Broughton Primary School

Child Protection and Safeguarding Policy

This policy sets out the approach and provision for safeguarding learners in Flintshire Schools. All staff should have access to this policy and sign to the effect that they have read and understood its contents.

Contents

1. **Introduction**

Broughton Primary school recognises the moral and statutory responsibility to safeguard and promote the welfare of all children. We recognise the importance of providing an ethos and environment within our school that will help learners to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow the All Wales Child Protection Procedures 2008 to ensure that learners receive effective support, protection and justice.

Our school core safeguarding principles are:

- All learners have a right to be protected from all forms of abuse and discrimination and to be treated equally regardless of age, gender, racial origin, culture, religious belief, language, disability or sexual identity
- All learners have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in learners and act on any concern in accordance with this policy.

There are three main elements to this 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 those pupils who may have been abused.

This policy applies to all staff and volunteers working in Broughton Primary school and its governors. It is recognised that 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.

There are many definitions of Child Protection however for the purpose of this policy, it is defined by the All Wales Child Protection Procedures (2008) as a 'part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect'.

By contrast, safeguarding and promoting the welfare of children is defined by the All Wales Child Protection Procedures (2008) as:

- 'Protecting children from abuse and neglect;
- Preventing impairment of their health or development; and
- Ensuring their receive safe and effective care;

…. so as to enable them to have optimum life chances'.

2. **Context**

The Children Act 1989 and 2004 places a statutory duty on a range of organisations to make arrangements to ensure that their functions, and services provided on their behalf, are discharged having regard to the need to safeguard and promote the welfare of children.

The Social Services and Well-being (Wales) Act 2016 came into force on April 6 and places a duty to report children at risk, as detailed in Section 130, Part 7:

(1) If a relevant partner of a local authority has reasonable cause to suspect that a child is a child at risk and appears to be within the authority's area, it must inform the local authority of that fact.

(2) If the child that the relevant partner has reasonable cause to suspect is a child at risk appears to be within the area of a local authority other than one of which it is a relevant partner, it must inform that other local authority

(3) If a local authority has reasonable cause to suspect that a child within its area at any time is a child at risk and is living or proposing to live within the area of another local authority (or a local authority in England), it must inform that other authority.

(4) In this section, "a child at risk" is a child who—

> (a) is experiencing or is at risk of abuse, neglect or other kinds of harm, and

> (b) has needs for care and support (whether or not the authority is meeting any of those needs).

(5) For the purposes of this section a relevant partner of a local authority is—

> (a) a person who is a relevant partner of the local authority for the purposes of section 162;

> (b) a youth offending team for an area any part of which falls within the area of the authority.

(6) For provision about a local authority's duty to investigate children at risk, see section 47 of the Children's Act 1989.

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are students at a school, or who are students under 18 years of age.

The Head teacher and Designated Senior Person (DSP) at Broughton Primary school will ensure that they are fully aware of the relevant legislation and guidance in relation to safeguarding children in their care and will have due regard for the following:

- Social Services and Well-being (Wales) Act 2016
- United Nations Convention on the Rights of the Child *(commonly abbreviated as the CRC or UNCRC)* 1991
- Human Rights Act 1998
- Equality Act 2010
- Modern Slavery Act 2015
- Violence Against Women and Sexual Violence (Wales) Act 2015
- Counter Terrorism and Security Act 2015 (*refer to Section 7 for Prevent*)

At Broughton Primary school we will follow the All Wales Child Protection Procedures (April 2008) and Keeping Learners Safe Guidance (January 2015) alongside any other guidance and protocols that have been endorsed and agreed by the North Wales Safeguarding Children's Board in conjunction with this policy.

3. **Prevention**

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

Broughton Primary school will therefore:

- Establish and maintain an ethos where learners feel secure, are encouraged to talk and share their concerns and will be listened to;
- Ensure that learners 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;
- Include in the curriculum, activities and opportunities for Personal and Social Education which equip learners with the skills they need to stay safe from abuse and to know that they can turn to staff for help;

Ways to do this can include:

- Displaying posters signposting learners to services that might be able to help them if they are worried e.g. ChildLine
- Using 'Worry boxes' - which can be placed inside classrooms and/or around the building
- Encouraging learners to post questions in the Worry Boxes at the end of Personal and Social Education or Personal Development and Relationships lessons can be a good way of identifying anything that may be worrying a them
- Class activities including Circle Time, will encourage concerns to be shared, and staff should be prepared to deal with a disclosure that may arise as a result.

4. Related Policies

This policy should be read in conjunction with the policies as listed below. (To be read and followed alongside this document)

- Behaviour Management
- Acceptable Use / E safety / Social Networking
- Anti-Bullying
- Data Protection and Information Sharing
- Substance Misuse
- Sex Education
- Health and Safety
- Additional Learning Needs
- Attendance
- Risk Assessments (e.g. school trips)
- Managing Allegations Against Staff
- Code of Conduct for Staff
- Safer Recruitment
- Whistle-Blowing
- Preventing Extremism and Radicalisation

5. Recognising Abuse and Neglect

5.1 To ensure that learners are protected from harm, an understanding of what types of behaviour constitutes abuse or neglect is required. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives within reach of an unattended toddler. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet).They may be abused by an adult or adults or another child or children. The All Wales Child Protection Procedures (2008) defines the following types of abuse:

Physical Abuse: May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Human bites are also considered a form of physical abuse. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child whom they are looking after.

Emotional Abuse: Is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development; it may involve conveying to a child that they a worthless and unloved, inadequate or valued only in as much as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within

the home or being bullied, or the exploitation of corruption of other children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual Abuse: Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or the production of pornographic material or in watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect: Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health and development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

5.2 Current Safeguarding Concerns

The following safeguarding concerns, actual or suspected, should be referred immediately to Children's' Services. Note: one or more may apply to an individual child's circumstances.

Refer to Chapter 4 Welsh Government Circular: 158/2015 Keeping Learners Safe for further guidance across the full range of specific circumstances.

5.2.1 eSafety

Broughton Primary school are committed to make full use of social technologies to engage learners and improve learning outcomes, while also developing learners to be confident and competent digital citizens.

At Broughton Primary school we believe that the positive use of the Internet including social media and media streaming sites should be encouraged but also understand that these opportunities can present challenges in terms of e-Safety, managing our privacy, boundaries and behaviour.

Acceptable use of the Internet will be implemented on a day-to-day basis by all school staff and monitored by the Head teacher or a designated member of staff. Adherence to the Flintshire Acceptable Use Policy is the collective responsibility of all staff. All staff are aware of individual responsibilities relating to the safeguarding of learners within the context of eSafety. For further information, please refer to the Acceptable Use Policy / E safety Policy. This can be found on Staff Common, our website, and a copy at the main office.

