Safeguarding Policy 2026-2027

Updated: October 2026
Review Date: September 2027

Name of School:	**Darland High School**
Date of Policy:	
Version 003 dated:	**December 2023**
Date Adopted by Governing Body:	**November 2024**
Review Date:	**September 2025**
Reviewed	**October 2026**

School Safeguarding Personnel and Contact Numbers

Safeguarding Personnel	Contact Details
Governor with responsibility for Safeguarding:	**Rob Ratcliffe**
Head Teacher: Interim Headteacher:	**Joanne Lee** **Sarah Hatch**
Designated Safeguarding Person:	**Lisa Easton**
Deputy Safeguarding Person:	**Andrew Clarkson**
Safeguarding Team	**Michele McLean (Pastoral)** **Steve Clarkson (Pastoral)** **Jane Grice (Pastoral)** **Daniela Baugh-Hughes (ANCO)**
LA Safeguarding Officer for Education:	**Elen Evans** **elen.evans@wrexham.gov.uk** 01978 295505 / 07391 738731
WCBC SPOA:	SPOAchildren@wrexham.gov.uk 01978 292039
Out of Hours Emergency Duty Team:	Emergency.Hours@wrexham.gov.uk 0345 053 3116
If the child is in immediate danger, you should call the police immediately on 999	

LA Designated Officer for Safeguarding (DOS):

Grant Williams – grant.williams@wrexham.gov.uk or sguard@wrexham.gov.uk 01978 295405

Responsible for managing all allegations made against staff and volunteers who work with children and adults at risk in Education (Wales Safeguarding Procedures WSP 2019)

Local Authority Designated Officer (LADO):

Helen Edwards – helen.edwards@wrexham.gov.uk 01978 295409

The senior manager responsible for Safeguarding and the nominated person within WCBC who is responsible for managing and monitoring safeguarding allegations in relation to professionals and those in a position of trust. (Wales Safeguarding Procedures WSP 2019)

N. B.

(i) All staff should have access to this policy, which can be found on the school website or on the WCBC Education Website.

(ii) All current staff and any new appointments will sign a school held register to confirm that they have read and understood the contents. This register will be held securely within the school and will also confirm the date individual staff last received training.

Policy Date from LA	December 2023
Policy published by:	WCBC Head of Education
Version 001 dated	April 2018
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1. School Address

1.1. Darland High School
Chester Road
Rossett
Wrexham
LL12 0DL

01244 570588

2. Description of Policy Formation and Consultation Process

2.1. Welsh Government Circular: 283/2022 Keeping Learners Safe and other documents listed in Circular 283/2022

2.2. Together we'll Keep Children and Young People Safe as we rebuild from COVID- 19 Non – statutory guidance for practitioners July 2020

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

2.4. Welsh Government Circular: 002/2020 Disciplinary and Dismissal Procedures for school based staff.

2.5. Procedures for Reporting Misconduct and Incompetence in the Education Workforce in Wales Guidance 168/2015.

2.6. Staffing of Maintained Schools (Wales) (Amendment) Regulations 2014

2.7. Welsh Government Guidance 'Model' Safeguarding Policy

2.8. Wales Safeguarding Procedures 2019

2.9. Children Act 1989 and 2004

2.10. Social Services and Wellbeing (Wales) Act 2014

2.11. Peer-on-Peer Action Plan

3. Preface

3.1. The Local Authority has prepared this policy on the basis of a model provided by Denbighshire County Council. The original model was constructed following consultation with a wide range of partners and schools. The model was also presented to the Regional Safeguarding Children's Board and was accepted as a comprehensive model of good practice.

3.2. The Wrexham County Borough Council Education Department has prepared this updated document as a model of good practice that reflects the systems and processes that operate within the Local Authority Area.

3.3. The Policy should be adopted by individual schools and should be reviewed periodically by the Headteacher and the Governing Body.

4. Introduction

4.1 What is Safeguarding?

4.1.1 Safeguarding is protecting children from abuse, neglect or other kinds of harm, and educating those around them to recognise the signs and dangers. Safeguarding and promoting the well-being of all children attending a school is defined for the purposes of this policy as (Section 175 of the Education Act 2002) and Section 3 of the Social Services and Well-being (Wales) Act 2014:

- Protecting children from risk of abuse, neglect or other kinds of harm;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to achieve the best outcomes

4.1.2. The safeguarding of children is of utmost importance at Darland High School should provide a secure and inclusive environment in which children and young people can flourish and grow. In order to achieve this, wide ranging measures have been put into place, by way of policies, as outlined in Section 17.

4.1.3. Safeguarding children and young people who are at risk of abuse and neglect inevitably involves uncertainty, ambiguity and fallibility due to the limited knowledge, predictions about the child's future welfare are imperfect, and there is no definitive way of balancing the conflicting rights of parents and children. However, it is a fundamental principle that the protection of children from harm is the responsibility of all practitioners working with children as outlined in the Wales Safeguarding Procedures 2019. Parents and the public rightly expect high standards from practitioners to safeguard children but achieving them is challenging for all working in this field.

4.1.4. Wrexham County Borough Council and the Governing Body of Darland High School fully recognise the contribution it makes to child protection and safeguarding and moreover the aim is not just to minimise the danger to children but to maximise their health and welfare.

4.1.5. The terms 'child protection' and 'safeguarding' mean different things to different people and it is for this reason that the Welsh Government have defined the terms; the definitions may be viewed at Appendix A.

4.1.6 The School Safeguarding Leadership Structure is as follows:

School Safeguarding Leadership Structure	
Governing Body	Strategic Overview
Head Teacher	Overall Leadership
Designated Safeguarding Person	Management and Administration
All Staff	Legal duty to record and report child protection concerns

There are three main elements specifically with regard to the safeguarding of children:

a) Prevention through the teaching and pastoral support offered to pupils

b) Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children, school staff are well placed to observe the outwards signs of abuse

c) Support to pupils who may have been abused.

4.1.7. This policy applies to **all** governors, staff and volunteers working in the school. Teachers, teaching assistants, mid-day supervisors, caretakers, secretaries, and office staff all of whom can be the first point of disclosure for a child.

4.1.8. As well as applying to the list of people set out above, it imposes personal obligations upon them.

4.1.9. **All staff *MUST* record and report any child protection problems, concerns or suspicions to the Designated Safeguarding Person with minimal delay and on the day of the concern together with a referral and contact with SPOA - 01978 292039.**
Emergency Duty Team (out of hours): 0345 0533116

4.1.10. This is not a matter of individual choice but a statutory duty on **all** individual practitioners to report concerns as outlined in the Wales Safeguarding Procedures 2019.

