



# **Safeguarding and Protecting Children and Young Adults:**

## **Promoting their Welfare Policy**

**Date written: January 2016**

**Review date: June 2016**

**Next review date: June 2017**

# **Safeguarding Children and Young Adults and promoting their Welfare Policy**

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**This document has been developed with guidance from the following**

- **Keep Learners Safe 158/2015**
- **Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff 009/2014**
- **Education act 2002**

## Introduction

The Gwennllian Education Centre (GEC) fully recognises its responsibilities for child protection and to provide a stable, safe and caring environment for children and young adults to develop educationally and socially. The safety and security of our students is our highest priority. This policy is designed to help teaching staff, non-teaching staff other professionals, other school staff, parents, visitors, students and young adults achieve the highest standards possible to ensure the safety and security of students at our school. The policy includes action to be taken where there are child protection concerns and contact numbers for social services and the police.

## Aims

This policy applies to all staff and volunteers working in the school. The five main elements to our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children and young adults
- raise awareness of child protection issues and equip children and young adults with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support students who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children and young adults can learn and develop.

We recognise that, because of their day-to-day contact with children and young adults, school staff are well placed to observe the outward signs of abuse.

The school will therefore:

- establish and maintain an environment where children and young adults feel secure and are encouraged to talk. To ensure that children and young adults know that they can be listened to and ensure children and young adults know that there are adults in the school whom they can approach if they are worried
- include opportunities in the personal, social, health and economic (PSHE) curriculum for children and young adults to develop the skills they need to recognise and stay safe from abuse.

## Policy Implementation

We will follow the All Wales Child Protection Procedures as set out by the Local Safeguarding Children Board and take account of guidance issued by the DCSF to:

- Ensure a senior person is designated for child protection as the School Child Protection Officer.

**The School Child Protection and safeguarding Officer is MR LEIGH HIPKISS**

If this changes then the policy will be updated and staff will be informed.

- The Safeguarding Designated Officer will access Safeguarding Level 3 Designated Officer Training. This will be renewed at least every 3 years. All other school staff will access an introductory course to safeguarding every 3 years.
- The Child Protection and Safeguarding Officer will ensure every member of staff (including temporary and supply staff and volunteers) know the name of the designated senior person

responsible for child protection/safeguarding and their role. This will be shared with staff when appointed and included within the staff handbook.

- He will ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection. All staff will attend an introductory course in safeguarding children and will access training on an annual basis.
- He will ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- He will make staff aware of radicalization and extremism, and to monitor for the event of this occurring. To promote a healthy cultural environment free from the effects of radicalization and extremism within the school curriculum and school experiences.
- Ensure safe recruitment practices are followed as set out in our safe recruitment policy.

In addition, he will work with school staff too:

- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Notify social services if a child/young adult on the child protection register is excluded.

### **Staff also need to be aware of the following policies which relate to safeguarding issues:**

Preventing Bullying

Internet Safety

Physical Intervention

Safer recruitment

Complaints procedures

Promoting Good Behaviour

Manual Handling

Physical Intervention

Intimate care

### **How we provide support**

We recognise that children/young adults who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children and young adults at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the students through:

- the content of the curriculum;

- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable students in the school. The school will endeavor to ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies that support the student such as social services, Child and Adult Mental Health Service (CAHMS), education welfare service and educational psychology service;
- ensuring that, when a student on the child protection register leaves, their information is transferred to the new school immediately and that the child/young adult's social worker is informed.

## **Protecting Children**

It is recognised that further guidance is necessary for staff whose work brings them into contact with young people, and students with profound and multiple learning difficulties.

## **Teaching individuals and small groups**

It is common practise for staff to work with small groups or with individual children often in a setting other than a classroom. In many cases this might include a more discrete area, such as the light simulation room, the toileting / changing areas etc.

In such cases, the following issues should be considered:

- doors should never be locked;
- the Head-teacher should be aware that the session is taking place and of its purpose

To ensure that this is the case, the following should apply:

- the activity should be shown on the timetable
- the activity should be planned and recorded as part of the child's Education and/or Plan.

## **Use of Physical Contact**

Touching, including massage, forms a very important part of the sensory curriculum for many children and young adults with profound and multiple learning difficulties or with sensory impairments. In most cases, massage should be undertaken in the presence of another member of staff. The need for such techniques should be clearly identified and recorded in the child's Individual Education or Care Plan.

Many of the students and young adults that Reflect Education support are unable to communicate verbally and even of those who can, they may rely more heavily than other children on physical contact, gesture or signing as supports to communication. Staff in such situations will need to deploy techniques which will meet the particular needs of individual children. Again these should be specified in the child's Individualised plan.