5.2.2 Child Sexual Exploitation (CSE)

Child Sexual exploitation (CSE) involves situations, contexts and relationships where young people receive something (for example food, alcohol, presents, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying) sexting and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Any concerns that a child may be experiencing any level of exploitation should be reported to the Designated Senior Person who will have undertaken awareness training in relation to CSE issues.

5.2.3 Preventing Radicalisation and Extremism

It is essential that staff are able to identify pupils who may be vulnerable to radicalisation, and know what to do when they are identified.

Broughton Primary School will ensure that the Prevent Duty as outlined in the Counter Terrorism and Security Act (2015) is implemented, taking into account the Local '*Prevent*' policies, protocols and procedures . Detailed procedures to protect pupils from radicalisation and extremism are outlined in the schools Preventing Extremism and Radicalisation Policy which can be found on Staff Common, our website, and a copy at the main office.

In safeguarding pupils from extremism and radicalisation, school governors, staff and volunteers will be alert to:

- Disclosure by learners of their exposure to extremist actions, views or materials

- Graffiti, symbols, writing or artwork promoting extremist messages or images

- Reports of changes in behaviour, friendship or actions and requests for assistance

- Partner schools, local authority services and police reports of issues affecting learners in other schools or settings

- Learners, staff, parents or visitors voicing opinions drawn from extremist ideologies and narratives

- Use of extremist or hate terms to exclude others or incite violence

- Intolerance of difference

- Attempts to impose extremist views or practices on others

- Anti-Western or anti British views.

All concerns should be reported immediately to the Designated Senior Person for Child Protection (DSP).

Children and young people can be exploited and at risk of radicalisation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people the Head teacher and Governing Body are responsible for ensuring that there are appropriate measures in place such as security filtering and the Acceptable Use Policy reflects the county guidance.

5.24 Female Genital Mutilation (FGM)

In the UK, all forms of FGM are illegal under the Female Genital Mutilation Act 2003 and there is a legal duty to report any case of FGM. It is an offence (regardless of their nationality and residence status) to:

- perform FGM in the UK
- assist the carrying out of FGM in the UK
- assist a girl to carry out FGM on herself in the UK
- assist from the UK, a non-UK person to carry out FGM outside the UK
- on a UK national or permanent UK resident.

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is new-born, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

The school will endeavour to identify any girls that could be at potential risk through usual safeguarding and absence monitoring practices. The Designated Senior Person will undergo awareness training in relation to FGM.

5.2.5. Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where Broughton Primary School is made aware of a learner that is suspected of/or actually being trafficked/exploited, we will report our concerns to the appropriate agency.

5.2.6 Forced Marriage

Broughton Primary school does not support the idea of forcing someone to marry without their consent and will follow the Regional Safeguarding Children's Board procedures to refer any child and young person immediately to Social Services for Children.

5.3 Indicators of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed or their abuser has threatened further violence or trauma if they "tell". Staff should familiarise themselves with the range of behavioural indicators of abuse and report any concerns to the designated person.

A child who is being abused and/or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school or arrive late
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or pre-occupied
- Be wary of physical contact
- Be particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw. What is important is that staff report their concerns.

6. <u>Roles and Responsibilities</u>

6.1 The Role of the Local Authority

The local authority has responsibilities at three levels: strategic, support and operational. On a **strategic** level Flintshire County Council will plan, co-ordinate services and allocate resources working in partnership with other agencies.

At this level the following actions will be undertaken:

- Work with other agencies to put in place and support effective partnership working including cross border processes;
- Allocation of resources to enable educational settings (and local authority staff) to discharge their responsibilities for safeguarding children satisfactorily;
- Liaise with the appropriate diocesan authorities in respect of arrangements for safeguarding children in aided schools in Flintshire;
- Monitor the compliance of maintained schools using the guidance listed in Section 2 of the Legislative Framework above;
- Bring any deficiencies to the attention of the governing body of the school / setting and give advice as to how to remedy the deficiency;
- Take action to resolve any inter-agency problems;
- Play a full part in Child Practice Reviews as required
- Disseminate information about relevant findings from serious case reviews and child practice reviews to designated staff for child protection in the authority and maintained schools;
- Ensure that there are clear communication channels with the senior officer who represents the authority on the North Wales Safeguarding Children Board;

On a **support** level Flintshire County Council Education Services will endeavour to ensure that the governing body of all schools and further education institutions, the Head teacher or Principal and proprietors of independent schools and other partnership agencies providing services for children and families alongside education settings:

- Are aware of their responsibilities for Child Protection and Safeguarding;
- Are aware of their responsibilities to Looked After Children in Flintshire;
- Have appropriate guidance and support available from Social Services for Children facilitated by the designated lead officer for Education;
- Have access to a programme of appropriate training;
- Have a Model Child Protection Policy for schools to follow;
- Have flowcharts and procedures to follow in line with the All Wales Child Protection Procedures 2008.
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On an **operational** level Flintshire County Council Education Services will be responsible for promoting the safety and welfare of children of all children, with a particular focus on the following groups of children and young people:

- Children excluded from school, or who have not obtained a school place (for example children in Pupil Referral Units);
- Children with complex medical needs and specific or additional learning needs;
- Elective Home Education (EHE);
- Children subject to Child Protection processes;
- Looked After Children (LAC);
- Children who are educated outside of Flintshire.

The local authority recognises that children in such circumstances are potentially vulnerable and may need additional support to access learning, play and leisure services and / or to attain their full potential. All those working in Flintshire educational settings are required to work in partnership with others to monitor the wellbeing and attainment of vulnerable children and to provide additional support and services to those who require it.

In addition, Flintshire County Council will:

- Monitor and oversee safe recruitment procedures in line with national, regional and local guidance; including the Disclosure and Barring Service;
- Have procedures in place for dealing with allegations of abuse against members of staff and work with schools, the North Wales Safeguarding Children Board partner agencies to ensure that allegations are dealt with fairly, consistently and quickly;
- Liaise with other local authorities to ensure that child protection allegations are investigated where children from other authorities receive education within Flintshire;
- Support schools to liaise appropriately with other local authorities to meet the safeguarding needs of children from other local authorities receiving education in Flintshire;
- Similarly, where Flintshire learners attend school in other local authorities, Flintshire County Council will support a shared understanding of the different policies and procedures that may exist, including different criteria and referral routes.