4.1.11. A Lead Safeguarding member of staff **MUST** be available in school at all times during the school day.

4.2 The Prevent Duty – What to do if you have a concern.

4.2.1. Under the Counter Terrorism and Security Act 2015 the school has a statutory duty to have due regard –to the need to prevent people being drawn into terrorism. For schools this means:

- Teaching a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion.
- Providing safe spaces in which students can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues
- Protect students from extremism and the risk of radicalisation in the same way as they protect them from other forms of harm and abuse.

4.2.3. Radicalisation and extremism are defined as the process by which a person comes to support terrorism and forms of extremism leading to terrorism (HM Government Prevent Strategy)

What to do if you have a Concern

4.2.4. If a member of staff has a concern about a particular person or family your normal school safeguarding procedures should be followed, including discussing the Prevent concern with your designated safeguarding lead in school, and making a referral through to your local authority children's or adult's social care referral teams.

4.2.5. You can also contact your North Wales Police Prevent Officer or Schools Police Liaison Officer who can talk to you in confidence about any concerns and help you gain access to support and advice. Prevent | North Wales Police

4.3. Local Authority Safeguarding Obligations

4.3.1. A Local Authority shall make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children. [Section 175 Education Act 2002].

4.3.2. The Local Authority will:

a) Monitor compliance with the Wales Safeguarding Procedures 2019

b) Ensure advice, guidance and training are available, as required.

4.4 School Safeguarding Obligations

4.4.1 The Governing Body:

- Ensure the school has effective policies and procedures in place to deal with child protection and safeguarding matters.
- Ensure the school follows safe recruitment processes.
- Ensure the school has effective policies and procedures in place to deal with allegations of abuse against members of staff.
- Ensure the school governing body receives termly updates on safeguarding actions and measures in school and these are recorded in the governing body meetings.
- Ensure that a site safeguarding risk assessment is completed annually in line with Health and Safety procedures. This will be considered at the same time as H&S tours conducted by the Finance, Site and Premises committee.
- Monitor compliance with those policies and procedures.
- Ensure any deficiencies in relation to child protection arrangements are brought to its attention and remedied without delay.
- Ensure all staff undertake the appropriate training commensurate with their grade, in accordance with the LA's training strategy **(Appendix J)**.
- Ensure that a member of the Governing Body is nominated for liaising with the LA and other agencies as appropriate, in the event of allegations of abuse being made against the Head teacher.
- Review its policies and procedures annually.

4.4.2 The Headteacher

- Ensure that there is a designated senior member of staff, who has undertaken the appropriate and enhanced training required of the role. This role will be called the Designated Safeguarding Person (DSP); the name of the Designated Safeguarding Person and members of the Safeguarding Team will be clearly displayed around the school.
- Ensure that a named Safeguarding Lead is always on site at the school or that appropriate arrangements are in place to ensure any safeguarding/Child Protection issues are dealt with by a trained and named Safeguarding Person.
- Ensure that any concerns is referred on the day of the concern being raised to the school, especially if there is the possibility of a child returning home before the concerns has been referred or resolved. Where there is uncertainty advice is always available via SPOA or The LA Safeguarding Officer for Education. (See contact numbers at the start of the policy).
- Work closely with the Designated Safeguarding Person and the designated governor for safeguarding, who will oversee the school's safeguarding and child protection policy and practice.
- Work with all members of the Governing Body to understand and fulfil all responsibilities.
- Recognise the importance of the role of the Designated Safeguarding Person and arrange support and training. The Designated Safeguarding Person within the school is a key figure and will be provided with additional, enhanced and refresher training in accordance with the Local Authority Training Strategy **(Appendix J)**
- The Head teacher will have read and fully understood the Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff.
- Ensure every member of staff and every governor understands:
    - the name of the Designated Safeguarding Person and their role,
    - That the name of the designated Governor for safeguarding, can be found on page 2 of the Safeguarding policy
    - that they have individual legal duty for referring safeguarding and child protection concerns to the designated safeguarding lead within the agreed timescales, (during school holidays staff and governors should refer concerns to the appropriate police authority [the authority where the incident took place] or directly to Wrexham SPOA on 01978 292039)

- that they have individual responsibility to take forward concerns to a Deputy Safeguarding Person if the Designated Safeguarding Lead is unavailable,
- that they have a duty to follow up concerns and make referrals if necessary.
- 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 tell of abuse and know how to respond to a pupil who may disclose abuse.
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school brochure and other such documents/leaflets.
- provide mandatory training for all staff so that they know:
    - (i) Their Individual responsibility
    - (ii) The agreed school procedures
    - (iii) The need to be vigilant in identifying cases of abuse
    - (iv) How to support the child who tells you about abuse and exploitation

- Ensure that the LA Safeguarding Officer for Education is notified and the appropriate person (social worker) at the appropriate*[1] Social Services, which in Wrexham is Single Point of Access for Children (SPOA Tel 01978 292039) if the school:
    - Should have to exclude a pupil on the child protection register, either for a fixed term or permanently,
    - Should have to exclude a pupil who is a 'Looked After Child (LAC), either for a fixed term or permanently,
    - If there is an unexplained absence of a pupil on the child protection register.

- Establish and maintain effective links with relevant agencies and schools as required, with particular focus on child protection matters, including attendance at initial review and case conferences, core groups and the submission of comprehensive written reports to the conferences. Schools will attend the above meetings and must not delegate this involvement after the initial case conference i.e. schools must attend all future meetings about a specific child after committing to attending core group meetings.

[1] For pupils who are LAC, the appropriate social services are those which have PR for the pupil.

- Implement and share information shared by North Wales Police Operation Encompass referrals with staff who need to know daily.
- Ensure written records are kept of concern about children (noting the date, event, persons present during discussions, action taken, the reasons any decisions were taken including, if the decision is not to report), even where there is no need to refer the matter to Children's Services Immediately **(Appendix D).**
- Ensure all records are kept secure and in locked locations (see Record Keeping Procedure).
- Adhere to the procedure set out in the Welsh Government guidance circular when an allegation is made against a member of staff Welsh Government Circular: 002/2020 - Disciplinary and Dismissal Procedures for School Staff and Welsh Government Circular: 009/2014 - (Handling allegations of abuse against teachers and other staff), linking to Section 5 of The Wales Safeguarding Procedures.
- Ensure that the recruitment and selection procedures are made in accordance with Welsh Government Circular: 283/2022 Chapter 5.
- Ensure that an up to date register is maintained to confirm the date that all staff received Child Protection/Safeguarding training. (All staff should receive refresher training within 3 years of the original training).

4.4.3. The Designated Safeguarding Person:

- Undertake the appropriate and enhanced training required of this role, as per the training strategy **(Appendix J)**.
- Be on the school site, or ensure that appropriate arrangements are in place in their absence, to ensure any safeguarding/child protection issues are dealt with by a trained and named Designated Safeguarding person.
- Refer the matter on the day of the concern being raised to them and in good time to enable Children's Service to respond before the end of the school day. Where there is uncertainty advice is always available via SPOA or LA Safeguarding Officer for Education.
- Work closely with all staff to oversee the school's safeguarding policy and practice.
- Work with all members of the Governing Body to understand and fulfill the school's responsibilities.
- Notify the Head Teacher and Governors of any non-compliance with the procedure or further training requirements.

