

BRYN TIRION HALL SCHOOL



School Safeguarding Policy

Revised November 2018

Reviewed October 2019

Reviewed February 2020

Revised January 2021



“Bryn Tirion Hall School is committed to safeguarding and promoting the welfare of all children and young people and expects all staff to share this commitment.”

Introduction

There are three main elements to our policy:

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

Prevention

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

We will therefore:

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

Procedures

We will follow The Wales Safeguarding Procedures 2019. These procedures have been endorsed by the Local Safeguarding Children Board

http://www.myguideapps.com/projects/wales_safeguarding_procedures/default/

The school will:

- ensure it has designated senior persons for child protection who have undertaken the appropriate training (see appendix 1)
- ensure every member of our community knows:
 - the name of the designated senior person (DSP), deputy DSPs, their role and the means by which to raise a concern about a DSP if required.
 - that they have an individual responsibility for referring child protection concerns (using the proper channels and within the timescales agreed with the Local Safeguarding Children Board (LSCB))
 - how to take forward those concerns where the designated senior person is unavailable
- ensure that 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
- provide training for all staff so that they know:
 - their personal responsibility

- the agreed local procedures
 - the need to be vigilant in identifying cases of abuse and the types of abuse
 - how to support a child who discloses abuse
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial review and child protection conferences and core groups and the submission of written reports to the conferences
 - keep written records of concerns about children (noting the date, event and action taken in our Student Concern report on Schoolpod), even where there is no need to refer the matter to social services immediately
 - ensure all records are kept securely
 - adhere to the disciplinary procedures set out in QEWC Employee Handbook
 - ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance 'Keeping Learners Safe': see Safer Recruitment policy
 - Have a clear procedure in the event of an allegation against the DSP
 - Ensure that we have a child-centred approach

Role of the Principal/Designated Senior Person (DSP)

Paddy Prendergast paddy.prendergast@qewc.co.uk 01978 760034 ext. 705 will:

- ensure a safer recruitment process is in place
- ensure all Designated Senior Persons undertake training as necessary
- ensure that staff induction procedures are in place
- ensure the Single Central Record is in place, up to date and fulfils all statutory requirements

Role of the deputy Designated Senior Person (deputy DSP)

The deputy Designated Senior Persons: Tom Messum tom.messum@qewc.co.uk and Caleb Dixon caleb.dixon@qewc.co.uk 01978 760034 will:

- ensure the implementation of this policy
- be trained in child protection procedures
- ensure everyone connected with the school is aware of this policy through safeguarding induction training when appropriate
- support a member of the Quality Assurance Committee following an allegation against the Principal

Reporting concerns at Bryn Tirion Hall School

If a pupil makes a disclosure then the member of staff must:

- listen to the pupil, remain calm and offer reassurance
- let the pupil speak freely and accept what has been told them without challenge
- not offer opinion or criticize or lay blame
- reassure the pupil at the end of the disclosure telling them that they have done the right thing
- not promise confidentiality but inform them that other people need to be told
- complete a digital safeguarding concern on schools MIS (Schoolpod) accurately and factually and refer it confidentially to the DSP or in the absence of the DSP, the deputy
- record observed or reported injuries or bruises on a map of the body (don't request any adjustment to clothing)

The Designated Senior Person or deputies will then: see appendix 1 for contact details

- collate information and update records
- decide if parents should be informed of concern. If any doubt is held, advice should be sought from duty and assessment at LSCB.
- decide whether to seek advice from duty and assessment at LSCB
- if deemed appropriate, make a referral to the LSCB
- inform the person making the initial referral of his/her decision
- prepare for a case conference/core group meeting if necessary

If a parent makes a disclosure to school then the Designated Senior Person or deputies:

- should meet with the parent taking down all details
- explain that they may have to take advice from the LSCB about the disclosure
- will get back to the parent when a determination has been made

If the allegation is against a staff member

- allegation should be brought immediately to the attention of the DSP or deputies if the DSP is unavailable
- allegation against the DSP should be referenced to a member of the Quality Assurance Committee via the QEWC company secretary Annette Cunningham.
- reference should be made through the local duty & assessment (*absence of the LADO role in Flintshire has been shared and clarified with Estyn*)
- records of staff allegations will be held within a secure file
- see appendix 6 for outcomes of part 4 assessments

School will reference:

- Safeguarding children in education: handling allegations of abuse against teachers and other staff. Welsh Government circular no: 009/2014 (April 2014)
Safeguarding Children: Working Together Under the Children Act 2004

Recording Information

School staff are asked to record concerns in the following way:

- complete a digital safeguarding concern form, located within the schools Information management system (school pod)
- all child protection records will be stored confidentially. They will be kept in a secure place.