Flintshire County Council's Social Services for Children can be contacted as follows:

To make a Child Protection Referral:

Contact phone number: **01352 701000**

PRESS 2 after dialling 01352 701000 to make a child protection referral

PRESS 5 after dialling 01352 702601 to speak to the safeguarding unit

Out of Hours phone number: **0845 0533116**

Generic Contact Centre number for Children's Safeguarding General Enquiries:

Contact phone number: 01352 702601

Looked After Children 01352 701092

Safeguarding Unit:

Safeguarding Unit Manager 01352 702600

Children's Safeguarding Managers 01352 704966 / 701049

Education & Youth:

Chief Officer, Education & Youth 01352 704601

Senior Manager, Inclusion & Progression 01352 704017

Principal Educational Psychologist 01352 704102

Learning Advisor Health, Well-being and Safeguarding 01352 704054

Estyn:

Safeguarding Officer: 02920 446482/ 02920 446484

(24 hrs)

Office: 02920 446446 (office hours only)

5.2 The Role of the Governing Body

Governing bodies of maintained schools in Flintshire have a responsibility to ensure that:

- The school has an effective Child Protection / Safeguarding Policy in place in accordance with the guidance in this document;
- The policy is reviewed annually and is made available to parents / carers and/or students on request;
- The school follows recommended procedures and guidelines for dealing with allegations of misconduct against members of staff, including child protection allegations, in line with Flintshire County Council policy and Welsh Government guidelines and in accordance with the All Wales Child Protection Procedures 2008;

- The school operates safe recruitment procedures and ensures that all appropriate checks are carried out on all new staff and volunteers, including governors, in line with Flintshire County Council policy and Welsh Government guidelines;
- The school has a Designated Senior Person who is appropriately trained to take lead responsibility for dealing with child protection;
- The Head teacher and all staff and volunteers (including governors) undertake appropriate safeguarding training. Refer to Appendix 4 for training programme.
- There is a designated Child Protection Governor as referenced in the Education Act 2002 and supporting guidance 'Keeping Learners Safe' 2015.

5.3 The Role of Head Teacher

In Flintshire, Head teachers have a responsibility to ensure that:

- Safeguarding / child protection policies and procedures adopted by the governing body or proprietor are fully implemented and followed by all staff and are kept up-to-date;
- Sufficient resources and time are allocated to enable the Designated Senior Person and other staff to discharge their responsibilities including: taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children;
- All staff and volunteers understand the procedures for and are supported in raising concerns with regard to children in their care.

5.4 The Role of the Designated Senior Person (DSP) in School

The Designated Senior Person (DSP) for Child Protection fulfils an essential role in developing and implementing policies that help to protect children from all forms of abuse and create a safe school environment.

The DSP (this role can be performed by the Head teacher) should:

- Take lead responsibility for managing child protection issues and cases;
- Promote the interests of Looked After Children (LAC) in their school;
- Be a member of the school's leadership team,
- Take responsibility for the school's child protection practice, policy, procedures and professional development.

5.5 The Role of All Staff

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

All staff will:

- Understand their role and responsibilities to safeguard and promote the welfare of children.

- Be familiar with and follow the school's procedures and protocols for safeguarding and promoting the welfare of children and know who to contact in the school to express concerns about a child's welfare.

- Be alert to indicators of abuse and neglect.

- Have access to and comply with the All Wales Child Protection Procedures

- Have received child protection training to a level commensurate with their role and responsibilities.

- Know when and how to refer any concerns about child abuse and neglect to Social Services for Children or to North Wales Police.

- 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 for Children or the Police. The professional and/or agency employee must make the referral and cannot remain anonymous in doing so.

- Know that if any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their legal duty to ensure that the concerns are referred to Social Services for Children or the Police, who have statutory duties and powers to make enquiries and intervene when necessary.

Refer to Appendix 1 for guidance on what to do if a child tells you they have been abused by someone other than a member of staff.

7. **Procedures**

At Broughton Primary school we will follow the All Wales Child Protection Procedures (April 2008) and Keeping Learners Safe Guidance (January 2015) alongside any other guidance and protocols that have been endorsed and agreed by the North Wales Safeguarding Children Board (NWSCB).

The school will:

- Ensure that it has a named designated senior member of staff 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 persons are absent or

unavailable at a given time, the most senior person on the premises will act as a contact point.

- Recognise the role of the Designated Senior Person and arrange support and training. The school will look at the NWSCB 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.

- Ensure that all members of staff, including permanent, part-time and adult volunteers, along with every governor knows:

  o The name and contact details of both the designated and deputy person responsible for child protection;
  o 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;
  o That the designated person and deputy will seek advice from the Designated Officer and/or Social Services for Children First Contact Team if necessary when a referral is being considered. If in doubt a referral must be sent.

- 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. Refer to Appendix 4 for training programme.

- 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 communication. 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 the All Wales Child Protection Procedures guidance.

- Provide training for all staff so that they:

  o Understand their personal responsibility;
  o Are cognisant of agreed local procedures;
  o Understand the need to be vigilant in identifying suspected case of abuse;
  o Know how to support a child who discloses abuse, particularly the dos and don'ts.

- Notify Social Services for Children if:

  o A looked after child (LAC) or a child on the child protection register is excluded for a fixed term or permanently;

  o There is an unexplained absence of a looked after pupil or a pupil on the child protection register of more than two days duration from school (or one day following a weekend)

- Work to develop effective links with relevant agencies and 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 on standard proforma (Appendix 2) within 2 working days before conference date. A copy should be shared with the child's parents before the conference takes place.

- 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.

- 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.

- Adhere to the procedures set out in the Welsh Government guidance no 002/2013 'Disciplinary and dismissal procedures for school staff'

- 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.

- 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.

8. **Record Keeping**

When a child has made a disclosure, the member of staff or volunteer should:

- Make brief notes as soon as possible after the conversation.
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions
- Give all records to the Designated Senior Person.

9. <u>Support Following a Disclosure</u>

9.1 Supporting staff:

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Senior Person who can seek support from the appropriate Governor.

9.2 Supporting children:

The school will endeavour to support all children by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

10. <u>Supporting the Pupil at Risk</u>

10.1 Behaviour

At Broughton 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. School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation (*refer to section 3 of this policy for Prevention*);

- The school ethos which:

    o Promotes a positive, supportive and secure environment, and
    o Gives learners a sense of being valued.

- Broughton Primary School's Behaviour Policy is aimed at supporting vulnerable learners 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 prospectus and other points of communication) but each individual is valued and not to be blamed for any abuse that has occurred. Staff should read the school's Behaviour Policy in

conjunction with this and other named policies noted in this policy. This can be found on Staff Common, our website and a copy in the main office.

- Liaison with other agencies who support the student such as Social Services for Children, Child and Adolescent Mental Health Services, the Educational Psychology Service, Education Welfare Service and others.

- Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.

- Making a TAF (Team Around the Family) referral when co-ordinated early intervention support would benefit the child and family.