- Be alert to signs of abuse and know how to respond to a pupil who may tell of abuse and know how to respond to a pupil who may disclose abuse.
- Upon receipt of Notification, ensure notification is sent to the appropriate person (social worker) at the appropriate*[2] Social Services, which in Wrexham is SPOA Single Point of Access for Children (01978 292039) if the school:
    - should have to exclude a pupil on the child protection register, either for a fixed term or permanently,
    - should have to exclude a pupil who is a 'Looked After Child (LAC), either for a fixed term or permanently,
    - If there is an unexplained absence of a pupil on the child protection register.
- Establish and maintain effective links with relevant agencies and schools as required. Focus on child protection matters, including attendance at initial review and case conferences, core groups and the submission of written reports to the conferences. Schools will attend the above meetings and must not delegate this involvement after the initial case conference i.e. schools must attend all future meetings about a specific child after committing to attending core group meetings.
- Ensure written records are kept of concern about children (noting the date, event, persons present during discussions, action taken, the reasons any decisions were taken including, if the decision is not to report), even where there is no need to refer the matter to social services immediately **(Appendix D).**
- Ensure all records are kept secure and in locked locations (see Record Keeping Procedure).
- Adhere to the procedure set out in the Welsh Assembly Government guidance circular when an allegation is made against a member of staff Welsh Government Circular: 002/2020 - Disciplinary and Dismissal Procedures for School Staff and Welsh Government Circular: 009/2014 - (Handling allegations of abuse against teachers and other staff) linking to Part 5 of The Wales Safeguarding Procedures.
- Ensure that the recruitment and selection procedures are made in accordance with Welsh Government Circular: 283/2022 Chapter 5.

[2] For pupils who are LAC, the appropriate social services are those which have PR for the pupil.

- The Designated Safeguarding Person will have read and fully understood the Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff.

4.4.4 All Staff

- All Staff have a legal duty and **MUST** record and report any child protection problems, concerns or suspicions to the Designated Safeguarding Person as soon it is identified and practically possible and in any case within 24 hours to SPOA. **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.
- Understand their role and responsibilities to safeguard and promote the welfare of children. Safeguarding is **EVERYBODY'S RESPONSIBILITY.**
- 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 and exploitation which may occur within the family home or in the wider community.
- Have access to and comply with the Wales Safeguarding Procedures 2019 - Safeguarding Wales
- Understand the principles and practice contained in Keeping Learners Safe 2022 and Social Services and Wellbeing (Wales) Act 2014.
- Have received safeguarding training to a level commensurate with their role and responsibilities.
- Know when and how to refer any concerns about child abuse and neglect to Children's Services or the 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 Children's Services or the Police. The professional and/or agency employee must make the referral.
- 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 Children's Services or the Police, who have statutory duties and powers to make enquiries and intervene when necessary.

4.4.5 Others

- In addition to their duty and responsibility to make referrals, there are other ways in which everyone who works with children and families can contribute to the safeguarding of children and the child protection process:
  - Treat the child's welfare as paramount.
  - Be alert and aware of the risks which individual abusers or potential abusers may pose to children.
  - Recognise when a parent or caregiver has compromised parenting capacity, that is, problems which may affect their capacity to provide effective and appropriate care, or which may mean they pose a risk of harm to a child. Such parents may need to be supported in accordance with the Social Services and Wellbeing (Wales) Act 2014.
  - Be aware of the impact and effects of abuse and neglect on children.
  - Be aware children can be open to both criminal and sexual exploitation through county lines, individuals, and gangs
  - Have an understanding of the Social Services and Wellbeing (Wales) Act 2014, which underpins the process of assessing needs, planning services and reviewing the effectiveness of service provision at all stages of work with children and families.
  - Have an understanding of the Framework for Assessment of Children in Need and their Families and the support available from Team around the Child (TAC).
  - Share and help to analyse information so that an informed assessment can be made of the child's needs and circumstances.
  - Contribute as required to provide help or a specific service to the child or a member of their family as part of an agreed plan and contribute to the reviewing of a child's progress.
  - Contribute as necessary at all stages of the child protection process.
  - Contribute to regularly reviewing the outcomes for the child against specific shared objectives. This will include school Pastoral Planning (PSP).
  - Work co-operatively with the parents, unless this is inconsistent with the need to ensure the child's safety
  - Be committed to fully co-operating with all other agencies in the interests of safeguarding children.

The partner agencies listed in the Children Act 2004 and Social Services and Wellbeing (Wales) Act 2014 share statutory responsibility for safeguarding and promoting the welfare of children and there is a legal duty placed on all professionals working for those agencies to report concerns.

This is not a matter for individual choice.

4.4.6. The suspected abuse of a child must be reported to Children's Services or the Police, who are the agencies together with the NSPCC with statutory powers to investigate suspected abuse.

4.4.7.Agencies **must not undertake** their own internal child protection enquiries, but refer their concerns. If the concern involves a member of staff, please see **Section 11** of this policy.

5. Prevention

5.1. Under the Social Services and Wellbeing (Wales) Act 2014 schools have a duty to identify early the needs of all children/young people with the purpose of prevention and protection. Concerns should be discussed with the Education Social Worker (ESW) on duty in SPOA on 01978 292039

5.2. We recognise that good self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children. The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Ensure that they know all adults in the school who can be approached if they are worried or in difficulty
- Include in the curriculum activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know who to turn to for help

5.3. Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills (as appropriate). There should be a private place where children/young persons can talk to the appropriate adult. Professionals should not go to this private place alone with the child/young person.

5.4. School should also be aware of the services available to their pupils in the form of counselling via The Info Shop or support from dedicated services such as Youth Work in Education and Youth Justice Prevention Support.

6. Procedures

6.1. School will comply with the Wales Safeguarding Procedures 2019 that have been endorsed by the Local Safeguarding Children Board. An electronic copy of the Wales Safeguarding Procedures may be viewed via searching Wales Safeguarding Procedures on your App Store or viewed here Safeguarding Wales

6.2. We will consider the safeguarding responsibilities in specific circumstances outlined in the Wales Safeguarding Procedures and practice guidance from Welsh Government found here Safeguarding Wales.