The use of a physical prompt is often an essential stage in the acquisition of a new skill and should be deployed where necessary. It is however good practice to fade such prompts as soon as is feasible so as to ensure that the skill is used independently.

## **Toileting**

Many of the students will need to be changed and toileted on a regular basis. The child's toileting plan can be used to record the level of support and the kind of assistance to be given. There should be a planned approach which aims to develop as much independence as possible for each individual.

As almost all of our pupils require support for toileting or changing to a greater or lesser extent, all staff will assist as necessary (teachers, teaching assistants and, support staff and lunchtime staff). Toileting and self care activities are an important part of our personal care curriculum and it is important that all staff are aware of individual student's needs. It is not appropriate for volunteers or students on placement to undertake these duties without supervision.

Changing of students should not be undertaken in classrooms, but in the Personal Care-room or toilets as appropriate.

## **Privacy**

Each child and young adult has a right to privacy and this should be respected as far as possible. The child's/young adult's dignity must always be considered.

## **Age Appropriateness**

All interactions should consider the issue of age appropriateness. While this must be considered because of our students and young adults very special needs, it may be necessary for some things to be age inappropriate.

## **Appearance**

A child's/young adult's appearance is important for their self esteem and sense of identity. Staff caring for a child/young adult, changing, toileting, mealtimes etc. should always be aware of the child's/young adult's appearance, and should ensure that they have considered the child's/young adult's appearance.

## **Categories of Abuse**

### **Neglect**

Neglect is the persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold and starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Warning signs may include; neglected appearance; voracious appetite; unusual unresponsiveness from child; appearance of weight loss.

### **Physical Injury**

Physical injury is the actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning or suffocation.

Most common outward signs are;

1. Bruises
  - a) symmetrical black eyes are rarely accidental
  - b) bruising around the mouth
  - c) grasp marks on arms, legs, chest.
  - d) finger marks
  - e) similar site bruising over a period of time.

N.B. Children generally fall forwards and so the front of the body is usually bruised. The following are uncommon sites for accidental bruises: back, buttocks, under the arms, neck, genital or rectal area.

2. Bites

3. Burns or scalds

4. Scars- these should be taken note of and any sudden increase noted.

5. Fractures - pain, swelling and discoloration over a joint could be a fracture.

## **Sexual Abuse**

Sexual abuse is the actual or likely sexual exploitation of a child or young person for the gratification of another. The child may be dependent and /or developmentally immature. Central to the activity is the use of coercion, deceit and manipulation to achieve power over the child. Sexual abuse may be perpetrated by adults or other children or young people.

The following signs should be taken seriously:

- a) injuries to the genital area
- b) infections or abnormal discharge in genital area
- c) itching, soreness or unexplained bleeding from vagina or anus.
- d) recurrent urine infections
- e) unusual gait
- f) excessive sexual awareness or knowledge inappropriate to child's developmental age
- g) sexually provocative behaviour
- h) undue fearfulness of men / women
- i) self injury
- j) changes in behaviour
- k) reluctance at being changed
- l) inappropriate affection between parent and child
- m) any allegation from a child

Recognition of sexual abuse generally results from a direct statement from a child or, more often, suspicion based on the child's circumstances / behaviour or physical symptoms.

## **Emotional abuse**

Emotional abuse is the actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill treatment. This category should be used when it is the main or sole form of abuse.

Symptoms displayed may be:

- a) clingy / attention seeking behaviour
- b) apathy
- c) tearfulness / withdrawal
- d) over eagerness to relate to anyone.

N.B. Certain parental responses should / could cause concern: delay in seeking medical help, denial of injury, changes in explanations, inappropriate explanations.

### **Major injury or serious neglect**

- a) The child should be taken urgently to the nearest Accident and Emergency Department
- b) Difficulty in contacting the parent or Social Services Department should not delay seeking medical attention
- c) If the child has been seriously harmed and is in need of immediate attention, those who have charge of him /her at the hospital may do what is reasonable in the circumstances for the purpose of safeguarding or promoting the child's welfare.
- d) Every effort should be made to involve the parent and to explain what is happening.

### **Action to be taken where there are child protection concerns:**

#### **If you suspect a child is at risk of harm**

There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence.

In these instances, you should try and provide opportunities for the pupil to communicate. The signs that you have notice may be due to a variety of factors, e.g. the family pet has died. It is fine to ask a pupil if they are okay or if you can help in anyway.

Use the Welfare Concern Form (in appendices) to record early concerns. If the pupil does reveal that they are being harmed, follow the advice in the section 'if a pupil discloses to you'.