When a learner on the child protection register leaves, we will transfer the sensitive information to the new school immediately (using the agreed policy and procedures for the 'Transfer of Sensitive Information' and the Designated Person will be central to this process) and if not already done, to inform Social Services of the move.

10.2 Bullying

At Broughton Primary school we are committed to providing a secure and caring environment for all. Bullying, in any form, will not be tolerated.

Welsh Government Respecting Others: Anti-Bullying Guidance (2011) is reflected in our school's Anti-bullying Policy. Please refer to the Anti-bullying Policy for further information. This can be found on Staff Common, our website and a copy in the main office.

10.3 Physical Intervention

As part of Broughton Primary school's Safeguarding procedures, we recognise that there may be rare occasions where physical intervention is necessary. Physical intervention should only ever be used to:

- Maintain the safety of learners and staff
- Prevent serious breaches of school discipline
- Prevent serious damage to property.

The school expects every effort to be made to deescalate a situation, prior to physical intervention. Appropriate support is provided for both learners and staff who are involved in physical intervention.

10.4 Children with Additional Learning Needs (ALN)

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with learners with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse. *Keeping Learners Safe (2015)*

School staff need to have a high level of awareness with learners who have ALN and promote a culture where they are able to make their wishes and feelings known in respect of their care and treatment. All learners with ALN should know how to raise concerns if they are worried or angry about something and giving them access to a range of adults with whom they can communicate. Learners with communication difficulties should have available to them at all times a means of being heard.

Learners with ALN who are interviewed as part of any safeguarding investigation should be allowed to express their views as to who will be the appropriate adult in an interview situation. Advice must be sought from Social Services for Children.

Please refer to ALN Policy for further information. This can be found on Staff Common, our website, and a copy at the main office.

on Staff Common, our website, and a copy at the main office.

10.5 Looked After Children (LAC)

This school recognises that learners who become looked after are often the most vulnerable and has a responsibility to support the Council in its role as corporate parents.

Please refer to the LAC Policy for further information. This can be found on Staff Common, our website, and a copy at the main office.

11. Child Protection Conferences / Core Groups

A child protection conference will be convened if a referral has been made and, following an investigation, the findings have considered the child to be at risk of harm, has suffered harm, or if the child is already subject to a child protection plan. A review conference is held to monitor the safety of the learner and the required reduction in risk. Child protection conferences can be upsetting for parents / carers. We will work in an open and honest way with any parent whose child has been referred to Social Services for Children or whose child is subject to a child safety plan. Our responsibility is to promote the protection and welfare of all learners and our aim is to achieve this in partnership with our parents / carers.

Staff may be required to attend child protection conferences or core group meetings to represent the school. The person attending will need to have as much relevant up to date information about the child as possible. This is most likely to be available from a class teacher. All reports for child protection conferences will be prepared in advance using the required county report format. The information contained in the report will be shared with parents at least one day before the initial child protection conference and at least 48 hours before the review conference and should be prepared using the county report format for conference. Please refer to Appendix 2.

12. Allegation Against a member of Staff or Adult

All staff must ensure that any allegation regarding an adult who is working with learners is reported immediately to the Head teacher or the Designated Senior Person (DSP); this will include all school staff, volunteers, governors, occasional workers or contractors and those staff who are not on the school site but come into contact with children i.e. those who transport learners to/from school, school crossing patrols etc.

Allegations against members of staff should be brought immediately to the attention of the Head teacher / Designated Senior Person (DSP). If the allegation is against the Head teacher, then the Chair of Governors must be informed, who in turn must immediately inform the Chief Officer.

It is essential that all allegations of abuse are dealt with fairly, quickly and consistently, providing effective protection for the child while supporting the person who is the subject of the allegation.

The Head teacher (or Chair of Governors in the case of a Head teacher) will act as the Case Manager, and has overall responsibility for any safeguarding allegation.

In the first instance, the Case Manager should immediately discuss the allegation with the Local Authority Safeguarding Officer within Education who will also support the school with how to adhere to the Welsh Government guidance listed below. The Local Authority Education Safeguarding Officer should be informed of **all** allegations that come to a school's attention and appear to meet the criteria set out above so they can consult with the FCC Safeguarding Unit and Children's Services and the police, as appropriate.

The Head teacher and Designated Senior Person (DSP) will ensure that they are fully aware of the relevant legislation and guidance in relation to procedures required when an allegation is made against a professional and in particular:

- Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff

http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf

- Welsh Government Guidance: Circular No: 002/2013 - Disciplinary and Dismissal Procedures for School Staff

http://gov.wales/docs/dcells/publications/130227disciplinaryanddismissalen.pdf

- Education Workforce Council (EWC) Code of Conduct.

http://www.ewc.wales/site/index.php/en/documents/fitness-to-practice/157-ewc-code-of-professional-conduct-and-practice

The sharing of information about an allegation must be handled sensitively and must be restricted to those who have a need to know in order to:

- Protect children;
- Facilitate enquiries, or

- Manage disciplinary / complaints aspects.

Information about the learner, or family must not be shared with the individual against whom the allegation was made or anyone representing them.

On the completion of Police or Social Services investigations, if formal disciplinary action is not required, appropriate action should be instituted within three working days (e.g. arrangements made for a suspended employee to return to work). If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days. Governing bodies are responsible for staff disciplinary matters in all maintained schools.

Any employee who believes that allegations or suspicions are not being investigated properly has a responsibility to escalate their concern directly to the Lead Officer for Safeguarding Children in Education.

The school's Whistleblowing Policy can be used for confidential reporting of any abusive, inappropriate or unprofessional behaviour towards children or young people, or any conduct that breaches criminal law or statute; compromises health and safety; breaches accepted professional codes of conduct, or otherwise falls below established standards of practice in relation to children and young people.

13. Safer Recruitment

Flintshire County Council has implemented Safe Recruitment and Employment standards in accordance with guidance through the North Wales Safeguarding Children Board (NWSCB). Broughton Primary school will adhere to the Welsh Government Circular: 158/2015 Keeping Learners Safe / Chapter 5.

Broughton Primary school's Disciplinary Procedures set out what action should be taken against employees including school staff who do not comply with the school's policies and procedures, including those in place to safeguard and promote the welfare of children.