- Keeping Learners Safe – available at: https://gov.wales/keeping-learners-safe.
- Female Genital Mutilation – available at: https://gov.wales/female-genital-mutilation-guidance-professionals
- Handling allegations of abuse against teachers and staff – available at: https://gov.wales/sharing-information-safeguard-children and Section 5 of the Wales Safeguarding procedures.
- Safeguarding Children at risk of abuse or neglect – available at: https://gov.wales/safeguarding-children-risk-abuse-or-neglect.
- Information sharing to safeguard children – available at: https://gov.wales/sharing-information-safeguard-children.
- Safe and Effective Intervention: Use of reasonable force and searching for weapons – available at: https://gov.wales/safe-and-effective-intervention-guidance-schools-and-local-authorities.
- Responding to issues of self-harm and thoughts of suicide in young people – available at: https://gov.wales/responding-issues-self-harm-and-thoughts-suicide-young-people.
- Keeping Young Performers Safe: Performance Licences for children available at: https://gov.wales/keeping-young-performers-safe-performance-licences-children.

6.3. It is essential that staff and governors are aware of the following individual Wales Safeguarding Procedures All Wales Practice Guides found here Safeguarding Wales:

- Safeguarding Children from Child Criminal Exploitation (CCE).
- Safeguarding children from abuse related to culture and religious beliefs.

- Safeguarding children who may be trafficked
- Safeguarding children affected by Domestic Abuse.
- Safeguarding children from child neglect.
- Safeguarding children from Online Abuse.
- Safeguarding children where there are concerns about Harmful Sexual Behaviour.
- Safeguarding children who are home educated.
- Safeguarding children who go missing from home or care.
- Safeguarding Children from Child Sexual Exploitation (CSE).
- Safeguarding Children in Relation to the Children (abolition of defense of reasonable punishment) (Wales) Act 2020.
- Safeguarding Children from Radicalisation
- All Wales Flowchart for practitioners when dealing with a Disclosure of concern identified of Forced Marriage.
- Revised Home Office "Prevent Duty" Guidance for England and Wales.
- The Modern Slavery Act 2015 was introduced to criminalise slavery, forced servitude and human trafficking in the UK.

6.4. All children who are interviewed as part of any safeguarding investigation should be allowed to express their views as to who (if any) will be the appropriate adult in an interview situation. Advice must be sought from SPOA in relation to the appropriate involvement of family or school staff in the attendance of any interview with the child or young person.

7. Professionals Strategy Meeting

7.1. The purpose of a strategy meeting is to share and discuss in detail all the information held by school regarding the nature of your concerns and sharing views and concerns about service support with a family.

7.2. **Please note:**

This use of a strategy meeting is not a replacement to making appropriate referrals to children's services on a child.

This process is to address cases where evidence exists where better working together across services could address the concerns raised by school.

The strategy called by school could potentially reduce the amount of time and resources used by contacting individual agencies for advice and support and updates on a pupil, by providing a coherent plan that school, agencies and family can agree upon in the best interests of the child.

8. Support

8.1. Under the Social Services and Wellbeing (Wales) Act 2014 schools have a duty to assess and support the child in terms of both strengths and weaknesses in keeping the child safe. Relevant partners which include school staff have a duty to report to the Local Authority if it has reasonable cause to suspect that a child is at risk.

8.2. Children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame and be deeply affected.

8.3. The 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.

8.4. The school must support the pupil through a safety plan which is clearly developed and understood by all parties recording decisive actions. This includes:

- The content of the curriculum to encourage self-esteem and self-motivation with liaison and support from the appropriate commissioned services.
- The school ethos will promote a positive, supportive and secure environment and give pupils a sense of being valued.
- The School's behaviour policy is aimed at supporting vulnerable pupils in school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth.
- The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse that has occurred.
- The liaison with other relevant agencies. This could include, but is not limited to Social Services and other support agencies such as Child and Adolescent Mental Health Service, Educational

Psychology Service, Behaviour Support Services, Education Welfare Service, Youth Work in Education, Youth Justice Service and Advocacy Service (Info Shop)

- Keeping records and notifying Children's Services as soon as there is a concern.

8.5. When a pupil on the Child Protection register leaves the school, the school **must** transfer the child protection/safeguarding information file to the new school **immediately** and inform the Headteacher of the new school and the allocated Social Worker in Children's Services. Any safeguarding file on a child must be **sent separately** to the child school file to ensure confidentiality and mark the safeguarding file for the attention of the Head Teacher of the new school.

8.6. The Wales Accord on the Sharing of Personal Information (WASPI) WASPI Home - Welsh Accord on Sharing of Personal Information (gov.wales) outlines organizational responsibilities in relation to the sharing of sensitive information.

9. Children with Additional Learning Needs (ALN)

9.1. Statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with varying disabilities, sensory impairment and/or emotional and behaviour problems will be particularly sensitive to signs of abuse.

9.2. School staff need to have a high level of awareness with children who have ALN and promote a culture where children are able to make their wishes and feelings known in respect of their care and treatment.

9.3. Making sure all children with ALN 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. Children with communication difficulties should have available to them at all times a means of being heard.

9.4. Children 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 SPOA (295505) in relation to the appropriate involvement of family or school staff in the attendance of any interview with the child or young person.

10. Supporting Staff

10.1. Staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation upsetting and/or professionally and morally difficult. Staff will be supported - by providing an opportunity and the time to talk through their anxieties either with their line manager, or appropriate person, who may consider further support from the school the Designated Safeguarding Lead who has access to and knowledge of support available in school and through the local authority.

10.2. Section 5 of this policy provides other examples of the support the school will provide.

10.3. The professional supervision / support of the Designated Safeguarding Lead is the responsibility of the school head teacher. The Local Authority can help to facilitate specific networking support through school when requested.

11. Allegations Made Against a Member of Staff

11.1. The school will follow the Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff.

11.2. The Head Teacher and Designated Safeguarding Lead 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.
- Welsh Government Guidance: Circular No: 002/2020 - Disciplinary and Dismissal Procedures for School Staff
- Education Workforce Council (EWC) Code of Conduct.
- Section 5 of The Wales Safeguarding Procedures.

11.3. The above guidance may be found on www.wales.gov.uk The Head Teacher and Designated Safeguarding Lead will have their own individual copies of Circulars: 009/2014 and Circular: 002/2020 listed above and will have fully read and understood the guidance. Advice and guidance is also available from SPOA and/or the Local Authority Safeguarding Officer for Education.

11.4. All staff must ensure that any allegation regarding an 'adult' who is working with children is reported immediately to the **Head Teacher or the Designated Safeguarding Person**. By definition of 'adult' this will include 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 children to/from school, school crossing patrols etc.

11.5. **Allegations against members of staff should be brought immediately to the attention of the Head Teacher** (or the Chair of Governors and the Head of Education if allegation is against the Headteacher). If the allegation is against the Head Teacher, then the Chair of Governors must be informed who in turn must immediately inform the Head of Education. For ease of reference this person will be known as the 'Case Manager'. (If the allegations against a member of staff are reported to the Designated Safeguarding Person, then the Head Teacher must immediately be informed.)

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

11.7. In the first instance the Case Manager should immediately discuss the allegation with SPOA and the Local Authority Education Safeguarding Officer within Education who will also support the school with how to adhere to the Welsh Government guidance listed above. The Local Authority Safeguarding Officer for Education 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 Local Authority Designated Officer/LADO within Children's Services and the police, as appropriate.

