POWYS PUPIL REFERRAL SERVICE

Child Protection Policy policy

Pathway Education Centre
(PRU North)
The Old College
Off Station Road
Newtown
Powys
SY16 1BE

New Start Centre
(PRU South)
Silver Street,
Brecon,
Powys
LD3 8BL

This policy applies equally to all staff (teachers, supply teachers, Learning Support Assistants, lunch time supervisors, music teachers, sports teachers), volunteers working in the PRU and to members of the PRU's Management Committee

Named Designated Senior Person (DSP) North PRU: Phil Mellen acting Head teacher

In the absence of head teachern : Rachel Jones Mutch

Named Designated Senior Person (DSP) South PRU: Paul Cheetham (PC) (Deputy Headteacher)

In the absence of PC: Lettie Francis

Named Management Committee Safeguarding Member: TBC

If unable to contact the respective DSP or DDPS ring the Local Authority Designated Officers for Safeguarding in Education (Michael Gedrim: safeguarding.education@powys.gov.uk) or the Powys Front Door Team on 01597827666 for guidance and support in assisting the PRU's DSP.

Introduction

There are three main elements to our policy:

- Prevention through the culture, teaching and pastoral support offered to learners;
- Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day to day contact with children/young people, our staff are well placed to observe the outward signs of abuse; and
- Support to those learners who may have been abused.

It is recognised by the PRU that all staff who 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 safeguarding process, and it is essential that all staff are aware of and implement the PRU's procedures as noted in this policy.

Aims

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect pupils. We take a whole-PRU approach to well-being which incorporates safeguarding and preventative measures to support children and families.

We aim to ensure all staff:

1. Understand that a child's physical and emotional wellbeing is of paramount importance if they are to gain maximum benefit from the learning experiences offered

2. Create a positive environment where children feel safe, supported, secure and valued, are encouraged to talk and are listened to

3. Are vigilant and recognise signs/symptoms of suspected abuse (see Appendix D)

4. Know how to make pupils feels able to discuss their concerns

5. Know how to respond to a pupil who may disclose abuse (see Appendix C)

6. Help children to recognise that there are adults in the PRU whom they can approach if they are worried or in difficulty

7. Follow the policy procedures and lines of communication when dealing with safeguarding issues

8. Promote positive attitudes in the management of behaviour, using much encouragement and praise

9. Work closely with parents/carers and other agencies

10. Build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate

11. To take a whole-PRU approach to wellbeing which will incorporate safeguarding and preventative measures to support pupils and families

12. Use the curriculum, activities and opportunities for relationships and sexuality education and personal and social education to:

    - Equip our pupils with the skills they need to stay safe from abuse and to know to whom to turn for help

    - Help develop appropriate attitudes in our pupils

    - Help build pupil confidence, self-esteem and self-motivation, enabling them to take/make decisions for themselves

    - Enable pupils to feel a sense of being valued

    - Ensure pupils know and understand what are acceptable and unacceptable behaviours

Responsibilities for DSP:

1. To be fully conversant with the Wales Safeguarding Procedures (2019) and other guidance and protocols that have been endorsed and agreed by the Mid and West Wales Safeguarding Board, and to ensure that all staff, both teaching and non-teaching, know about these procedures.

2. To ensure all staff, Management Committee Members and adult volunteers know who is the DSP and Deputy DPS for Safeguarding and the responsibilities that comes with this role

3. To ensure all staff, Management Committee members and volunteers know what to do / who to see if they have a safeguarding concern

4. To ensure staff, Management Committee members and adult volunteers know that that it is DSP and Deputy DSO who have the responsibility for making safeguarding referrals and reports within Mid and West Wales Safeguarding Board timescales by completing the agreed multi-agency forms

5. To attend the Powys Level 3 Child Protection training, cascading up to date information to staff

6. To look to the Mid and West Wales Safeguarding Board and the Council's Designated Lead Officer for Safeguarding in Education (Michael Gedrim) for guidance and support in assisting their work

7. To act as a source of advice and support for any staff who have concerns or information that a child may be suffering abuse or a child in need

8. To ensure all staff recognise the signs and symptoms of abuse, when to make a referral and how to respond to a learner who may disclose abuse or neglect