To promote Safe Recruitment and HR practices, the school will:

- Ensure that all staff, volunteers and governors provide a DBS disclosure certificate prior to taking up the post
- Ensure that the head teacher has sight of and records on a single central record (school database), the details of all DBS certificate checks
- Ensure that staff, volunteers and governors renew their DBS disclosure certificates on a three yearly basis, which is considered best practice.
- Ensure that an updated DBS disclosure certificate is obtained by any individual staff member, volunteer or governor when there are reasonable grounds to do so e.g. following involvement in criminal activity or if a professional allegation is made
- In the event of any disclosure information being obtained, either at the point of recruitment or subsequently, ensure that a risk assessment is completed and brought to the attention of Flintshire County Council
- A written log of all daily supply staff, volunteers and contractors will be kept clearly listing where the DBS disclosure is available, or a risk assessment will be formulated

in lieu of an available DBS disclosure. Staff such as educational psychologists, supply teachers, trainee teachers, nurses, sports coaches and inspectors should be DBS checked by their employer, for example the supply agency, the university, or local authority. It is sufficient for schools to seek written confirmation that all appropriate checks, have been carried out for these people (most commonly on appointment) and by whom (most commonly the relevant human resources department). Schools should then confirm the identity of these visitors.

14. School Site Security

14.1 Access Control

Broughton Primary school is a safe and secure place for children to learn and the physical safety of children when on the school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and Safety of school premises.

A suitable and sufficient assessment of security risks is required to enable control measures to be devised: an example Site Security Checklist can be found in Appendix 5 to be used alongside a whole school site Risk Assessment. Control measures may include appropriate lighting and perimeter protection, alongside clear signage, alarm systems and CCTV. Please refer to the Health & Safety Policy for further information which can be found on Staff Common, our website and a copy in the main office.

Managing the school perimeter and access to buildings is a significant aspect of security, as is the management of staff and visitors to the school. It is good practice for schools to aim for one entrance where reception staff can manage visitors. At this single point of entry, staff should be able to prevent access to the school to visitors without satisfactory identification and a reason for their visit. Staff will:
- Ensure visitors, volunteers and students only enter through the main entrance and sign in at Reception
- Ensure all visitors are provided with a visitor badge
- Ensure that when a visitor leaves the premises they sign out and hand back the visitors badge
- Ensure children are only allowed home with adults with parental responsibility or confirmed permission (primary)
- Ensure learners never be allowed to leave school alone during school hours, and only collected by a familiar adult
- Ask security questions to anyone leaving a message for children at the school
- Challenge the reasons of unfamiliar adults on the school premises
- Ensure doors are closed to prevent intrusion
- Ensure windows in empty classrooms are closed
- Wear ID badges (good practice).

14.2 Absconding

Definition: To abscond is to 'leave without permission'.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings owe a duty of care towards their learners. This duty of care requires that all reasonable steps are taken to ensure that learners are safe and remain within the care of the school at all times throughout the school day and during school led activities.

Accordingly, reasonable steps must be taken, through the pupil management and staff training programme, to minimise the likelihood of one or more learners absconding.

In order to prevent a learner from absconding, the school may consider adopting the most suitable control measures for the site:

- a secure perimeter and gates which can be locked
- gates / doors should be secured outside of the school's stated drop off and pick up times
- unsecured gates should be locked during break times if there is a significant risk of any learners absconding
- doors into school should be locked from the outside with key coded access or similar
- there may be a need to have high bolts /closures on doors / gates to restrict unauthorised egress by younger pupils
- early Years should have double handled egress points
- fire doors may have high level bolts / closures on them if significant risk of absconding. This must be recorded in the fire risk assessment and there must always be someone in the room who can unlock the door whilst pupils are present.

Where a learner attempts, or is seen to be leaving the school premises without authorisation, staff must be aware that active pursuit may encourage the learner to leave the immediate vicinity of the school and may also cause the learner to panic, possibly putting them at risk e.g. by running onto a busy road.

If the learner(s) has left the immediate vicinity of the school grounds and is no longer visible then the SLT will make a decision as how to proceed which will take into account; the age of the age of the learner, the prevailing weather conditions, the nature of the incident which led to the learner absconding, the learner's previous history of being involved in episodes of absconding and their outcomes. The SLT or designated staff must contact the Police and parents / carers immediately.

Please refer to Critical Incidents - School Guide to Managing on Site and Off Site Emergencies Updated August 2017, Section 5.9 for Missing Persons Procedure.

14.3   Lockdown Procedures

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and

pupils in the school. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all learners and staff.

Please refer to Critical Incidents - School Guide to Managing on Site and Off Site Emergencies Updated August 2017, Section 7.2 for Lockdown arrangements.
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15. Confidentiality

The school recognises that all matters relating to child protection and safeguarding are confidential, however there is a balance between child protection and the right to privacy, as outlined below.

The Head teacher and/or the Designated Senior Person for Child Protection (DSP) will disclose any information about a pupil to other members of staff on a need-to-know basis only. There is a professional responsibility to share information with other agencies in order to safeguard children.

Staff will understand that they cannot promise a child to keep secrets, which might compromise the child's safety or well-being. Staff have a professional responsibility to share relevant information about the protection of learners with the designated statutory agencies when a child is experiencing child welfare 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 they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school. Staff need to be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

16. Information Sharing

In order to make soundly based decisions there is a need to understand the general principles of sharing information identifiable to a child and/or young persons or their parents/carers. The safety and welfare of a child or young person must be the first consideration when making decisions about sharing information about them. There must be a legal basis for sharing information and a legitimate purpose for doing so.

When dealing with confidential information we will need to be satisfied that there is either:

- a statutory obligation to disclose
- expressed or implied consent from the persons involved, or
- an overriding public interest in disclosing information

All staff will seek advice from the DSP and/or the Head teacher with regard to the sharing of any information. The Head Teacher and DSP will be fully aware of the guidance surrounding the Data Protection Act and the guidance surrounding the Sharing of Information, which includes:

- Wales Accord on the Sharing of Public Information (WASPI) Framework

  www.waspi.org/

- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (March 2015) HM Government

  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf

- Advice for practitioners providing safeguarding services to children, young people, parents and carers (March 2015) HM Government

  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

The Seven Golden Rules for Information Sharing are:

1. Remember that the Data Protection Act 1998 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 if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety of a child 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 certain of the basis upon which you are doing so. Where you 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 (see principles).

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.

Advice for practitioners providing safeguarding services to children, young people, parents and carers (March 2015) HM Government

17. <u>Equality and Diversity</u>

As an employer and provider of services Broughton Primary school will not unlawfully discriminate on grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, or on the grounds of Welsh Language.

All learners, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

In order to make sensitive and well informed professional judgments about a learner's needs and a parent's capacity to respond to their child's needs, it is important that school staff will be sensitive to differing family patterns, and lifestyles and to child rearing patterns that vary across different racial, ethnic and cultural groups.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

18. <u>North Wales Safeguarding Children Board (NWSCB)</u>

The North Wales Safeguarding Children Board (NWSCB) is a statutory body which co-ordinates, monitors and challenges its partner agencies in safeguarding children in North Wales. Flintshire County Council is a statutory partner of the NWSCB.