11.8. Governing Bodies are responsible for dealing with staff disciplinary matters in all maintained schools and should refer to Welsh Government Guidance: Circular No: 002/2020 - Disciplinary and Dismissal Procedures for School Staff and the Safeguarding Children in Education: handling allegations of abuse against teachers and other staff

12. Safer Recruitment

12.1. The school will adhere to the Welsh Government Circular: 283/2022 Keeping Learners Safe/Chapter 5. All members of staff, volunteers and governors will be required to hold an up to date Disclosure and Barring Service (DBS) disclosure certificate. The school will maintain a record of all staff DBS disclosure dates and ensure that renewals are timely.

12.2. A record 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. (See 13.3)

12.3. The Head Teacher retains responsibility for ensuring that all persons attending the school site are appropriately risk assessed in circumstances where DBS disclosures are unavailable.

12.4. The school will also adhere to safer recruitment practices with regard to publicity materials, recruitment websites, advertisements, candidate information packs, person specifications, job descriptions, competency frameworks, interviews and induction training.

12.5. The school will adhere to the Local Authority Recruitment Procedures and the Welsh Government Safer Recruitment Guidance.

13. School Site Security

13.1. The school is a safe and secure place for pupils to learn and develop learning and social skills. The physical safety of pupils when on 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. This must include regular planned auditing of the school site.

13.2. A safeguarding school site audit must be undertaken annually and discussed and recorded formally through the governing body of the school. The school's Health and Safety Policy is available to review on request from the Head Teacher.

13.3. All daily visitors and users of the school site are required to sign in and out of school premises. They will clearly list the company for whom they work and the reason for the visit or use of the school site.

13.4. All users of the school premises beyond the school day be checked by the head teacher to ensure their suitability to be on site. The head teacher must do this either by viewing the users DBS disclosure or by carrying out a check with the agency to see or verify a current DBS exists for the staff.

13.5. If neither of the options above are available a risk assessment must be completed by the school. This risk assessment must clearly list the control measures employed by the school to safeguard the children. This will include all activities outside school hours including evening, weekends and holiday periods as agreed by the Head teacher. A daily contractors' list may be used as attached **(Appendix G).**

14. North Wales Safeguarding Children Board (NWSCB)

14.1. North Wales Safeguarding Board (NWSB) is a statutory body which coordinates, monitors and challenges its partner agencies in safeguarding children in North Wales. The objectives of the NWSB 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.

14.2. Wrexham County Borough Council is a statutory partner of this Board with representatives from both Education and Social Care. Members of the Board are referred to as relevant partners under Part 7 of the Social Services and Well- being (Wales) Act 2014

14.3. Schools should be aware of the work of the Safeguarding Board. Each school should be updated through subscribing to the NWSB's website.

14.4. Schools are encouraged to attend events and training by the NWSB. On -line Training is also offered by NWSB.

14.5. Schools may need to be involved in the Child Practice Review process. Schools will work closely with Children Services and Education in such circumstances to ensure that requests for information and documentation is responded to timely. School may also need to attend Learning Events during a review process. School staff will receive support and guidance from Education and Children's Services in order to participate fully in these events.

15. Equality and Diversity

15.1. The school is committed to ensuring that all children and young people gain maximum benefit from their education regardless of ethnic origin, sex, age, sexual orientation, disability, religious belief or non-belief, use of BSL or other languages, nationality, responsibility for dependents or any other reason which cannot be shown to be justified.

15.2. In order to make sensitive and well informed professional judgments about a child'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.

16. Confidentiality and Information Sharing

16.1. 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.

16.2. The Head Teacher and/or the Child Protection Officer 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.

16.3. Staff will understand that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.

16.4. 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.

16.5. 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

16.6. The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

16.7. Until the development of inter-agency information-sharing protocols all staff will seek advice from the Child Protection Officer and/or the Head Teacher with regard to the sharing of any information.

16.8. The Head Teacher and Child Protection Officer will be fully aware of the guidance surrounding the Data Protection Act and the guidance surrounding the sharing of information:
Wales Accord on the Sharing of Public Information (WASPI) framework www.waspi.org/

16.9. For ease of reference the Seven Golden Rules for Information Sharing may be viewed at **Appendix H.**

NOTE: that the 7 golden rules are taken from the gov.uk web site and covers the information contained in the Welsh Government WASPI information.

17. Related Polices (ALL POLICIES MUST BE FOLLOWED ALONGSIDE THIS POLICY)

17.1. It is a term of this policy that these documents are read and complied with.

17.2. It is also a term of this policy that risk assessments are documented and securely stored in relation to any activities or persons as required in the following policies.

17.3. Where appropriate please provide a link to the relevant information.

17.4.1. School Policies

NB. Schools will need to ensure they quote the full title of the school policies for this section. Advice and guidance on model policies is available from the LA.

- Behaviour
- Anti-Bullying
- School Trips
- Health & Safety
- Attendance
- Equal Opportunities
- Whistleblowing
- School Equality Plan

17.4.2. Local Authority

- WCBC Recruitment and Selection Procedure (which includes safer recruitment practices) covering new starters, contractors and volunteers.
- Common Attendance Policy/Procedure
- Whistle Blowing Policy
- Restrictive Practices Model Policy for Schools

17.4.3. National

Welsh Government Website - Home | GOV.WALES

- Welsh Government Circular: 283/2022 Keeping Learners Safe
- Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff.

- Welsh Government Circular: 002/2020 Disciplinary and Dismissal Procedures for School Based Staff
- Safeguarding Procedures 2019
- Information Sharing and Data Protection - WASPI Framework and North Wales Inter-Agency Information Sharing Protocol for the Assessment of Children in Need & Children in Need of Child Protection 2014 www.waspi.org/

18. Compliance with this Policy

18.1.1 All staff must read and understand the contents of this policy, the appendices, and related policies outlined in this policy. All staff who enter into contractual employment with the school, are bound by all school policies. The school will keep a record of all safeguarding training undertaken by staff members.

18.1.2 Any new staff must comply with the same at the very earliest opportunity.

Read and Understood Model Safeguarding & Child Protection Policy			
Name	**Position**	**Signature**	**Date**

Appendix A – Definitions of Safeguarding and Child Protection

Definition of Safeguarding

Safeguarding and Protecting is **everybody's responsibility** (*Wales Safeguarding Procedures 2019*).

Safeguarding is protecting children from abuse, neglect or other kinds of harm, and educating those around them to recognise the signs and dangers. Safeguarding and promoting the well-being of all children attending a school is defined for the purposes of this policy as (*Section 175 of the Education Act 2002 and Section 3 of the Social Services and Well-being (Wales) Act 2014)*:

- protecting children from risk of abuse, neglect or other kinds of harm;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to achieve the best outcomes

Definition of Child Protection

Child protection is 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.

