to the new school immediately and inform Social Services.

Behaviour

4.5 This school has a Behaviour for Learning Policy which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body. This policy/information can be located on the schools website, in the policy file (hard copy and electronic).

Bullying

4.6 The school's policy on Bullying has been set out in a separate document, the school's Behaviour Policy and Bullying and Prevention policy etc. This policy/information can be located on the schools website, in the policy file (hard copy and electronic).

Physical Intervention

4.7 The school's policy on physical intervention has been set out in the Use of Reasonable Force Policy. All staff have been trained in 'Team Teach'. This policy/information can be located on the schools website, in the policy file (hard copy and electronic).

E Safety

4.8 The school's policy on E Safety has been set out in the safety and ICT Policy. This policy/information can be located on the schools website, in the policy file (hard copy and electronic).

Prevent Duties

4.9 In March 2015, the Counter Terrorism and Security Act received Royal Assent. The Act includes a duty for schools to Prevent people from being drawn into terrorism. The Prevent duty applies to all schools, whether state-funded or independent, as well as early years providers and children's homes. Preventing and identifying extremism and radicalisation are part of our school's safeguarding duties.

What is the Prevent Duty?

There are four key duties for schools:

- identify local risks;
- identify at risk pupils;
- work in partnership with other agencies;
- keep children safe online, where much of the radicalisation takes place.

What our school need to do under Prevent Duties

There are four elements in implementing the Prevent duty

- to provide staff training;
- to ensure effective links to our safeguarding policy and procedures;
- to develop critical thinking in pupils, so they are aware of bias and propaganda, especially online;
- to combat extremist materials.

What members of staff are Prevent Duty trained?

All senior leaders (designated safeguarding staff), teachers, teaching assistants, support and office staff in Pembroke Primary received statutory Prevent Duties training on June 20th 2016 and undertook virtual training in September 2019.

What the training entailed.

Training covered issues involving identification of potential instances of extremism and radicalisation and steps to be taken if this was found to be the case. Importantly training covered the way that the school would implement this duty on a day-to-day basis by raising awareness amongst all staff.

Training provided us with the named linked officers to contact if any concerns are raised. These are: Shereen Williams 07793556803 shereenwilliams@monmouthshire.gov.uk or Heather Heaney 01633 644392/07917707343 HeatherHeaney@monmouthshire.gov.uk

Operation Encompass

4.10 Operation Encompass was launched across Monmouthshire schools on 4th March 2019 as part of a Gwent wide initiative to address limitations in the early sharing of information between Police and schools. Its vision is to safeguard children and young people who are affected by domestic abuse, by ensuring that appropriate services are made aware of an incident at the earliest possible opportunity. This school fully supports Operation Encompass the purpose of which is to safeguard and support those children and young people who have witnessed and/or been present at the time of a domestic abuse incident.

Following such an incident taking place, children will often arrive at school distressed and unprepared. Operation Encompass aims to ensure that appropriate school staff are made aware at the earliest possible stage in order to provide relevant and tailored support to children and young people in a way that means that they feel safe and included.

All information will be managed sensitively, and only staff who need to be made aware will know about the concern.

Children with Statements of Special Educational Needs (ALN)

4.11 This school recognises that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on SEN has been set out in the SEN Policy. This policy/information can be located on the schools website, in the policy file (hard copy and electronic).

Children who enter the Looked after System

4.12 This school recognises that children who enter the Looked after System are often the most vulnerable and needy. The school has a responsibility to support the council in its role as corporate parent. The school's policy on Looked after Children (LAC) has been set out in the SE This policy/information can be located on the schools website, in the policy file (hard copy and electronic).N Policy and LAC Policy.

Information for all staff

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

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

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;
- You must report orally to the school's **Designated Person for Child Protection or their Deputy** in their absence immediately to inform them of what has been disclosed. In the unlikelyhood of both being absent seek out the most senior person in the school;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed and as it records the initial disclosure from the child it is an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared a concern with you to the designated person. Often what is initially shared is the tip of an iceberg;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the designated person for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is strictly confidential and not for general discussion with others.

Confidentiality

6.1 Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing safeguarding concerns.

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

6.2 The school/setting has pastoral responsibilities. Only those with a professional involvement, e.g. the designated senior person and the head teacher, have access to the child protection records. At all other times records are securely locked and separate from the child's main file.

Training

7.1 The setting/service will be cognisant of national and local training requirements and guidance, which will include Gwent Safeguarding advice and training opportunities.

7.2 The service/setting will ensure that the Designated Senior Person (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will support the DSP's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated senior person will be given.

7.3 All staff/ volunteers will be regularly updated during the year as appropriate from the designated lead, but will receive specific safeguarding awareness raising training within a 2 year period.

Impact of COVID-19

8.1 We are aware that throughout recent months there have been increased risks for those living at home with someone who has abusive behaviours. It may also be more difficult for those at risk to report concerns.

8.2 Whether safeguarding concerns are identified when a pupil attends the school site, through blended learning approaches or through other contact between school staff and students – the school continues to have a legal duty to report all safeguarding concerns. Please report any concerns you may have to school staff, safeguarding and supporting children and their families during these challenging times continues to be a priority.

8.3 If there are further periods of lockdown, or times when full time attendance at school is not available due to government guidance – we will continue to support children through blended learning approaches and during these times safeguarding children remains a priority.

The designated person for child protection at this school is:-
Jade Wakley (Head teacher)

The deputy designated person for child protection at this school in order are:-
Amanda Baxter (Deputy Head teacher) / Nicola Stephens (FP Lead)

The nominated governor for child protection at this school is:-
Kelly Rennie deputised by Helen Winsor

The Monmouthshire Lead Officer for Safeguarding in Education is:-

Heather Heaney who can be contacted by:-

Phone- 01633 644392

Mobile- 07917707343

Email- heatherheaney@monmouthshire.gov.uk

Monmouthshire Children's Services can be contacted as follows:-

Phone: 01291 635669

Out of hours telephone number: 0800 328 4432

This policy was updated on 15th November 2021 by Jade Wakley (Name changes only), July 2017 and September 2018 (Name changes only).

This policy was presented and accepted by the Governing Body on _January 2016 and revised of name changes in July 2017 and September 2018, 9.4.19

Staffs were made aware of this policy and or updates on _

This policy will be reviewed on _Novmeber 2023_____

Chair of Governors: Mrs K. Rennie

Head teacher: Mrs Jade Wakley

Date: January 2016 ; July 2017; September 2018; January 2019; 9.4.19