The objectives of the NWSCB are to PROTECT children in its area who are experiencing or at risk of abuse, neglect or other kinds of harm and PREVENT children who are experiencing or at risk of experiencing abuse, neglect or other kind of harm.

Schools should be aware of the work of the NWSCB and are encouraged to attend events and training. Schools can subscribe to the latest news and information by following the link below:

http://www.northwalessafeguardingboard.wales/

19.   <u>References</u>

- Welsh Government Circular: 158/2015 Keeping Learners Safe.
- Welsh Government Circular No: 009/2014 Safeguarding Children in Education
- All Wales Child Protection Procedures 2008
- Denbighshire County Council – Child Protection and Safeguarding Policy 2016
- Department for Education Advice on school security: Access to, and barring of individuals from, school premises for local authorities, school leaders and school staff December 2012
- Flintshire County Council Critical Incidents - School Guide to Managing on Site and Off Site Emergencies Updated August 2017
- Flintshire County Council Corporate Safeguarding Policy 2017
- Estyn Supplementary guidance: inspecting safeguarding in schools and PRUs Autumn 2015
- https://www.teachers.org.uk/help-and-advice/health-and-safety/s/school-security-checklist

Child Protection and Safeguarding Policy

This policy will be reviewed <u>annually</u> by the head teacher, staff and governors, or if any amendments occur in legislation or in consideration of changes in working practices which may stem from incidents or allegations.

Declaration:

This policy was approved by the School's Governing Body on:

Date: November 2018_____

Signed _____ Chair of Governors

Signed _____ Headteacher

20.   <u>Appendix</u>

Appendix 1: **Information for All Staff - What to do if a child tells you they have been abused by someone other than a member of staff**

Appendix 2: Child Protection Case Conference Report Template

Appendix 3: Child Protection Multi Agency Referral form

Appendix 4: Safeguarding Training Programme for Schools

Appendix 5: Site Security Checklist

Appendix 1:

Information for all staff

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 and may not always go to a member of the teaching staff. Staff to whom the 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 as 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 unlikely event that both are 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 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 any 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 shared a concern with you to the designated person. Often what is initially shared is the tip of the 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.

Appendix 2:

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Flintshire County Council
School Information for Child Protection Case Conferences

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The purpose of this report is to provide information from the school that contributes to the full consideration of the child's circumstances by those attending the conference. It will assist in decision making about future action to be taken.

The report should be submitted to the Children's Safeguarding Unit at least 48 hours prior to the conference date wherever possible and sufficient hard copies for distribution taken to the conference by the school's representative. All information contained within this report should have been previously shared with the child's parents.

NAME OF SCHOOL:	
Child's Full Name *(if multiple children detail names and retain same order for remainder of report* **)** **1.** **2.**	
Address	
Date of Birth **1.** **2.**	
Date of Admission to your school **1.** **2.**	
National Curriculum Year **1.** **2.**	
SEN Code of Practice Yes/ No **If yes, at what stage of the Code of Practice is the child?**	
Attendance **1.** **2.**	**Any emerging patterns observed**
Punctuality **1.** **2.**	**Any emerging patterns observed**
Educational Progress **1.** **2.**	
Behaviour – *(have there been any noticeable changes in child's behaviour either positive or negative)* **Please provide any comment or observations about suggested reasons for this.** **1.** **2.**	

Physical Presentation – *(have there been any noticeable changes in child's presentation either positive or negative)* **Please provide any comment or observations about suggested reasons for this.**
1.
2.

Peer Relationships – *please comment on observation/knowledge of interaction/relationship with peers*
1.
2.

Relationships with adults – *please comment on observation/knowledge of interaction/relationship between parent/carer and child*
1.
2.

Parental involvement with the school:

Information that has been previously discussed with the parent or carer may be included here *(e.g. reference to anything detailed above, physical care, behaviour, peer issues and parent/carer response to this)*:

What is your professional opinion about the current situation with particular reference to:

1. **Current concerns and risks:**

2. **Strengths – positive factors within the family;**

What will you contribute to a plan to keep the child safe? *(Please detail anything you feel you can offer or suggest specific to your school, any resource or support group, a commitment to attending core groups etc.)*

Date:

Name of Person completing the report:	**Post held in school:**

The contents of this report should be read, agreed and signed by the school's Senior Designated Lead for Child Protection.

Senior Designated Lead for Child Protection:

Contact details and e-mail address

Has this report been shared with the child's parent/carer?

COMBINED REFERRAL FORM
CHILDREN'S SERVICES / EARLY HELP

How to complete this referral form

The purpose of this form is to ensure that, when you refer to Children's Services or the Early Help Hub, you provide us with as much information as possible to enable us to deal with your referral quickly.

Please ensure that you complete the whole form. _You may not have all of the information requested. If that is the case, please put a line through those sections that you are unable to complete._

If your referral is for the Early Help Hub, please send it to EarlyHelpHub.Referral@flintshire.gov.uk

If your referral is for Children's Services Safeguarding or Care & Support, please send it to _ChildProtectionReferral@flintshire.gov.uk_ _All referrals to Children's Services will automatically be screened for suitability for Early Help._

Please tick **one** of the following options:

Safeguarding concern		Care & Support		Early Help	
Is the client aware of the referral?		**YES**		**NO**	

A. Child's Personal Details

Title		Surname		First name	
Preferred name			Gender		
Date of Birth (or expected date of			Religion		

delivery)			
Ethnicity			
Home address			
Postcode		**Preferred contact no.**	
Current address (if child/young person not living at home)			
Postcode		**Any other contact numbers**	
Email address			
First language		**Is an interpreter required?**	
Does the young person have a disability? If so, please provide details.			

B. Details of Current Household

Name	Relationship to child/young person	DOB	PR Yes/No	Ethnicity	First Language	Disability Yes/No

C. Family Networks
(Please list any significant family members who are not listed in the Household section above)

Name, Address, Telephone	Relationship to child/young person	DOB	PR Yes/No	Ethnicity	First Language	Disability Yes/No

If any of those listed in B or C require an interpreter, please state here. If not, state N/A

D. DETAILS OF REFERRER

Referred by (role and agency)	
Address & email	

Telephone		Signature		Date	

Please note here any perceived risks in working with the family, e.g. risk of violence. If there are no such risks, please state "None" or "None Known"

E. OTHER AGENCIES INVOLVED

Contact person	Agency	Address	Contact details

F. REASON FOR REFERRAL/REQUEST FOR SERVICES

Have any members of the family been exposed to any of the following Adverse Childhood Experiences (ACEs)? (please tick all relevant boxes – these along with your professional concern will be used in screening for the Early Help Hub)

Verbal abuse		Parental separation		Alcohol abuse	
Physical abuse		Domestic violence		Drug use	
Sexual abuse		Mental illness		Incarceration	

Please record your professional concern regarding this child/young person/family, including detail of any ACEs identified above

Please record any additional information you have under the following three headings:

1. Child's/Young Person's Developmental Needs

Please record positive aspects of the child's/young person's development, as well as areas of concern that you have in this area, including concern about the child's/young person's welfare and/or safety. Please make reference, if you can, to the child's/young person's (a) health; (b) education; (c) emotional and behavioral development; (d) identity; (e) family and social relationships; (f) social presentation; and (g) self-care skills.