Appendix B Categories of Risk of Harm Definitions

The category, or combination of categories, used in registration will indicate to those consulting the register the primary presenting concerns at the time of registration. (Wales Safeguarding Procedures 2019).

A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institution or community setting, by those known to them or more rarely by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

Categories of Risk or Harm - Taken from Wales Safeguarding Procedures.

This describes physical, sexual, psychological, emotional or financial abuse (and includes abuse taking place in any setting, whether in a private dwelling, an institution or any other place).

Neglect

This means a failure to meet a person's basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person's well-being (for example, an impairment of the person's health).

Physical Abuse

Physical abuse means deliberately hurting a child or young person. It includes: physical restraint; such as being tied to a bed, locked in a room inflicting burns cutting, slapping, punching, kicking, biting or choking stabbing or shooting withholding food or medical attention drugging denying sleep inflicting pain shaking or hitting babies fabricating or inducing illness (FII).

Emotional and 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. Emotional abuse includes: humiliating or constantly criticis

ing a child threatening, shouting at a child or calling them names making the child the subject of jokes, or using sarcasm to hurt a child blaming, scapegoating making a child perform degrading acts not recognising a child's own individuality, trying to control their lives pushing a child too hard or not recognising their limitations exposing a child to distressing events or interactions such as domestic abuse or drug taking failing to promote a child's social development not allowing them to have friends persistently ignoring them being absent manipulating a child never saying anything kind, expressing positive feelings or congratulating a child on successes never showing any emotions in interactions with a child, also known as emotional neglect.

Sexual Abuse

There are 2 different types of child sexual abuse. These are called contact abuse and non-contact abuse.
Contact abuse involves: touching activities where an abuser makes physical contact with a child, including penetration. It includes: sexual touching of any part of the body whether the child's wearing clothes or not rape or penetration by putting an object or body part inside a child's mouth, vagina or anus forcing or encouraging a child to take part in sexual activity making a child take their clothes off, touch someone else's genitals or masturbate.
Non-contact abuse involves: non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes encouraging a child to watch or hear sexual acts not taking proper measures to prevent a child being exposed to sexual activities by others meeting a child following sexual grooming with the intent of abusing them online abuse including making, viewing or distributing child abuse images allowing someone else to make, view or distribute child abuse images showing pornography to a child sexually exploiting a child for money, power or status (child exploitation)

Neglect

This means a failure to meet a person’s basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person’s well-being (for example, an impairment of the person’s health).

Financial

Financial abuse includes theft, fraud, pressure about money, misuse of money.

Appendix C – Indicators of Harm

1. **Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in the Child

Bruising - It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used, e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin), commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures - Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.
- Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry, and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries - Tears to the frenulum (tissue attaching upper lip to gum) often indicates force-feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning - Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness - Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non-organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self-esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks - Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds - It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious, e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid. Old scars indicating previous burns/scalds, which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars - A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators in the Parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault
- Parent/carer may be over-involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much-needed break, nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes

Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault or a culture of physical chastisement

2. **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the Child

- Developmental delay
- Abnormal attachment between a child and parent/carer, e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression

- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems, e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Indicators in the Adult

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child, e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child, e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators in the Family/Environment

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder
- false allegations of physical or sexual assault or a culture of physical chastisement.

3. Neglect

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 or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);

- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caregivers); or
- Ensure access to appropriate medical care or treatment
- May also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the Child

Physical –

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions, e.g. eczema or persistent head lice, scabies, diarrhoea
- Unmanaged/untreated health or medical conditions, including poor dental health
- Frequent accidents or injuries

Developmental –

- General delay, especially speech and language delay
- Inadequate social skills and poor socialisation

Emotional/Behavioural -

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults

- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self-esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the Parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child, e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs, e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs, e.g. poor dental health, failure to attend or keep appointments with health visitor, GP or hospital, lack of GP registration, failure to seek or comply with appropriate medical treatment, failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators in the Family/Environment

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

4. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

Activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the Child

Physical –

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/Behavioural -

- Makes a disclosure.

- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm, e.g. eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention or concentration (in a world of their own)
- Sudden changes in school work habits, become a truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours, e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

Indicators in the Parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators in the Family/Environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/orsiblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or falseallegations of physical or sexual assault or a culture of physical chastisement
- Family member is a sex offender

This list is not exhaustive.

Appendix D – When a Child Discloses about another Child.

Wales Safeguarding Procedures - What to do if a child tells you that they or another young person is being abused?

It is important to recognise that children may 'tell' verbally, through play or through their behaviour

- Keep the child at risk safe; safeguarding is paramount
- Show the child that you have heard what they are saying, and that you take their allegations seriously - The way in which the practitioner responds to these initial disclosures determines whether the child continues to describe what has happened to them or shuts down and retracts anything they may already have said.

  As these accounts can prove crucial in legal proceedings the way in which practitioners manage them is important.

- Encourage the child to talk, but do not prompt or ask leading questions.
  Questions to possibly ask:
  - What's happened?
  - When did it happen?
  - Where did it happen?
  - How did it happen?
  - Who did it?

- Don't interrupt when the child is recalling significant events. Don't make the child repeat their account. Listen and observe.

- Explain what actions you must take, in a way that is appropriate to the age and understanding of the child

- Do not promise to keep what you have been told secret or confidential, as you have a responsibility to disclose information to those who need to know. Reporting concerns is not a betrayal of trust

- Write down **as soon as you can** and no later than 24 hours what you have been told, using exact words, if possible

- Record and Report your concerns to the Designated Safeguarding Person and if not available contact social services. **Do not delay!**

- Ask the Designated Safeguarding Person what action they intend to take and record the response. If you are not satisfied with the action taken, consult with Social Services
- Do not worry that you may be mistaken. You will always be taken seriously by social services. It is better to have discussed it with somebody with the experience and responsibility to make an assessment
- Do not confront the alleged abuser (may be a young person themselves)
- Make a written note including what you did and the response that you received e. g. from the Designated Safeguarding Person and record any follow up considerations, decisions and actions that you may take
- Review any action taken - RECORD, REPORT AND REVIEW

REVIEW

Factual observations to include child's comments verbatim:

Child's Comments

What did they actually say, quote their words, do not put asterisk instead of swear words or difficult words. Use actual words if you can remember or state that they were similar words used and that you are being approximate

Situation and Task

Where was the incident, what was the child supposed to be doing, was this usual task/situation for the child to be in, was this something that the child would not have experienced before. Were clear instructions given?

Others present

How many other children were present, were any involved, what was their contribution to the incident?

Environmental Factors

Was there anything about the child's physical surroundings that affected their behaviour?

Other adults present

Do you need to cross-reference your account of the incident with anyone else's?

Adult's Comments

What words were actually spoken to the child at the end of the incident/event?

