



Maindee Primary

Safeguarding and Child Protection Policy

Date Agreed	Review Date	Person Responsible
March 2019	March 2020 COVID update added September 2020	JC/ MS / LP / CW
September 2020	July 2021	JC/ MS / LP / CW
September 2021	July 2022	JC/ MS / LP / CW/AA
March 2022	March July 2023	JC/ MS / LP / AA

Introduction

1.1

The school fully recognises the contribution it makes to child protection.

There are three main elements to our policy:-

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

1.2

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

Prevention

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

The school will therefore:-

- Establish and maintain an ethos where children feel secure and encouraged to talk and share their concerns and will be listened to;
- Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends.



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- Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know that they can turn to staff for help; and
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Procedures

3.1

At our school we will follow the [Wales Child Protection Procedures, The Social Services and Wellbeing Act \(2014\)](#) and other guidance and protocols that have been endorsed and agreed by the Newport Safeguarding Children Board. (NSCB) including Circular 158/2015 - Keeping Learners Safe. The following documents apply:

The Education Act 2002, Section 175

- *Preventing unsuitable people from working with children and young people – Circular No: 34/2002*
- *Keeping learners safe - The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 – Guidance Document 158/2015*
- *Respect and resilience - developing community cohesion 2015 - Guidance document 196/2016*
- *Protecting children from radicalisation: the prevent duty – Department for Education, UK Government*

3.2 The school will:-

Ensure that all staff are aware of the different categories of abuse. These are:

- **Physical abuse**
- **Emotional abuse**
- **Neglect**
- **Sexual Abuse**
- **Financial Abuse**

In addition to these types of abuse and neglect, members of staff will also be alert to following specific safeguarding issues:

Mental Health

We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Our staff members however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that our staff members are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, this will be shared with the DSP with a view to referring to appropriate agencies following the referral procedures.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Some of the indicators of CCE are: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; children who suffer from changes in emotional well-being; children who misuse drugs and alcohol; children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or do not take part in education. Any possible CCE case will be shared with the DSP with a view to referring to appropriate agencies following the referral procedures.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person (male or female) under the age of 18 years; can still be exploitation even if the activity appears consensual; can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Peer on peer abuse

Children are capable of abusing their peers. This can take different forms, such as bullying (including cyberbullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation), sexual violence, such as rape, assault by penetration and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, sexting, sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts) and upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. Upskirting is now a criminal offence. Although it is more likely that girls will be victims and boys perpetrators, all peer on peer abuse is unacceptable and will be taken seriously. We do not tolerate these or pass them off as "banter", "just having a laugh" or "part of growing up".



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The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school's behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. Any possible peer on peer abuse case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

Domestic abuse

Domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. If members of staff have a concern about or knowledge of any domestic abuse incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies.

Operation Encompass

At Maindee we are working in partnership with Gwent Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the Multi-Agency Safeguarding Hub ([MASH](#)) will share police information of all domestic incidents where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child requires, this should be covert dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with Gwent Police and MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and governors, is detailed as part of the school's Safeguarding Policy and published on our school website.

- Ensure it has at least two designated senior members of staff who have undertaken the appropriate training in line with agreed national and local requirements. This school also has a nominated deputy who will be the central contact in times when the designated persons are absent. In the unlikely possibility that all are absent or unavailable the most senior person will act as contact point for other staff. All staff are aware of these arrangements.
- Recognise the role of designated person and arrange support and training. The school will look to the NSCB and in particular the Authority's Child Protection Officer for Education, Nicola Davies, for guidance and support in all child protection matters in assisting the school's designated person.
- Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor know:-
 1. the name and contact details of both the **designate** and **deputy** person responsible for child protection;
 2. that it is the named designated persons and/or their deputy who have the responsibility for making child protection referrals within NSCB timescales, by completing the agreed multi-agency form. That the designated person and deputy will seek advice from the LA CPO and or Social Safeguarding Hub if necessary when a referral is being considered; **if in doubt a referral must be sent**. That the referring person will ensure that the CPO will be sent a copy of the referral as soon as it is practically possible.
- Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse. That all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
- Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection by setting out their obligations in school prospectus and other forms of communications. In particular, there is a clear obligation that *'the welfare of the child is paramount'* and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance.
- Provide training for all staff so that they know:-
 - i) their personal responsibility;
 - ii) to be cognisant of agreed local procedures(NSCB)
 - iii) the need to be vigilant in identifying suspected cases of abuse; and
 - iv) how to support a child who discloses abuse, particularly the do's and don'ts
- Notify the CPO and Social Services if:-

