



CHILD PROTECTION POLICY

SCHOOL CHILD PROTECTION CO-ORDINATOR/CHILD WELFARE OFFICER (CPO/WO):

Mrs Heulwen Jones (Assistant Headteacher)

CARMARTHENSHIRE CHILD PROTECTION CO-ORDINATOR:

Rachel Copp (Local Authority Designated Officer)

GOVERNOR RESPONSIBLE FOR CHILD PROTECTION:

Mr Steffan Rogers

Ysgol Y Strade has mechanisms for reviewing the policy and monitoring its effectiveness. The policy must be reviewed annually.

It is the responsibility of the Headteacher and the Designated Child Protection Governor to ensure that the policy is reviewed annually by placing it as a standing item on the governing body's agenda. This Child Protection Policy should be read in conjunction with other Safeguarding Documents covering the following areas: -

- Attendance
- Anti-Bullying Policy
- Physical Prevention and Intervention Policy
- Whistleblowing Policy
- Off-Site Visits
- Health and Safety
- Personal and Social Education
- Behavior Policy
- Allegations of abuse against teachers and other staff
- Children with Additional Needs
- Online security
- Personal Care
- Staff Code of Conduct
- Staff Recruitment and Selection
- Substance Misuse

INTRODUCTION

Ysgol Y Strade fully recognises the contribution it makes to child protection. The main elements of our policy are:

- prevention through the teaching and pastoral support offered to pupils, and the use of preventative services, such as Team Around the Family (TAF) in schools
- procedures for identifying and reporting cases, or suspected cases, of abuse or harm. Because of our day-to-day contact with children school staff are well placed to observe the outward signs of abuse,
- support to pupils who are in need or who may have been abused.

Our policy applies to **ALL** staff, governors and volunteers working in the school. Learning support assistants, mid-day supervisors, caretakers, admin staff as well as teachers can be the first point of disclosure for a child. Our school will annually review the policy and is committed to following any new guidance received from Carmarthenshire County Council or Welsh Government.

As adults who work with children at school, we are well placed to be able to detect signs of abuse in the children in our care. As we see the children every day and are aware of their general development, we can notice any changes in the child that may indicate that something is wrong. There may be a simple explanation for the change but we need to be alert and react to any sign of unhappiness, hurt or neglect.

When professionals, such as the Child Protection Officer, Counsellor, School Nurse, Educational Psychologist, Youth Worker, Behavior Support Team staff, Peripatetic Teachers, Home Tutors, etc., are involved with children suspected of or at risk of abuse, the Child Protection Officer should be notified **IMMEDIATELY** following the steps already identified.

Each member of staff at the school is responsible for safeguarding and protecting the children who attend. If there are concerns about neglect or physical, sexual or emotional abuse then staff will act in accordance with the '**All Wales Child Protection Procedures**' and '**Inter-Agency Protocol and Procedures in Carmarthen for the Assessment of Children in Need and their families**'.

All staff have a duty to report the matter to the Child Protection Officer at Ysgol Y Strade

Child abuse is not confined to one sector of society - it can happen anywhere and at any time.

This document will:

- outline the signs and symptoms of child abuse
- explain what to do if you suspect abuse or if a child discloses abuse to you
- tell you what the next steps are

The purpose of this policy is to:

- Promote understanding that a pupil who is abused or witnessed violence may be profoundly affected and that this can manifest itself in a number of ways;
- Recognize that a school can provide the only stability in the lives of children who have been abused or at risk of harm;
- Establish and maintain an ethos where children feel safe, encouraged to talk and understand that staff are willing to listen;
- Promote a child centered and outcome focused approach;
- Provide a caring environment where self-esteem and self-assertion are promoted to all pupils, including the vulnerable;

- Make sure that children know that there are adults at school that they can approach if they are worried or in trouble;
- Include Personal and Social Education (PSE) activities and opportunities in the curriculum, which equip children with the necessary skills to stay safe from abuse and know who to turn to for help;
- Support the development of children in ways that foster security, confidence, and independence;
- Include material in the curriculum that will help children develop realistic attitudes towards the responsibilities of adult life, especially in childcare and parents;
- Improve awareness amongst teaching and support staff / others of the need to safeguard children, and of their responsibilities in identifying and reporting potential abuse;
- Provide a systematic approach to monitoring children at risk - whether known or suspected;
- Emphasize the need for high levels of communication between all staff;
- Develop a structured procedure within the educational setting, which will be followed by all members of the educational community in cases of suspected abuse;
- Develop and promote effective working relationships with other agencies, particularly Police and Children's Services;
- Ensure that all adults in the school, who are in contact with the children, have been checked for suitability, in accordance with statutory guidance.