Written Record

Record the Time, Day and Place of the incident, any disclosure and the time that the notes were made.

Recordings must be:

Timely	As soon as possible and within the same working day and if a child protection concern or referral as soon as practicably possible.
Factual	Do not record your opinion - imagine that you are a video camera watching the incident and write a narrative that is descriptive but not over complicated.

Event/Incident Conclusion

How did the matter end, what was the child's behaviour like at the end of and after the incident? Describe your follow up actions e.g. informed the Designated Safeguarding Person and provide him/her with my notes of the incident. Where appropriate, provide a rationale for your decision.

Note: Not all items above will be relevant for all recordings, just be mindful of the headings and record information that is available, do not feel compelled to 'tick every box'

Appendix E – Steps to take where a child is to be spoken with to ascertain whether a child protection concern exists

Subject to any expressions of opinion by the Welsh Government in revised guidance, Designated Safeguarding Persons are advised to take the following steps where a child is to be spoken to in order to ascertain whether a child protection concern exists:

1. The child should be offered the opportunity to have support from an adult of their choice at the meeting ("The Accompanying Adult" or "AA"), whether it is a member of school staff or a parent or other relative.

2. The child's wish should normally be respected if it is practicable to comply with it (or unless the adult named is involved in some way in the concern being investigated). If it is not feasible to have that adult present, the child should be invited to nominate another adult. If the child does not feel able to make a choice, the COP should suggest someone appropriate.

3. As stated above, the AA should be told of the purpose of the meeting in advance and be given a chance to discuss matters with the pupil. The AA should make it clear that he/she is there to support and advise the pupil, but should not promise that discussions between the pupil and him/her will be kept confidential, as there may be situations in which the AA is told matters that must be made known to the CPS, social services or the police.

4. The AA should be made aware that he/she should not hesitate to intervene on behalf of the pupil if any aspect of the meeting is considered inappropriate.

5. The AA should speak to the pupil after the meeting to seek to provide reassurance and support.

Appendix F – Steps to Take when Meeting with a Young Person to Ascertain Whether the Harmful Sexual Behaviour (HSB) Protocol Applies or a Sexual Relationship Presents a Risk of Harm to Them

Subject to any expressions of opinion by the Welsh Government in revised guidance, Designated Safeguarding Persons are advised to take the following steps when speaking to a young person in a safeguarding and child protection context:

1. Consideration needs to be given as to whether the meeting is appropriate under the applicable guidance and what its objective is.

2. Consideration needs to be given to whether the pupil is likely to be vulnerable and any particular support needs identified.

3. The number and identity of adults present at the meeting should be considered, and consideration given to whether their presence is necessary

4. Consideration should be given to ensuring that the location of the meeting ensures sufficient privacy and confidentiality.

5. Before the meeting starts, the pupil and any Accompanying Adult should be informed of the purpose of the meeting and the pupil given an opportunity to speak to an Accompanying Adult before the meeting starts. The pupil should be told that he/she can speak to the Accompanying Adult at any time.

6. The pupil should be asked about matters in a sensitive way and invited to give an account. They should not be put under any pressure to do so.

7. If at any stage it becomes clear that a formal referral to social services or the police needs to be made, the meeting must stop.

8. Advice may need to be given to the pupil about how to conduct themselves in the future. Such advice should be given in a sensitive non-judgmental way.

9. The meeting should conclude with reassurance being given to the pupil.

A full record should be made by the Designated Safeguarding Lead of the meeting.

Appendix G – Daily Contractor/Visitor Log

Safeguarding information given to all contractors and names of contractors obtained.

School Logo								
Daily Contractor Log								
Date	**Time In**	**Time Out**	**Name**	**Company**	**Reason for Visit**	**CP Info given**	**Risk Assessment**	
							Valid DBS No	
							Accompanied on site	
							Not in areas where lone pupils are	
							Valid DBS No	
							Accompanied on site	
							Not in areas where lone pupils are	
							Valid DBS No	
							Accompanied on site	
							Not in areas where lone pupils are	

Appendix H – Information Sharing

7 Golden Rules for Information Sharing

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

2. Be open and honest with the person (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 if you are in any doubt, without disclosing the identity of the person where possible.

4. Share with consent where appropriate and where possible respect the wished of those who do not consent to share confidential information. You may still share the information without consent if in your judgement that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.

5. Consider safety and well-being: Base your information-sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share then record what you have shared, with whom and for what purpose.

Appendix I – Process for all Central Education Service Staff

Safeguarding – Reporting Safeguarding Concerns - Process to be followed by all Central Education Service Staff.

Section 1

When you are concerned about a 'child' whilst you are working in ~~a~~ Wrexham

School staff must report their concern immediately to the School Designated Safeguarding Person for advice/possible action and referral to Children Services SPOA - 01978 292039.

It is the responsibility of the person that received the disclosure to make the referral and this should not be delegated to other school staff.

All staff should keep up to date with who the Designated Safeguarding Person is in the schools you support.

Your concerns should also be reported to your Team Leader/Manager where a report should be recorded and any additional actions agreed - (communication should be recorded via e-mail).

Section 2

When central staff become aware of a concern about a child out of school i.e. home visit, joint agency working, external provider working these concerns must be reported immediately to the SPOA (292039) and your Team Leader/Manager without delay.

In the absence of your Team Leader/Manager you must report your concerns to one of the following officers –

Safeguarding Officer for Education – Elen Evans - 01978 295505 / 07391 738731

School ESW or Education Representative on SPOA 01978 295505

Emergency Duty Team - Out of Hours (before 8:30am and after 5pm, weekends and bank holidays) – 0345 053 3116

If the child is in immediate danger, you should call the police immediately on 999

Appendix J – Education Safeguarding Training

Education Safeguarding Training Strategy

Strategy for the provision of Training, Support and Advice by the Education Safeguarding Officer to Schools and Education Services

Contents

1. **Introduction**
2. **National Context and Guidance**
   - **Training**
   - **Advice and Support**
   - **Evaluation and Effectiveness**
3. **Training**
   - **Provision of Training for School Staff**
   - **Provision of training for Education Service Staff**
   - **Advice and Support**
   - **Evaluation and Effectiveness**
4. **Future Planning**
   - **Training**
   - **Advice and Support**
   - **Evaluation and Effectiveness**

1. Introduction

The purpose of this strategy is to provide the framework for safeguarding training, support and advice services for schools and education services in Wrexham. This is determined by the legal framework and statutory guidance, the North Wales Safeguarding Board business plan objectives and in accordance with the terms of reference of the NWSB.

The Safeguarding Children, and Safer Recruitment practice states that the Local Authority has a duty to provide support which ensures that schools are aware of their responsibilities for safeguarding children, monitor their performance, make available appropriate training, model policies and procedures, provide advice and support, and facilitate links and cooperation with other agencies statutory and non- statutory services.