9. To organise relevant safeguarding staff 'foundation' training

10. To ensure an induction with new and returning staff, informing them of the PRU's policy and procedures for Safeguarding and to keep a record of these meetings

11. To ensure that members of staff who are EWC registrants are aware of the *Code of Professional Conduct and Practice for registrants with the Education*

Workforce Council and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content

12. To consider carefully all records handed in by staff members:

If a child alleges abuse, the PRU will make a referral to safeguarding.education@powys.gov.uk and the Powys Front Door Team without having to communicate with parents/carers first. In some cases, the records may indicate that a referral is not necessary, however the PRU would continue to be vigilant and monitor a child's behaviour

13. To keep all records of concern about children (noting date, event and action taken), even where there is no need to refer on to Children's Services

14. To refer safeguarding concerns to safeguarding.education@powys.gov.uk and the Powys Front Door Team using the Multi Agency Referral form agreed by Mid and West Wales Safeguarding Board

15. To seek advice from the Powys Front Door team or the Local Authority Designated Lead Officers for Safeguarding in Education (Michael Gedrim) if unsure about whether a case should be formally referred or if there are genuine concerns regarding a child's health or development - if in doubt, a referral must be made

16. To understand the conduct of Child Protection Conferences, Child Protection strategy meetings and Core Group meetings

17. To work 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

18. To ensure conferences, strategy meetings and core group meetings conferences are attended with education reports submitted each time and within the given Mid and West Wales Safeguarding Board timescales using the set forms

19. To ensure that any decisions made by a Case Conference or Core Group, which involve PRU staff, are carried out as agreed by all members

20. To ensure that educational records are filed and kept secure in a locked location, even where there is no need to refer the matter to agencies immediately

21. To share outcomes from all safeguarding meetings with relevant staff

22. To report any allegation about a member of staff to the Local Authority Designated Lead Officer for Safeguarding in Education (Michael Gedrim via: michael.gedrim @powys.gov.uk) and, if these Officers are unavailable, to liaise with Children's Services regarding appropriate action.

Adhere to the Authority's guidance which takes into account the Welsh Government's guidance circular 002/2020 Disciplinary and Dismissal Procedures for School Staff and Welsh Government guidance circular 009/2014 Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff.

(A summary of procedures is included in the Appendix E: Professional Allegations/Concerns).

If there is an allegation against a Local Authority Officer then this must be communicated to the Designated Safeguarding Lead for Education.

If the concern is about the Designated Safeguarding Lead for Education then the Director of Education should be contacted. If there is a concern about the Director of Education, then this should be referred to the Chief Executive.

23. To keep all staff informed both of the welfare of individual pupils on the Child Protection Register and of general Safeguarding / Child Protection issues within the PRU

24. To be a key professional support, together with the DSP, to members of staff to whom pupils have disclosed abuse

25. To liaise with the DSP in the new school when a child, who is on the Child Protection register or who has been on the Child Protection Register, transfers to another school and to seek the agreement of the Chair of the Case Conference to the transfer of Case Conference minutes and other Child Protection information – see Appendix A

26. To notify Children's 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 register of more than 2 days duration from PRU or one day following a weekend or a holiday

27. To notify Children's Services as soon as there is a recurrence of a concern with an individual

28. To ensure that parents/carers have a clear understanding of the responsibility placed on the PRU and its staff for safeguarding and child protection by setting out the obligations in the PRU prospectus and other forms of communication. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the PRU. This circumstance is in line with Wales Safeguarding Procedures guidance

29. To monitor and evaluate the effectiveness of this policy within the PRU

30. To take ultimate responsibility for action in cases of suspected abuse

31. To ensure that the Designated Senior Person and nominated Management Committee Member complete an annual safeguarding audit which will be reported back to the Local Authority via the Designated Lead Officer for Safeguarding in Education.

32. To ensure that all recruitment and selection procedures are made in accordance with Welsh Government guidance *'Keeping Learners Safe'* and local guidance. The PRU will seek advice and guidance from the Authority's Recruitment Team on recruitment and selection (recruitment@powys.gov.uk).