Wider Safeguarding

The Prevent duty

The Prevent duty means you're required to "have due regard to the need to prevent people being drawn into terrorism", under the Counter-Terrorism and Security Act 2015. The duty covers all types of extremism, whether political, religious or ideological and applies to **all** schools

Meaning for schools

We aim to protect pupils from the risk of radicalisation, as part of our wider safeguarding duties and duty to promote community cohesion

To do this we will:

- ensure our safeguarding procedures are robust and include the risk of radicalisation
- make sure we have internet filtering systems in place to inhibit pupils exposure to harmful online content
- carry out an assessment of risk of pupils being drawn into terrorism, based on our local risk and discussions with your local authority and local police force when necessary
- staff receive training to help them identify pupils at risk, challenge extremist ideas, and know how to act if they have a concern
- make sure our school is a safe space for pupils to discuss sensitive topics, including terrorism and extremism
- teach pupils how to recognise and manage risk, think critically, and make reasoned arguments

What should I do if I have a concern?

- if you have a concern, you should follow our usual safeguarding procedure. Discuss with the DSP or deputies if the DSP is unavailable, and they will decide whether to involve other agencies such as the LA, police, social services, or Channel, the government's programme for identifying and supporting those at risk of being drawn into terrorism

Safer Recruitment

- our school safe recruitment process is further detailed in the Safer Recruitment policy

Visitors to school

- visits should be managed by school staff and arrangements will ensure that visitors are:
 - signed in and out of the school by staff
 - if appropriate, given restricted access only to specific areas of the school and escorted by staff unless a DBS has been produced
 - to be clearly identified with visitor or contractor passes and their access to pupils restricted to the purpose of their visit
 - if carrying out building, maintenance or repair tasks, then their work area is cordoned off from pupils for health and safety reasons if appropriate

Training

Paddy Prendergast (DSP) has attended: Children in Wales: "Keeping our children safe". Training for designated safeguarding person for child protection

Tomas Messum (deputy DSP) has attended: Children in Wales: "Keeping our children safe". Training for designated safeguarding person for child protection

Caleb Dixon (deputy DSP) has attended: Flintshire county council: Level 3 safeguarding training for designated lead

Staff Training

- on induction:
 - receive level 1 Basic Safeguarding training delivered by deputy DSP including school procedures
 - be offered access to level 1 NSPCC training (online) paid for by school if appropriate
- additional training needs may be addressed following identification during supervision and appraisal processes and bespoke responses designed by the deputy DSP

- annual safeguarding training for all staff

Supporting the pupil at risk

We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. This school may be the only stable, secure and predictable element in the lives of children at risk.

The school will endeavour to support the pupil through:

- the Behaviour Policy
 - various strategies are used to support the pupils including time out, flexible staffing and the promotion of independent skills
- the content of the curriculum to encourage self-esteem and self-motivation (see section on prevention)
- the school ethos which:
 - promotes a positive, supportive and secure environment
 - gives pupils a sense of being valued
- liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and advocacy services
- keeping records and notifying Social Services as soon as there is an appropriate concern

Bullying

Our policy on bullying is set out in our Anti Bullying Policy and is reviewed annually

Physical intervention

Our policy on physical intervention is set out in our Behaviour policy and is reviewed annually. It is consistent with the Welsh Government guidance on *Safe and effective intervention – use of reasonable force and searching for weapons 097/2013*

Operation Encompass

Bryn Tirion are signed up to Operation Encompass. This service directly connects the police with schools to ensure support for children living with domestic abuse in their homes when there has been a police attended incident of Domestic Abuse.

Operation Encompass provides an efficient, confidential channel of communication between police forces and Key Adults within schools. This enables the immediate and discrete recognition of the child's situation by the Key Adult, ensuring a secure and sympathetic environment is provided and the broader effects of abuse are addressed.

Covid-19

Bryn Tirion have amended practice to include use of live-lessons and well-being video calls when appropriate to engage students who would normally attend school. A risk assessment has been formulated and shared with staff following guidance as set out in Gov Guidance 'Live-streaming and video-conferencing: safeguarding principles and practice'

Key Principles for remote safeguarding as per guidance:

Whether learners are at home or in the classroom, safeguarding and welfare of learners is paramount and takes precedence over all other considerations.

At all times you should continue to follow the school or setting safeguarding policies. All issues relating to online safeguarding should be dealt with in the same way as face-to-face teaching or interactions.