a pupil on the child protection register is excluded either for a fixed term or permanently; and if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences and core groups; and support these with the submission of written reports.



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- Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation.
- Ensure that all records and files are kept secure and in locked locations. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the designated person to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information'.
- Adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools.
- Ensure that all recruitment and selection procedures follow all national and local guidance. The school will seek advice and guidance from the Authority's Human Resources Department on recruitment and selection.
- Seek to designate a governor for child protection who will champion and oversee the school's child protection policy and practice. This governor will feed back to the Governing body on child protection matters as and when required but will not be required to contribute to the schools SER on its child protection activities. The school will hold a termly meeting with the Governor and DSP.

Supporting the pupil at Risk

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

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

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

- The content of the curriculum to encourage self-esteem and self-motivation (see section 2 of this policy on Prevention);
- The school ethos which:-
- promotes a positive, supportive and secure environment; and
- Gives pupils a sense of being valued (see section 2 on Prevention);

The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will follow a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will express and explain to all pupils that some behaviour is unacceptable, (Shared with parents via school brochures and other points of communication) but each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's Behaviour Policy in conjunction with this and other named policies noted in this policy.

Liaison with other agencies who support the student such as Social Services, Families First, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and others; and keeping records and notifying Social Services if there is a recurrence of a concern with the individual.

4.4 When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately (Using the agreed policy and procedures for the 'Transfer of Sensitive Information' and



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the designated person will be central to this process) and if not already done, to inform Social Services of the move.

4.5 Staff are made aware of the 'risk factors' involved in radicalisation and extremism as set out in the Keeping Learners Safe document Circular 158/2015. Full local authority training took place during the Autumn term 2020.

Behaviour

4.5 Our school has a behaviour policy which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body and can be located. (staff shared)

Bullying

4.6 The school's policy on Bullying has been set out in (Anti-bullying Policy) This policy/information can be located on the website and in the staff HWB

Physical Intervention

4.7 Our school's policy on physical intervention has been set out in the RPI Policy. This policy/information can be located on the school's HWB drive.

E Safety

4.8 The school's policy on E Safety has been set out in the Be SMART e-safety policy. This policy/information can be located on the school's HWB drive.

Remote learning and safeguarding

As a school we will take the guidance and advice laid out in the **Revised Keeping Safe Online: Live streaming and video conferencing safeguarding principles and practice** <https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principlesand-practice> to ensure that our whole school community is kept safe whilst learning online.

Working with other agencies/information sharing

As part of the Council's response to COVID 19 we will work with Children's Services and other partners to support vulnerable learners. If schools have to return to a situation of remote learning, then children identified on the school's 'vulnerable learner list' will be contacted regularly by the school. Other relevant agencies involved will be notified where contact cannot be made or if concerns arise. The school will continue to participate in all relevant multi-agency meetings in order to safeguard children and young people.

Vulnerable Learners list/Contact Records (during periods of school closures)

The list of vulnerable learners may change regularly; for example, in response to an Encompass alert received by the school. As a school we will:

a) Review the list on a regular basis

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- b) Keep in regular contact with all vulnerable learners
- c) Liaise with the school's EWO and other relevant practitioners where we are unable to make contact with vulnerable learners/families
- d) Keep a record of all communication with learners and families

Children with Statements of Additional Learning Needs (ALN)

4.9 Our school recognises that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in (ALN Policy) this policy/information can be located on the school's shared drive.