2. Parents'/carers' capacity to respond appropriately to the child's/children's needs

Please record parents'/carers' strengths as well as any difficulties they are experiencing. The following may affect parenting capacity: (a) physical illness; (b) mental illness; (c) learning disability; (d) substance/alcohol misuse; (e) domestic violence; (f) childhood abuse; (g) history of abusing children.

3. Family and Environmental Factors which impact on the child and family

Please give details, if known and relevant, regarding the (a) family history; (b) wider family; (c) housing situation; (d) employment and income; (e) family's social integration; (f) community resources that are available for, or are being used by, the family.

What is your involvement with the family, child or young person (please include how long you have known them and in what capacity, and what work you have already been doing to support them)?

Interventions tried and/or assessments completed (Please ensure you attach with this referral any relevant assessment already made and supporting documents)

G.VIEWS OF THE CHILD/YOUNG PERSON/FAMILY

What matters to me (the child)?

What matters to the child's parent(s)/carer(s)?

Strengths and capabilities (of the child, the child's parent(s)/ carer(s), community)

Risks to child (or other persons) if the outcomes are not achieved *(for example: risks to independence and social inclusion in the community)*

H. CONSENT

Please ensure that consent is obtained from the family for a referral. This consent includes information being shared and/or referrals to external agencies being made. Consent is not required in the following circumstances:

- **Alleged or proven criminal activity and/or in relation to duties to share information to prevent crime and disorder. This includes wherever there are concerns related to domestic abuse and use of banned substances/drugs.**

- **A safeguarding concern and/or where there is evidence of at least 2 ACEs and a professional concern.**

Has the parent / carer been informed of the referral?	YES		NO	
Has the child / young person been informed of the referral?	YES		NO	
Has the parent / carer consented to the referral?	YES		NO	

Has the child / young person consented to the referral?		YES		NO	

To be completed by the person with parental responsibility			
Name		**Relationship to child**	
I give my consent to the referral		*Please tick*	
I agree to information being shared with Social Services and/or the Early Help Hub		*Please tick*	
I agree to Social Services and/or the Early Help Hub contacting other agencies for information about my child/family		*Please tick*	
Signat ure			

In Wales, in certain circumstances, there are duties to share information with other organisations for the purposes of ensuring your family can access the multidisciplinary support it requires and more widely in promoting well-being, keeping children and adults safe and preventing crime and antisocial behaviour. See for example Social Services and Well-being Act, Children Act and Crime and Disorder Act.

To ensure we do so safely and with respect to your rights to privacy:

1.   We invite you to contact our data controller via email on dataprotectionofficer@flintshire.gov.uk or by phone on 01352 702802 if you have any queries.

2.   The data in this referral form is stored and retained electronically in line with Flintshire County Council IT policies and requirements and only accessible to those members of the Flintshire Early Help Hub to plan the required actions to be taken to support your family and reduce future likelihood of harm to the family and/or relevant individuals within your family. Only the minimum necessary personal information consistent with that objective is shared with individual staff members co-located in the Early Help Hub and then with any subsequent service providers that form part of the information, advice and assistance response. These are multidisciplinary statutory and charitable sector service providers in Wales only that can help support your family and reduce any possible future harm.

3.   You can withdraw consent at any time and your data will be removed from relevant systems. It is only in those circumstances where there are statutory obligations to share personal information outside of (2) will we and in these circumstances, data will be stored and retained consistent with FCC and any other relevant statutory partner requirements. Again, only the minimum necessary as per Social Services and Well-being Act, Children Act and Crime and Disorder Act and any other relevant legislation.

4.   There are no circumstances in which your personal information will be sold, rented or provided to anyone else, or used for any other purpose than that for which it was originally collected unless required to by law; and there are no circumstances in which we use automated decision making approaches.

5.   If you have any concerns about misuse of your data, please do not hesitate to contact the FCC data protection officer or make a complaint to the Information Commissioner's Office.

Children's Services / Early Help Referral Form Version 2, 12/05/2017

Appendix 4:

Safeguarding Training Programme for Flintshire Schools

Legal Context:

As detailed in Keeping Learners Safe 158/ 2015, The Local Authority should:

- ensure that the authority's staff who work with children (including any staff carrying out functions on behalf of the authority) who work with children receive training that equips them to carry out their responsibilities for child protection effectively.

Governing Bodies of maintained schools should:

- ensure that the head teacher/principal and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively, which is kept up-to date by refresher training.
- ensure that the designated senior person (DSP) for child protection, the designated governor and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB and refresher training to keep their knowledge and skills up to date, in addition to basic child protection training.

It is the role of the DSP, working with the head teacher, to ensure all staff and volunteers:

- have access to and understand the school's child protection policy especially new or part-time staff who may work with different educational
- establishments have induction and refresher training covering child protection, an understanding of safeguarding issues including
- the causes of abuse and neglect
- are able to recognise the signs and indicators of abuse
- know how to respond effectively when they have concerns
- know how to respond to a disclosure appropriately
- know that they have a responsibility to report any concerns immediately as they arise.

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

In addition to the requirement for the chair of governors and the designated governors to undertake child protection, all governors should be given access to safeguarding and child protection training (not just the designated governor for child protection) to ensure a basic and consistent level of awareness.

Teachers should receive training in child protection as part of the course of training leading to Qualified Teaching Status (QTS), but this will need to be reinforced by further training, or refresher training, when they are first appointed.

Other staff and governors should receive training when they are first appointed. All staff who do not have designated responsibility for child protection, including teachers, should undertake suitable refresher training at regular and appropriate intervals thereafter, to keep their knowledge and skills up-to-date.

The DSP should receive prompt training in inter-agency procedures that enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their responsibilities. They should also undertake refresher training to keep their knowledge and skills up-to-date.