If, following your conversation, you remain concerned; you should discuss your concerns with the designated Child Protection and Safeguarding Officer. The designated Child Protection and Safeguarding Officer will usually decide whether to make a referral to social services although it is important to note that any staff member can report their concerns to social services or the police.

#### **If a pupil discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed and confused, especially if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost in their trust in adults and, or they may believe, or have been told, it's their own fault.

If a pupil talks to you about any risks to their safety or well-being, you will need to let them know that you must pass that information on – you are not allowed to keep secrets. The point that you do this is a matter of professional judgement. If you jump in immediately the pupil may think you don't want to listen, if you



leave it until the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

During the conversation with the pupils

- allow them to speak freely
- remain calm and do not overreact – the pupil may stop if they feel they are upsetting you
- Give reassuring nods or words of comfort
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the pupil's parent thinks about this.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not automatically touch or comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for disclosing earlier as it may be interpreted as if they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the Child Protection and Safeguarding Officer. Otherwise, tell them someone will come and see them before the end of the day.
- Report verbally to the Child Protection and Safeguarding Officer.
- Write up the conversation as soon as possible on the Record of Concern Form and hand it to the Child Protection and Safeguarding Officer.
- Make a note of the date, time, place and people who were present at the discussion
- Seek support if you feel distressed.
  
- The Child Protection and Safeguarding officer will report to the Local Authority Designated Officer (LADO) or the Social Services Duty Desk as soon as possible on 01267 246154
  
- It is important to note staff can report to the LADO themselves after seeking further advice from the Child Protection and Safeguarding Officer.

A record of concerns form is provided in appendices.

The School Child Protection and Safeguarding Officer will, when appropriate, notify parents and children's social care.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult position. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleagues' career. All staff must remember that the welfare of the child is paramount and staff are encouraged to raise concerns or allegations in confidence to enable a sensitive enquiry to take place. All concerns of poor practise or possible abuse by colleagues should be reported to the Child Protection and safeguarding Officer, or, if they don't feel comfortable with this, report directly to the Local Authority Designated Officer (LADO).

**Complaints about the Child protection and safeguarding officer should be directed to the Local Authority Designated Officer (LADO), currently Bethan Tinney, using (01267) 246154**

## **Please Note**

School staff have no responsibility for investigating child protection concerns.

However, individual staff members may have a role in assisting social services by providing information for their child protection enquiries as well as contributing to assessments and attending child protection conferences and reviews and providing reports for conferences.

If at any time, the designated School Child Protection and safeguarding Officer is unable to alleviate your concerns, you can discuss the case, without necessarily identifying the child/young adult in question, with:

a) Deputy Child Protection Officer - Miss Rhian Hughes

b) the nominated LADO (local authority designated officer), currently Bethan Tinney, based at Parc St David, Carmarthen (01267) 246154

c) If, having spoken with these individuals and your concerns remain contact social services:

**Llanelli Assessment Team: 01554 742322**

**Carmarthen/Dinefwr Assessment Team: 01558 825485**

**Out of Office Hours – Emergency Duty Team: 01558 824283**

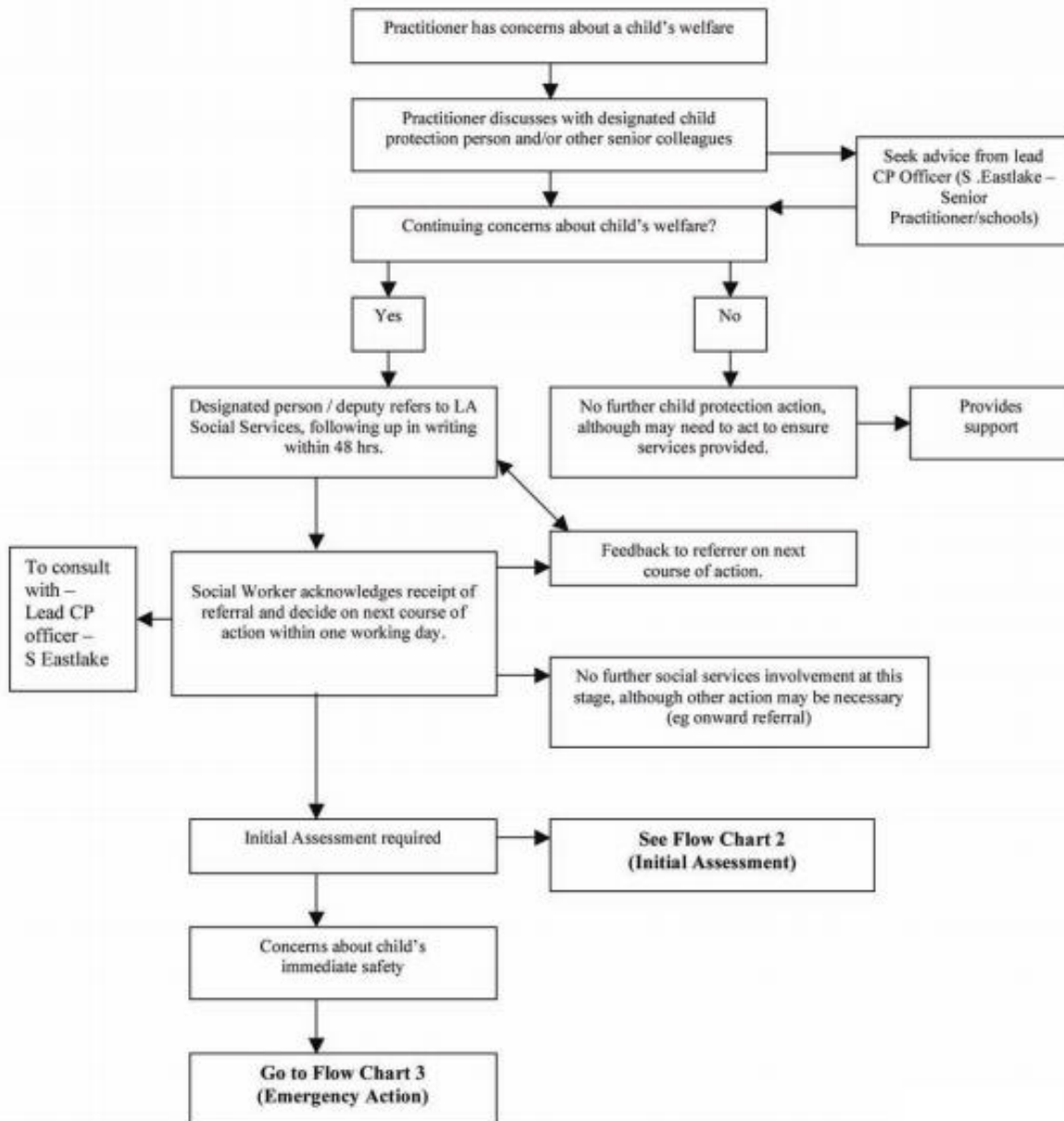
## **Or Police**

- Non emergency number 101
- Kidwelly Police Station, Banc Pendre, Kidwelly, Carmarthen, SA17 4TA, Telephone: 01267 222020

## Appendices

### Appendix 1:

#### Flow chart demonstrating referral process



Please see <http://www.lscbcarmarthenshire.org.uk/> for further information

**Appendix 2:**



**WELFARE CONCERN FORM**

Use this form to record any concern about a student/young adult's welfare and give it to the designated Child Protection and Safeguarding Officer.

If you suspect the student/young adult may be suffering abuse or neglect, or you have received a disclosure of abuse from a student/young adult, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Student/Client's Name:

D.O.B:

Student/Client's Address:

Parent/Guardian Details:

Name(s):

Name(s):

Address:

Address:

Telephone Number:

Telephone Number:

Relationship to Student/Client:

Relationship to Student/Client:

Details of any siblings:

Does the student/client regularly spend time with other carers, for example, after-school or holiday carers, or at a short break service?      Yes            No     

**Date and time of concern:**

Why are you concerned about this student/client?

What have you observed and when?

What have you heard and when?

What have you been told and when?

Are the parents/carers aware of your concern?      Yes            No     

Your name:

Your signature:

Your position in school:

**Date and time of this recording:**

Have you spoken to the student/client?      Yes            No     

What did they say? Use the student/client's own words

Have you spoken to anyone else of the concern?      Yes            No     

Who?

Is this the first time you have been concerned about this student/client?      Yes            No     

If so, further details;

Name and contact details of the designated person:

Action, outcomes and response of Designated Child Protection and Safeguarding Officer/Headteacher

Name: .....

Date:.....

Time and Date of referral to LADO (if applicable):

**Appendix 3:**



**RECORD OF CONCERN FORM**

Student/Client's Name:

D.O.B:

Male/Female :

Ethnic Origin:

Disability Y/N:

Religion:

Date and time of concern:

Your account of the concern:(what was said, observed, reported and by whom)

Additional information:(your opinion, context of concern/disclosure)

Your response:(what did you do/say following the concern)

Your name:

Your signature:

Your position in school:

Date and time of this recording:

Action and response of the Designated Child Protection and Safeguarding Officer/Headteacher

Name: .....

Date:.....