The maintained school/setting's policies for online safety, staff and learner well-being, safeguarding and distance learning, should reflect how video-conferencing and live-streaming will be carried out and monitored.

Policies and procedures for reporting incidents of misuse must be followed at all times. As outlined in the Keeping learners safe guidance, practitioners have a duty to report children at risk (including online abuse) under section 130 of the Social Services and Well-being (Wales) Act 2014.

If you have any safeguarding concerns about a child, you should discuss these with the Designated Safeguarding Person (DSP) for your school or setting ensuring your concerns are reported as soon as possible.

If for any reason you cannot contact the Designated Safeguarding Person for your school or setting, contact the local authority Children's Services Team and report your concerns.

If you think a child or young person is in immediate danger then contact the police on 999.

For further advice on safeguarding at this time please visit the Keeping children and young people safe page on the Welsh Government website which provides information and advice on identifying abuse and supporting disclosure and reporting concerns. There are also links to information and resources to support well-being and prevent abuse.

Safeguarding Team

Quality Assurance Committee
Via. Annette Cunningham
Company secretary
annette.cunningham@gewc.co.uk
01978 760034 ext.601

Designated Senior Person
Paddy Prendergast
Principal
paddy.prendergast@gewc.co.uk
01978 760034 ext.705

Deputy Designated Senior Person
Caleb Dixon
Vice Principal
caleb.dixon@gewc.co.uk
01978 760034

Deputy Designated Senior Person
Tom Messum
Teacher
tom.messum@gewc.co.uk

01978 760034

Appendix 2

What to do if you are worried outside of the school day

If you are unsure that a child may be suffering/at risk, but are worried, please contact:

For Flintshire - Young people's Duty and Assessment Team on 01352 701000.

During the evening or weekends - the Emergency Duty Team on 0845 0533 116

If you are concerned that a child has suffered harm, neglect or abuse, please contact the appropriate service noted above.

In an emergency outside normal office hours, please contact the Emergency Duty Team on 0845 05 33 116 or call the police if there is an immediate danger.

Further information on safeguarding young people this is available on the FWLSCB web pages – fwlscb@Wrexham.gov.uk

Types of Child Abuse (Refer to www.nspcc.org.uk)

Domestic abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers. Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

Sexual abuse

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong. Or they may be afraid to speak out. That's why we're working to break the silence around child sexual abuse, and give children a voice when they desperately need support.

Neglect

Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

Online abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Physical abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned and slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII). There's

no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

Emotional abuse/psychological abuse

Emotional abuse is the ongoing emotional maltreatment of a child. It's 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 often suffering another type of abuse or neglect at the same time – but this isn't always the case.

Financial Abuse

Financial abuse includes theft, fraud, pressure about money, misuse of money. Indicators may include not meeting a child's needs for care and support which are provided through direct payments; or

Complaints that personal property is missing.

Child sexual exploitation

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Female genital mutilation

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

Bullying and cyberbullying

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Child trafficking

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- Child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

Harmful sexual behaviour

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or adults.

Children and young people who develop harmful sexual behaviour harm themselves and others. ***Age differences and harmful sexual behaviour:*** Sexual behaviour between children is also considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't. However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled. If you're not sure whether a sexual behaviour is harmful find out about the signs, symptoms and effects of harmful sexual behaviour.

We believe this policy relates to the following legislation:

- Wales Safeguarding Procedures 2019
- Children Act 1989
- Education Act 2002
- Children Act 2004
- Equality Act 2010
- The Social Services and Well-being (Wales) Act 2014
- Safeguarding Children: Working Together Under the Children Act 2004
- The Children's Rights Framework
- UNCRC
- The Rights of Children and Young Persons (Wales) Measure 2011
- The Gender-based Violence, Domestic Abuse and Sexual Violence (Wales) Bill
- The Local Safeguarding Children Boards (Wales) Regulations 2006
- Keeping Learners Safe Jan 2015
- The Independent School Standards (Wales) Regulations 2003.
- Safeguarding Children in Education: Handling allegations of professional abuse against teachers and other staff 009/2014 Apr 2014
- FGM Act 2003
- Sexual Offences Act 2003
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009

- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- The Prevent Duty: Department advice for schools and childcare providers (DfE)
- Mandatory Reporting of Female Genital Mutilation - procedural information (HM Government)

Appendix 5

Outcome of part 4 investigations

The following definitions should be used when determining the outcome of allegation investigations:

Substantiated: there is sufficient evidence to prove the allegation

False: there is sufficient evidence to disprove the allegation

Malicious: there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false

Unfounded: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances

Unsubstantiated: this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. The term therefore does not imply guilt or innocence.