Provision of Training to School Staff:

Course	Target Group	Method / duration	Provider	Frequency
(Level 1) Basic Safeguarding Awareness and Responsibilities of Individual staff	Whole staff including Governors	Taught course **Twilight** OR e-learning programme	**Flintshire County Council Education Social Worker** (no cost) **OR** Alternative approved provider e.g.: **Hays Education** provide an online Safeguarding course which reflects Estyn and Welsh Government guidance. The total cost for the training is: • £825 - secondary school • £545 - standard primary school, • £450 - smaller primary school • £360 - PRU. *(Note: Flintshire schools are eligible for 10% discount)* Contact: Emma.Watkins@hays.com www.educationtraining.hays.co.uk	Formal training at least every <u>three</u> years (with annual Refresher training) <u>And</u> at Induction of new staff and volunteers
(Level 2) Safeguarding Awareness, disclosure and referring to designated lead	Managers / Senior Leaders **(incl. lead Governor for Safeguarding)**	Taught course **Half day**	Pivotal Education to be utilised by FCC to deliver during 2017-18. £25 per person	Formal training at least every <u>three</u> years (with annual Refresher training)
(Level 3) Safeguarding for Designated Senior Person for Child Protection	Specific Training for Designated Senior Person for Child Protection **(incl. lead Governor for Safeguarding)**	Taught course **Full day**	Pivotal Education to be utilised by FCC to deliver during 2017-18. £50 per person	Formal training at least every <u>two</u> years (with annual Refresher training)

Training for Governors	School Governor with specific responsibility for Safeguarding	Taught course **Twilight**	Commissioned as appropriate	Formal training every <u>three</u> years
Training on specific issues e.g. CSE, VAWDASV , Prevent, FGM	Thematic Training for Designated Senior Person for Child Protection	Taught course **Half day or twilight**	Commissioned as appropriate	As required
Child Protection Case Conferences and Core Groups	Designated Senior Person for Child Protection / identified staff	Taught course **Full day**	Provider: Children Services Safeguarding Unit Workforce Development Team 01352 702676 peter.lund@flintshire.gov.uk	As required This course is available termly
NQT's Induction	NQT's	Taught course **1 hour**	Safeguarding basic awareness incorporated in planned training programme	At Induction

Evaluation and Effectiveness of Training Provision:

- Evaluation forms are completed at the end of each training delivery and the information will continue to be reviewed on an annual basis in addition to any immediate response that can be implemented.
- This provides useful information for the continual review and amendments to the training programme
- The feedback from the evaluation forms will be included in the annual report to the North Wales Regional Safeguarding Children's Board.

School Security Checklist

Source: DfEE Guidance Document: "Improving Security in Schools"

Assess your school's level of security risks by allocating scores in each of the boxes below according to the criteria specified and totalling the score.

0	1	2	3	4	5

Low Risk   **High Risk**

Part 1: Incidence of Crime in the last 12 months

1. **Trespass**

   No cases of trespassers
   in school ground

   Trespasser's commonly present in school grounds

2. **Vandalism**

   No cases of vandalism
   Reported

   Frequent and costly vandalism of school building

3. **Theft/Burglary**

   No cases of theft or
   Burglary reported

   Frequent theft or burglary

4. **Fire**

   No arson attacks in the
   locality

   Schools in locality have suffered arson attacks

5.   **Safety attacks on staff & pupils**

   No attacks or
   threats reported

   Attacks inside school or in vicinity of school

6. **Substance Misuse**

   No problems reported

   School/locality problem with substance misuse

Part 1 Points Total _____ / 30

Part 2: Environment and Building

1. **Incidence of crime in surrounding areas**

   Locality has a low crime
   Rate

   Locality has high crime
   rate as reported to police

2. **School overlooked from road sand/or housing**

   Grounds clearly visible to the
   public

   Unobserved grounds

3. **Boundaries, fences & gate**

   Boundaries well defined,
   fences/gates to grounds

   No fences/gates preventing
   unauthorised access

4. **Clearly defined entrances**

   Clear entrances with signs
   directing visitors

   No clear entrances or
   multiple entrances

5. **Well organised reception area and visitors' control**

   Pass system in operation
   with badges issued to
   visitors

   No system of recording
   visitors

6. **Car parking**

   Car parks well-lit and
   overlooked

   No safe place to park, parks unlit
   & not overlooked or
   surrounded by trees

7. **Conditions and appearance of buildings**

   Buildings well-kept and in
   good repair with no graffiti
   and not vandalised

   Buildings badly kept and in
   state of disrepair, graffiti
   covered and vandalised

8. **Detached/temporary buildings**

   No buildings detached
   from school building

   Many detached buildings,
   incl. temporary huts

9.   **Recesses & internal Courtyards**

No places for intruders to hide and break in unobserved

Numerous places for intruders to hide and break in unobserved

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10. Secure exit doors

Doors secure against all but most determined intruders

Fire exit doors easily forced, inadequate locks

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11. Secure windows and roof lights

Windows and roof lights protected against burglars

Windows and roof lights provide easy access

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12. Valuable equipment that is easily stolen and disposed of

Few computers, tablets, laptops, plasma Screens

Large number of computers, tablets laptops, plasma screens

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13.   **Fire precautions**

Buildings have adequate fire compartmentation, fire/smoke barriers and fire doors.

Over-large fire compartments and lack of fire/smoke barriers and fire doors

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14.   **Community ethos and support for school**

Strong community and parent support benefits security, e.g. active PTA

Insignificant parent or community involvement or negative attitudes

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15.   **Out of hours use of school facilities**

No reported problems and/or security benefit from out of hours use

Many security problems due to out of hours us e.g. bars, social clubs

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Part 2 Points Total _____ / 75

Part 3: Security Measures

1. **School out of hours**

   Efficient system of
   reporting suspicious incidents

   No scheme in operation

2. **Pupil involvement**

   Successful youth action
   group or school council

   No pupil involvement
   in security

3. **Waste Bins**

   Waste and recycling bins
   Locked up every night

   Unlocked mobile bins left
   around school

4. **Security lighting**

   Lighting of all entrances,
   foot paths & building facades

   No lighting

5. **Surveillance**

   Efficient surveillance, e.g.
   CCTV covering perimeter
   or security patrols

   No system

6. **Intruder Alarms**

   System in place throughout

   No system

7. **Fire detection and sprinkler systems**

   Automatic system linked
   to brigade

   No automatic detection

8. **Property Marking**

   All valuable property
   marked and kept secured locally

   No markings on property

9. **Cash handling procedures**

   Secure methods in operation

   Procedures lacking

Part 3 Points Total _____ / 45

Security Risk Assessment Score summary:

Part 1 – Crime

	0 - 30 points

Part 2 – Environment and

Buildings

	0 - 75 points

Part 3 – Security Measures

	0 - 45 points

Overall Total

	0 - 150 points