33. To ensure that all adults employed in the PRU, PRU Management Committee or those working in the PRU on a regular basis with children, such as music teachers and parent/carer volunteers have been vetted by the Disclosure and Barring Service (DBS) to ensure there is no evidence of offences involving children or abuse. The PRU will seek advice and guidance from the Authority's Recruitment Team on recruitment and selection (recruitment@powys.gov.uk)

34. To ensure the PRU logs all DBS numbers and issue dates

35. To ensure safeguarding policies for community users and completed risk assessment for private bookings on the premises are seen

36. To ensure a risk assessment is completed for those Powys employees not required to hold a DBS but needing access to our site

Responsibilities for Deputy DSP:

1. To ensure that the PRU has a Safeguarding Policy in place which is reviewed annually to ensure its effectiveness

2. To ensure that DSP and other staff attend appropriate and regular training

3. To ensure that the PRU has an up to date and agreed Staff Disciplinary Procedure for dealing with allegations of misconduct against members of staff including Safeguarding allegations

4. To ensure that the PRU operates safe recruitment procedures and ensures that all appropriate checks are carried out on all relevant staff in accordance with current regulations

5. To ensure that there is an item on the agenda of the Management Committee members meeting, at least once a year, where the Safeguarding Policy is reviewed and a report is provided on:

    - changes to Safeguarding procedures
    - training undertaken by all staff and Management Committee Members in the preceding twelve months
    - the number of incidents of a Safeguarding nature which arose in the PRU within the preceding twelve months (without details or names)
    - where and how Safeguarding appear in the curriculum

6. To provide a link between the Management Committee members and the PRU in relation to Safeguarding

7. To act as a critical friend - support and challenge the PRU

8. To keep their own Safeguarding knowledge up to date through attending training events for Nominated Management Committee members

9. To be familiar with current guidelines on Safeguarding and Safer Recruitment and be aware of changes to the regulations

10. To ensure that the Safeguarding Audit is complete, and that the Safeguarding Policy and procedures are in place and readily accessible to all staff

11. To ensure that all staff and Management Committee Members know what to do if they suspect a child is being abused

12. To ensure that accurate records are being kept by the PRU and that the Safeguarding file is up to date

13. To write an annual report, based on the annual audit, for the Management Committee on the PRU's safeguarding activities

Responsibilities of all PRU staff:

1. To attend relevant Safeguarding (Child Protection) foundation training

2. To understand that all PRU staff have the personal responsibility to be vigilant

3. To follow the 'Wales Safeguarding Procedures (2019)' and other guidance and protocols that have been endorsed and agreed by the Mid and West Wales Safeguarding Board, which requires all concerns/incidents/disclosures (including those referring to abuse by other staff in PRU) to be recorded and handed in a written format to the named person with responsibility for safeguarding (DSP and DDSP) without contacting parents/carers

4. To know that they can access the 'Wales Safeguarding Procedures (2019)' at any time on line: https://www.safeguarding.wales/

5. To report safeguarding concerns/incidents/disclosures to DSP as immediately as is physically possible

6. To refer matters concerning safeguarding to DDSP if DSP is unavailable

7. To refer an allegation against the Headteacher with immediacy to the Management Committee Chair. If in doubt you should contact the Designated Lead Officer for Safeguarding in Education or the Powys Front Door Team for guidance and advice

8. To refer an allegation against other staff members with immediacy to DSP and DDSP.

9. To recognise signs of abuse, including online abuse

10. To support a child who discloses abuse

11. To ensure written records are factual and verbatim, including dates and times - this is important to allow a picture of the child's situation to be built up on the basis of which further decisions will then be made

12. To discuss ANY safeguarding concerns with DSP. If they are unavailable, concerns must be discussed with DDSP. If both DSP and DDSP are unavailable, concerns should be shared with Karen Jenkins – Inclusion Manager.

Behaviour

This PRU 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 Management Committee and can be located on our website and in the policy files, PRU office.

Staff follow a consistent approach to behaviour management. We focus on the behaviour shown by a child and avoid damaging a pupil's sense of self-worth. The PRU endeavours to make sure each pupil knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has/may have occurred.

Bullying

Our PRU policy for Anti Bullying is set out in a separate document and is reviewed annually. It can be located on our website and in the policy files, PRU office.