In Wrexham this support is provided by the Safeguarding Officer for Education employed by Education with a primary focus to keep children safe by contributing to:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with other agencies, and
- The development of children's understanding, awareness and resilience through the curriculum.

2. National Context and Guidance

Training

The Education Act 2002 section 175 for maintained school's states:

"Local Education Authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children"

Keeping Learners Safe 158/ 2015: exercise its powers under section 175 of the Education Act 2022.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in education settings, and

Identifying children and young people who are suffering or likely to suffer significant harm taking appropriate action with the aim of making sure they are kept safe both at home and in an education setting"

To equip staff to fulfil the above requirements the guidance sets out the training expectations on school staff. All staff who work with children in schools and governors of schools, should undertake training on safeguarding children that will enable them to fulfil their responsibilities in respect of safeguarding children effectively and that suitable refresher training to keep staff knowledge and skills up to date is also available. These staff should receive refresher training every year.

This Safeguarding training must go beyond staff attendance at training sessions arranged by schools in the future to a position which enables education and schools in Wrexham to assess their staff through comprehensive training programs that offer evaluation of staff understanding. This training will ensure both education and schools meet their duties to safeguard and promote the welfare of children. (Section 175) of the Education Act 2002

Schools also contribute through the curriculum by developing children's understanding and awareness and resilience. Estyn inspect against the extent to which schools fulfil their safeguarding responsibilities. In schools how effectively the safeguarding of learners is promoted, is a limiting grade on overall effectiveness. Creating a safe learning environment means having effective arrangements in place to address a range of issues.

These include the care and safeguarding arrangements, pupil health and safety, bullying, school security, tackling drugs and substance misuse and having in place the opportunity for

children to discuss their concerns with well trained staff who understand the safeguarding agenda.

Advice and Support

Keeping Learners Safe 283/2022 Keeping Learners Safe Welsh Government guidance current circular states that the Local Authority should ensure provision of:

- Model policies and Procedures
- Advice and support on safeguarding
- Facilitate links and co-operation between agencies
- Advice and support for designated staff dealing with individual cases
- Staff who can act by making "professional judgements" to resolve any difficulties
- Support for those with designated lead for "safeguarding" and to encourage and foster a good understanding and working relationship between them, children services social workers, and staff in other agencies involved in safeguarding children to develop effective partnership working

Evaluation and Effectiveness

Keeping learners safe 283/2022 states: -

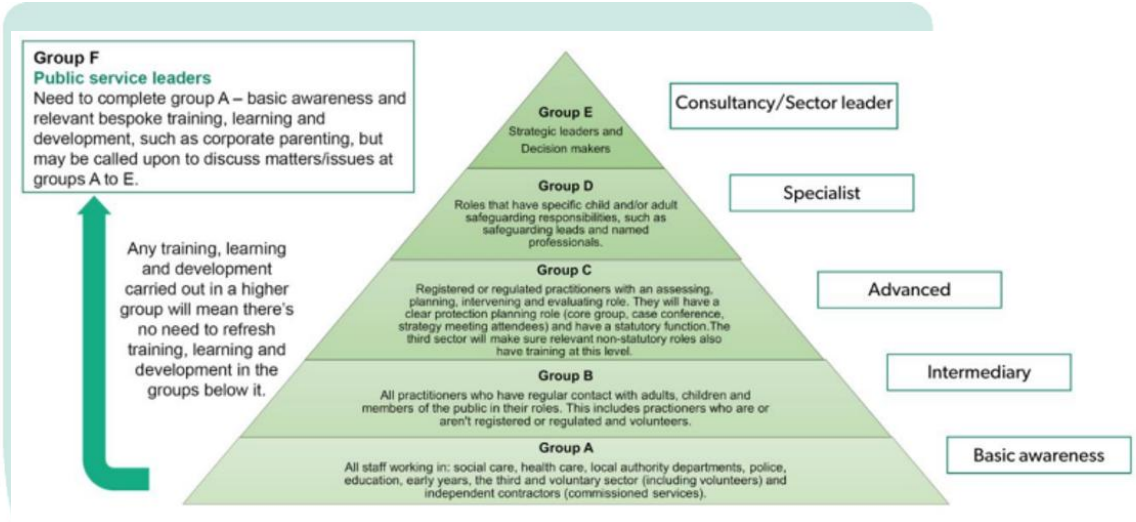
"*The local authority should monitor the compliance of maintained schools with this guidance, in particular in regard to the existence and operation of appropriate policies and procedures and the training of staff, including the senior person with designated responsibility for safeguarding. Bring any deficiencies to the attention of the governing body of the school and advise the action needed to remedy them* "

"Work to ensure that organisations working or in contact with children, operate recruitment and human resources practices that take account of the need to safeguard and promote the welfare of children "

3. Training

Whole School Staff Training -

The Education Support Manager and nominated ESW Staff can provide Child Protection and Safeguarding training for all Education Staff and Governors,



Group A Training is completed by all staff.

Group B Training is completed by all teachers and support staff.

Basic Training For all staff that come into contact with children. Includes:

- Sign and Symptoms of potential abuse.
- Categories of abuse and Child Protection Register.
- Reporting and recording incidents.
- Referral Process to SPOA.
- Accountability within school and nominated CP Officers.
- Examples of recent practice.
- Allegations against persons in a position of trust.
- Digital Issues/CEOP/Sexting.
- Children Missing Education/EHE.
- Prevent.
- Trafficking/FGM

Group C Training is completed by all members of the Safeguarding Team, the Chair of Governors and the designated governor for safeguarding.

- Schools are able to commission independent Child Protection Training if this is the decision of the Headteacher/Governors. However, any school making this their preferred option should still inform the Education Support Manager of when this is taking place and the name of the provider.
- Schools are also required to keep a comprehensive record of who has completed the training and when on this basis.

Advice and Support

We will ensure where Estyn make recommendations regarding safeguarding improvements or areas requiring attention as part of the post inspection action plan of the school the education authority will assist school with and plans put in place to monitor change that satisfies the authority, Estyn, and the diocese where applicable. This will include ongoing support to those schools in special measures or post - inspection action plans to address the issues highlighted in the school inspection report.

Evaluation and Effectiveness

The safeguarding audit will be reviewed to reflect any changes in guidance, together withany review of safeguarding by external consultants commissioned by education and annual report to the North Wales Regional Safeguarding Children Board.

Information from the audit will be fed in to the section 28 audit provided to the NWRSCB inrespect of all agencies who work with children in Denbighshire on their effectiveness in safeguarding children.

Effectiveness of training provision – evaluation forms are completed at the end

of eachtraining delivery and the information will continue to be reviewed on an annual basis inaddition to any immediate response that can be implemented.

This provides useful information for the continual review of the training strategy and anychanges to the training plan.

The feedback from the evaluation forms will be included in the annual report to the North Wales Regional Safeguarding Children Board.

Appendix K – What is Safeguarding?