Children who enter the Looked after System

4.10 Our school recognises that children who enter the Looked after System are often the most vulnerable. The school's policy on Looked after Children (LAC) has been set out in (LAC Policy) this policy/information can be located on the school's shared drive. LAC children are also supported by THRIVE, which runs daily in the school.

Prevent

Since the introduction of the Counter – Terrorism and Security Act 2015, specific duties have been placed on Local Authorities and education providers to have due regard to the need to prevent people being drawn into terrorism. Staff within this school have undertaken relevant PREVENT training including Welsh Government guidance relating to Respect and Resilience. The school's DSP for Child Protection is clear regarding the referral process. Our school values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. We always seek to protect our pupils and staff from all messages and forms of extremism and ideologies. Our School is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

Information for all staff

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

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;
- You must report to the school's **Designated Person for Child Protection or their Deputy** in their absence immediately to inform them of what has been disclosed. In the unlikelihood of both being absent seek out the most senior person in the school (if in doubt you can always contact the Authority's Child Protection Office);
- Make a note of the discussion, using Edukey, as soon as is reasonably practical and pass on to the school's designated person for child protection. The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record



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the child's answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed and as it being the initial contact an important one in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and or court proceedings. It is advised that you retain a copy in a safe place;

- Do not give undertakings of absolute confidentiality. (see note following this section for more details) You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have shared a concern with you to the designated person. Often what is initially shared is the tip of an iceberg;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the designated person for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for general consumption with others.

Where the allegation is against a member of staff you should refer to the authority's guidance which takes into account the Welsh Assembly Government's guidance circular 45/2004. If an allegation of abuse is made against a member of staff this must be reported to the Head Teacher.

If the concern is about the Head Teacher this must be reported to the Chair of Governors, Aftab Ali. If in doubt you can contact the Authority's CPO Nicola Davies for guidance and advice.

The staff can also find guidance in raising concerns via the N.C.C. Whistle Blowing Policy and Procedures. These can be accessed by contacting the Civic Centre 01633 656656 and asking to speak to Human Resources Department. You can remain anonymous in raising concerns.

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

Confidentiality

6.1

The school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However education staff (**that is all staff at this school**) have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

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

Training

The school will be cognisant of national and local training requirements and guidance, which will include Newport Safeguarding Children Board's (NSCB) guidance, advice and training opportunities.

7.1 The school will ensure that the Designated Person for Child Protection (DSP) and Deputy DSP will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development. The designated deputy will be initially supported by the designated person and consideration for joint opportunities for training with the designated person will be considered.

7.2 All staff will be regularly updated during the year as appropriate from the designated person, but will receive specific awareness raising training within a 2 year period.

7.3 It will be a recommendation that the governing body also receive awareness raising training and the nominated governor will be offered opportunities for more specific training

The designated person for child protection at this school is:-

- Miss Lucy Preece - ALNCO

The deputy designated persons for child protection at this school are:-

- Mrs Joanne Cueto - Head teacher
- Mr Mark Smith - Deputy Head teacher
- Mr Daniel Jones - Middle and Upper Phase Lead
- Miss Claire Welch - Lower Phase

The nominated governor for child protection at this school is:-

- Mr Aftab Ali

The Authority's Child Protection Officer is:- **Nicola Davies** and can be contacted by:-

Nicola Davies
Education Safeguarding Officer
Newport City Council
Room 208W
Civic Centre
Newport
NP20 4UR

Social Services can be contacted as follows:-

Phone- **01633 656656**

When making a referral this needs to be e-mailed to:-

children.duty@newport.gov.uk



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education.safeguarding@newport.gov.uk

This will then go to the Social Service Duty and Assessment Team and you will receive an e-mail acknowledgement.

Remember a copy of the referral must be sent to the CPO.

This policy was updated on 24th September 2021 by Joanne Cueto, Mark Smith and Lucy Preece and was sent to the policy committee on 27/9/21