Physical intervention

There may be times when adults in PRU, in the course of their duty, use physical intervention to restrain children in order to keep them safe. Physical intervention is carried out by trained staff and its use is recorded. This information is shared immediately with Headteacher who keeps an incident log.

The PRU's policy on physical intervention has been set out in a separate document. It is reviewed annually by the Management Committee and is consistent with the Welsh Government guidance on *Safe and Effective Intervention – use of reasonable force and searching for weapons 097/2013*. This policy/information can be located in the policy files, PRU office.

e-Safety

The PRU's policy on e-Safety has been set out in a separate document. This policy/information can be located in the PRU Office.

Children with Additional Learning Needs (ALN)

This PRU recognises that statistically children and young people with additional learning needs are most at risk of abuse. PRU staff who work with children with an additional learning needs, such as profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse. The PRU's policy on ALN has been set out in a separate document and this policy/information can be located in the policy files, PRU office.

Children who enter the care system

This PRU recognises that children who enter the care system (commonly referred to as Children Looked After) are often the most vulnerable and needy. Advice and guidance can be sought from the Local Authority's Education Manager for Children Looked After.

Community Cohesion – Preventing Extremism

This PRU is committed to providing a safe environment for all of our children/young people, staff and any visitors. There is no place for extremist views of any kind in our PRU. Our policy for community cohesion is attached as Appendix B: Community Cohesion – Preventing Extremism.

Transfer of records

Where children are transferred to or from this PRU, we will ensure appropriate record keeping of the transfer of child protection records through the use of the Safeguarding File – Transfer of Records Pro forma (see Appendix A).

Monitoring and review

The Wellbeing Group will monitor this policy and its appendices annually, ensuring its contents are agreed by the Management Committee. It will be placed on the agenda for discussion at a full Management Committee meeting at least once a year. The discussion will be minuted and a report provided by the CPO on the following:

- Changes to procedures
- Training undertaken by staff and Management Committee Members during the past 12 months
- The number of CP incidents which arose during the past 12 months
- Lessons learned

Training

The PRU will be cognisant of national and local training requirements and guidance, which will include Mid and West Wales Safeguarding Board guidance, advice and training opportunities.

The PRUl will ensure that the Designated Senior Person and Deputy Designated Senior Person receive 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 Designated Senior Person's development. The Deputy will be initially supported by the Designated Senior Person and consideration for joint opportunities for training with the Designated Senior Person will be considered.

All staff will be regularly updated during the year, as appropriate, by the Designated Senior Person.

It will be a recommendation that the Management Committee will also receive awareness raising training and the nominated Management Committee member will be offered opportunities for more specific training.

Complaints

If a child, parent, carer, member of staff or member of the public is concerned that this policy has not been adhered to or where they believe safeguarding action has not been taken, the PRU's complaints procedure should be followed. A copy of the complaints procedure can be requested form the PRU office or found on the PRU website.

Confidentiality

The PRU 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 PRU) 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 PRU. 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.

Remember the pastoral responsibility of Education. Ensure that only those with a professional involvement i.e. the DSP or Deputy DSP have access to safeguarding records. At all other times, they should be kept securely locked and separate from the child's main file or Additional Learning Needs file.

Contact information

Powys Front Door	01597827666 csfrontdoor@powys.gov.uk
Children's Services – Child Protection	01597827325
Powys County Council Out of Hours	08450544847

Children with disabilities (South team - Brecon)	01874624298
Family Protection Unit (Llandrindod-Wells Police Station)	08453302000
NSPCC Cymru/Wales 24hr Child Protection Helpline	0808 800 5000 help@nspcc.org.uk
Local Authority Designated Lead Officer for Safeguarding in Education (Michael Gedrim)	01597826431 michael.gedrim@powys.gov.uk safeguarding.education@powys.gov.uk

Associated Policies, Guidance and Advice

- www.wales.gov.uk/educationandskills
- Wales Safeguarding Procedures – November 2019
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 WG Circular 265/2020
- Educational Records, School Reports and the Common Transfer System – the keeping, disposal, disclosure and transfer of pupil information – WG Circular 18/2006
- Safeguarding Children: Working Together Under the Children Act 2004 – WG Circular 12/2007
- Teaching Drama: Guidance on Safeguarding Children and Child protection for managers and drama teachers – WG Circular 23/2006
- Procedures for Whistleblowing in Schools and Model Policy - WG Circular 36/2007
- Reporting Cases of Misconduct or Professional Incompetence in the Education Service – WG Circular 018/2009
- Disciplinary and dismissal procedures for school staff – WG Circular 002/2020
- Safeguarding in Education: handling allegations of abuse against teachers and other staff – WG Circular 009/2014
- Information and Guidance on Domestic Abuse: Safeguarding Children and Young People – March 2010
- Children Missing from Education - WG Circular 002/2017
- Safe and effective intervention - use of reasonable force and searching for weapons WG Guidance 097/2013
- Care Inspectorate Wales - Regulations for Day Care

Other documents:

- Sexual Offences (Amendment) Act 2000: Chapter 44 - Sections 1-7, Her Majesty's Stationery Office and Queen's Printer of Acts of Parliament.
- Safeguarding Children and Safer Recruitment in Education (Came into force 1st January 2007 in England)
- Every Child Matters: Change for Children
- The Children Act 2004
- The Education Act 2002
- The Education Act 2011
- The Human Rights Act 1998
- General Data Protection Regulations 2018
- The Children Act 1989
- Social Services and Well-being (Wales) Act 2014

Hyperlinks to websites that have important links to Safeguarding, and in particular Child Protection - this is not an exhaustive list

- www.wales.gov.uk
- www.homeoffice.gov.uk (use this for Disclosure and Barring Service)
- www.ewc.wales
- www.ico.gov.uk
- www.thinkuknow.co.uk
- www.everychildmatters.co.uk
- www.wales.gov.uk/domesticabuse
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_PREVENT_Duty_Guidance__England_Wales_V2-Interactive.pdf

Mid and West Wales Safeguarding Board documents can be found on their website: www.cysur.wales

APPENDIX A

Safeguarding File - Transfer of Records

A receiving school must be made aware of the existence of a Child's Safeguarding file prior to the child transferring from their original school.

The confidential Safeguarding File must be securely transferred to the new school either in Person, or via secure mail that requires a signature of receipt. This Transfer of Records form should be completed and forwarded with the file to the new school. Either the Headteacher or the Designated Senior Person for Safeguarding (Child Protection) should sign receipt for the file.

Sending School should retain a copy of the signed Transfer of Records form as evidence of the transfer, and ensure appropriate signatures are obtained.

Child Name:	
DoB:	

Name of school moving from		
Date record ended at this school (pupil end date)		
School moving to		
Date of contact with new school		
Has sensitive and urgent information been shared with new school?	Yes / No	If No, why not?

Name of school and DSP sending records:	
Date file sent	

This section to be completed by the Receiving School if file delivered by hand

Receiving School	
Signed	
Print name and position	
Date	

This section to be completed by the Sending School with the postage receipt reference if file sent via secure post as proof of sending

Reference number of postage receipt	
Name and address of recipient	
Date of postage	

APPENDIX B

Policy Statement

Community Cohesion – Preventing Extremism

Our PRU is committed to providing a safe environment for all of our pupils, staff and any visitors.

There is no place for extremist views of any kind in our PRU.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur. Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on PRU staffs 'to have due regard to the need to prevent people from being drawn into terrorism'.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources, including the internet. At times pupils, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip pupils with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way.

This way our pupils are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our PRU.

Where such cases are identified a Multi-Agency Referral Form should be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted (see Key Points of Contact on page 35 for details).

Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our pupils, and where a Multi-Agency Referral Form leads to one of our pupils needing safeguarding, we will support the Channel programme.

Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Training

We are committed to ensuring that all staff in our PRU will receive the Workshop to Raise Awareness of PREVENT (WRAP) and are encouraged to make use of other counter-terrorism related training modules and the reference material below.

Key Points of Contact:

Pupil Referral Unit – North

TBC

Uned Cyfeirio Disgyblion Y Drenewydd / Newtown Pupil Referral Service

Canolfan Addysg Pathway / Pathway Education Centre

Yr Hen Goleg / The Old College

Oddi ar Ffordd yr Orsaf / Off Station Road

Y Drenewydd / Newtown

Powys / Powys

SY16 1BE / SY16 1BE

Tel / Ffôn | 01686 617190

Pupil referral Unit – South

Jamie Yorath

Uned Cyfeirio Disgyblion Aberhonddu / Brecon Pupil Referral Service

Stryd Arian / Silver Street

Llanfaes / Llanfaes

Aberhonddu / Brecon

Powys / Powys

LD3 8BL / LD3 8BL

Tel / Ffôn | 01874 624488

Michael Gedrim

PREVENT Lead for the Schools Service, Powys County Council

Email: michael.gedrim@powys.gov.uk

Tel: 01597 826431

Reference Material

Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities

http://gov.wales/docs/dcells/publications/110209respecten.pdf

Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)

http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf

Respect and Resilience – Developing Community Cohesion: Assessment tool:

http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf

E-learning training on PREVENT: https://elearning.prevent.homeoffice.gov.uk/

Free online resource: http://course.ncalt.com/Channel_General_Awareness

Channel Guidance: https://www.gov.uk/government/publications/channel-guidance

PREVENT Duty Guidance: https://www.gov.uk/government/publications/prevent-duty-guidance

Website: http://educateagainsthate.com Resources for parents and teachers

Tackling Hate Crimes and Incidents: A Framework for Action

http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf

Appendix C

Advice for staff responding to a child making an allegation of abuse:

DO	DON'T
Do provide a welcoming environment – is the 'space' comfortable? Is the child physically hurt? Is First Aid required?	Don't promise confidentially – let him/her know that you will have tell someone who needs to know
Do ask yourself 'Can the child talk easily but without peers overhearing?' Does another member of staff know where I am?	Don't ask leading questions, e.g. 'What did he/she do next?' Questions such as this may invalidate your record
Do look at the child whilst they are speaking – be attentive	Don't criticise the perpetrator; the pupil may love him/her
Do stay calm – a look of fear on your face may prevent the child from continuing with their conversation	Don't ask the pupil to repeat everything for another member of staff
Do allow the child to speak at his/her pace – listen without interrupting; give the child time	Don't record your own interpretation of a conversation
Do try not to be shocked or show disbelief – be attentive and look at the child while they are speaking to you	Don't confront the alleged abuser
Do try to note down what they say as they are saying it or as soon as is physically possible once the conversation has ended	Don't interview other children or parents/carers
Do reassure the pupil as best you can – they have done the right thing in speaking to you; 'You're not to blame'; 'You've done the right thing in telling'; 'I will try to help you'; 'I'm glad you've told me'. The child may have been threatened that something bad will happen to them if they tell	Don't say… • Why didn't you tell anyone earlier? • I can't believe it! • Are you sure that this is true? • Why? How? When? Who? Where? • I am shocked – don't tell anyone else.

Do ask open questions, e.g. ‘Is there anything else you want to say?’	
Do explain what you will do next, i.e. that you have to speak to JSL or SH	
Do ensure you hand your written notes to JSL / SH immediately ensuring they make clear dates, times, place, any noticeable non-verbal behaviours and the words used by the child. Remember to record the child’s account carefully – take a copy of your notes for your own safe keeping also.	
Do remind a child that you are always ready to listen should they decide not to tell you something after all	
Do allow yourself some ‘me’ time following such a conversation – a cup of tea will help!	
Do remember that the child’s welfare is PARAMOUNT	

Appendix D

What is child abuse?

Abuse and neglect are forms of maltreatments of a child. A child is abused and neglected when someone inflicts significant harm, or fails to act to prevent harm. Children may be abused in a family, or in an institutional or community setting, by those known to them, or more rarely, by a stranger. A child is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently, does not change their status or their entitlement to services or protection under the Children Act, 1989.

Significant harm is defined in legislation as ill treatment or the impairment of health and development of a child.

Everybody should:

- be alert to potential indicators of abuse or neglect;
- be alert to the risks that abusers may pose to children;
- share their concerns so that information can be gathered to assist in the assessment of the child's needs and circumstances;
- work with agencies to contribute to actions that are needed to safeguard and promote the child's welfare'
- continue to support the child and their family.

Classifications of abuse

- Neglect
- Emotional abuse
- Physical abuse
- Sexual abuse

Signs of neglect

Neglect is:

'Neglect can be a very insidious form of maltreatment, which can go on for a long time. It implies the failure of the parents to act properly in safe-guarding the health, safety and well- being of the child. It includes nutritional neglect, failure to provide medical care or to protect a child from physical and social danger.' C.H. Kempe.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, which is 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 care-givers)
- ensure access to appropriate medical care or treatment.

Possible Signs of Neglect:

1. constant hunger
2. poor personal hygiene
3. constant tiredness
4. poor state of clothing/inappropriate clothing
5. emaciation
6. frequent lateness or non-attendance at school/ PRU
7. untreated medical problems
8. destructive tendencies
9. low self-esteem
10. neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking).
11. poor/no social relationships
12. chronic running away
13. compulsive stealing

14. scavenging for food or clothes
15. tiredness

A distinction must be made between neglect caused by financial poverty which can be alleviated by financial help and that caused by emotional poverty. These may co-exist, but relief of the former does not relieve the latter.

Long term neglect is likely to cause far more developmental delay and impairment than any other form of abuse.

Signs of emotional abuse

Emotional abuse is:

'Emotional abuse includes a child being continually terrorised, berated, or rejected.' C.H. Kempe.

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 they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate
- age- or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger
- exploitation or corruption of children.

Possible signs of Emotional Abuse:

1. physical, mental and emotional development lags
2. admission of punishment which appears excessive
3. over-reaction to mistakes
4. persistent tiredness
5. sudden speech disorders
6. fear of new situations
7. inappropriate emotional responses to painful situations
8. neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking)
9. self-mutilation/self-harm
10. fear of parents being contacted
11. extremes of passivity or aggression
12. nervousness, frozen watchfulness
13. drug/solvent abuse
14. chronic running away
15. compulsive stealing
16. scavenging for food or clothes
17. eating problems, including over-eating and lack of appetite
18. changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging
19. obsession or phobias
20. sudden underachievement or lack of concentration
21. inappropriate relationships with peers and/or adults
22. attention-seeking behavior
23. continual self-deprecation
24. air of detachment – ‘don’t care’ attitude
25. social isolation – does not join in and has few friends
26. depression, withdrawal

Physical abuse

Physical abuse is:

‘Physical abuse implies physically harmful action directed against a child; it is usually defined by any inflicted injury such as bruises, burns, head injuries, fractures, abdominal injuries, or poisoning.’ C.H. Kempe.

Identification of non-accidental injury is a delicate and difficult task that involves piecing together facts concerning injuries and psychological and social factors. Non-accidental injury may be suspected, especially in a child under 3 years whenever:

- there is a delay between the accident occurring and the parents/carers seeking medical help
- the explanation of the injury is inadequate/discrepant - i.e. different accounts of the event are given to different people at different times - or the story is too plausible
- it may be considered too when the child or a sibling has a history of non-accidental injury or suspicious injury or
- when there is evidence of earlier injury e.g. old fractures shown on X-ray or
- when the child has often been brought to the doctor or hospital for little apparent reason
- when parents show disturbed behaviour or unusual reactions to child’s injuries
- when child shows obvious neglect or failure to thrive

Physical abuse may involve:

- hitting
- shaking
- throwing
- poisoning
- burning or scalding
- drowning
- suffocating
- and/or otherwise causing physical harm to a child

Common sites for accidental injury

- Forehead

- Chin
- Spine
- Forearm
- Hips
- Shins
- Knees
- Elbows
- Nose

Common sites for non-accidental injury

- Eyes – bruising (particularly both eyes)
- Skull – fracture, bruising or bleeding under skull (from shaking)
- Cheek/side of face – bruising, finger marks
- Mouth – torn frenulum
- Neck/shoulders/chest/upper and inner arms – bruising, grasp marks
- Genitals – bruising
- Knees – grasp marks
- Back, buttocks, thighs – linear bruising, outline of belt/buckles, scalds/burns
- Bones – if a child is swung by their ankle or wrist, the bone is pulled and gives at its weakest point, namely the metaphysis, the growing plate of the bone. An x-ray will show separation of the epiphysis, the growing cartilage, from the rest of the bone.

Skull fractures are caused when the child is swung by their leg and hits their head against a wall. In some cases the fracture is accompanied by intra-cranial bleeding - in other instances no fracture is caused but a subdural haematoma forms - this is due to bleeding beneath the skull and around the brain; the collection of blood develops slowly and can lead to fits, vomiting and drowsiness.

It is important we consider the following:

1. normal babies once they become mobile often do sustain bruises to their legs and forehead
2. to be mindful that children with bleeding disorders bruise and haemorrhage as a result of their condition and not necessarily abuse

Possible signs of Physical Abuse:

A child might

- have unexplained injuries (bruises, cuts, scratches) or burns, particularly if they are recurrent have unexplained
- give improbable excuses given to explain injuries
- have an injury in a place not normally exposed to falls, rough games etc.
- refuse to discuss injuries
- reluctance to get changed for PE or swimming/fear of undressing
- have untreated injuries
- disclose a punishment which appears excessive
- have a fear of parents being contacted
- have bald patches
- withdraw from physical contact
- keep their arms and legs covered in hot weather
- have a fear of returning home
- be fearful of medical help
- have self-destructive tendencies/be self-harming
- show aggression towards others
- have a watchful attitude
- demonstrate chronic running away
- show a significant change in behaviour without explanation

Sexual abuse

Sexual abuse is:

'Sexual abuse is defined as the involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or that violate the social taboos of family roles.'
C.H. Kempe

It 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. The activities may involve physical contact, including

- assault by penetration 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 or watching sexual activities
- encouraging children to behave in sexually inappropriate ways
- 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.

Possible signs of sexual abuse:

A child might

- make an allegation
- become insecure or cling to parent in a fearful way
- show extreme fear of a particular person
- cry hysterically when their nappy is changed
- become hysterical when clothing is removed, particularly underclothes
- have some physical signs in the genital or anal areas; smell of semen, etc.

- have bruises, scratches or bite marks on the body
- have soreness or bleeding in the throat, anal or genital areas
- regress to a much younger behavioural pattern
- behave in a way sexually inappropriate to their age, being obsessed with sexual matters as opposed to a normal exploration
- stare blankly, seem unhappy, confused, sad
- become withdrawn from friends and learning, stop eating, have chronic nightmares, bed wetting again when previously dry
- play out sexual acts in too knowledgeable a way with dolls or other children
- produce drawings of sex organs such as erect penises
- mention inappropriate bed sharing arrangements at home
- stop enjoying activities with other children, such as stories or games
- seem to be bothered or worried, but won't tell why as if keeping a secret
- change from being happy and active to being withdrawn and fearful
- repeat obscene words or phrases said by the abuser
- say repeatedly that they are bad, dirty or wicked
- become aggressive and hurtful
- act in a sexually inappropriate way towards adults
- masturbate in public
- attempt to teach other children about sexual activity
- refuse to stay with certain people or go to certain places
- have repeated urinary infections or unexplained stomach pains
- show aggressiveness, anger, anxiety, tearfulness
- be pregnant

Sexual Abuse: why children don't tell

- Threats
- Bribes
- Making the child feel guilty
- Persuading that what is happening is normal
- Being told that they will be taken away if they tell

- Hoping to protect a brother or sister if they put up with the abuse
- Being persuaded that this is how people show their love
- Being told that they asked for it because they acted seductively
- Fear of losing favours, such as a place on the team or squad
- Being told that they will be responsible for the abuser going to prison
- Fear of losing control of their lives
- How to put it into words

Abuse of Trust

Welsh Assembly Government Circular No: 005/2008 Safeguarding Children in Education – the role of local authorities and governing bodies under the Education Act, 2002, states as follows:-

All Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, teaching assistant, support worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

APPENDIX E

Professional Allegations/Concerns

This Flowchart should be used as a brief checklist of procedure for allegations/concerns against a professional in PRU.

Detailed procedures are outlined in All Wales Child Protection Procedures 2008, Section 4.

Also refer to Safeguarding Children in Education: Handling Allegations of abuse against teachers and other staff