PREVENTION

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

The school will therefore:

- Establish and maintain an ethos where children feel secure, encouraged to talk, and are listened to
- Ensure children know that there are adults in the education setting whom they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities for relationships and sexuality education which equips children with the skills they need to stay safe from abuse and to know to whom to turn for help
- Include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate
- Take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families

PROCEDURES

These should be followed in the event of a child protection disclosure/concern. We will follow the Wales Safeguarding Procedures that have been endorsed by the Local Safeguarding Children Board. The school will:

- Ensure it has a Designated Senior Person (DSP) for child protection who has undertaken the appropriate training. Recognise the role of the DSP and arrange support and training
- Ensure every member of staff and every governor knows:
 - the name of the DSP and their role, the local authority point of contact and the designated governor for safeguarding
 - that they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board how to take forward those concerns when the DSP is unavailable

- Ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect
- 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 (see below) 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
<https://www.ewc.wales/site/index.php/en/documents/fitness-to-practice/157-ewc-code-of-professional-conduct-and-practice/file.html>
- Ensure that parents/carers understand the responsibility placed on the school and staff for safeguarding and child protection
- Provide training for all staff so that they:
 - understand their personal responsibility
 - know the agreed local procedures and their duty to respond
 - are aware of the need to be vigilant in identifying cases of abuse and neglect
 - know how to support a child who discloses abuse or neglect
 - understand the role online behaviours may have in each of the above
- Notify the local authority's social services team if:
 - a learner on the child protection register is excluded, either for a fixed term or permanently
 - there is an unexplained absence of a learner 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 cooperate as required with their enquiries regarding child protection matters, including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences
 - keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately
 - ensure all records are kept secure and in locked locations
 - adhere to the procedures set out in the Welsh Government's Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies (see gov.wales/disciplinary-and-dismissal-procedures-school-staff)
 - ensure that recruitment and selection procedures are made in accordance with Welsh Government's Keeping learners safe guidance
 - designate a governor for safeguarding who will oversee the school's child protection policy and practice.

WHAT IS CHILD ABUSE?

Every week at least one child is killed by a parent or carer. In 2016/17, in Wales and England, 1,350 children were listed on Child Protection Registers because they had suffered abuse or because they were in danger of being abused. Unfortunately, there are far more children whose circumstances are not brought to our attention. This is why, as people who work with children, we could play a crucial rôle by informing the authorities that a child is suffering.

The term 'abuse' is used to describe a range of ways that people, adults in the main, utilise to harm children. Frequently, the adult will be known to the child, and will be trusted by the child. These adults can be parents, a relative or a family friend.

Child abuse can take a number of forms:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

Neglect

If they are to develop into a healthy and independent adult, a child must have sufficient food, health care and education.

A child can suffer neglect when:

- none of the basic needs are being met. These can include having an inadequate diet, being refused proper medical care or being insufficiently clothed.
- the child is left unsupervised in potentially dangerous situations, whether that should be in the home or elsewhere.
- the child is left alone at an age when this is inappropriate to the child's physical or emotional development.

Possible signs of neglect:

- Poor personal hygiene
- Unsuitable clothing
- Child does not mix with others
- Delicate and weak – lacking nutrition
- Constantly asks for food
- Is frequently absent from school
- Arrives late in school
- Steals items
- Constant tiredness
- Child is always alone
- Unable to concentrate
- Obvious developmental delay
- Poor grasp of language
- Poor speech
- Untreated medical problems
- Unusual behaviour e.g. thumb-sucking, twirling a lock of hair, constant shaking

Note Observing **one** of the above symptoms is unlikely to indicate neglect but seeing a combination of the above could lead one to suspect that a child is being neglected.

Physical abuse**Physical abuse occurs when an adult:**

- hurts or injures a child physically by hitting, shaking, squeezing, burning or biting, or attempting to drown or choke the child.
- causes harm to a child by giving the child alcohol, inappropriate drugs or poison
- fails to prevent physical injury or suffering e.g. by failing to put a firescreen in place.

This is not, however, to say that any injury sustained by a child must be the result of physical abuse. The injury could be caused accidentally e.g. during play. The important thing to consider is whether the child was deliberately placed in danger, or did the parents pay reasonable attention to their child's safety.

Possible signs of physical abuse

Injuries:

- Bruises or marks on the face and around the head
- Injuries or tears to the mouth
- Eye injuries
- A number of small bruises showing finger patterns – a sign of severe shaking or squeezing.
- Teeth marks or a bite anywhere on the body
- burns – fire, water or cigarettes
- broken bone/s
- red marks and swelling on the body that could indicate a beating.

Behaviour:

- Aggressive attitude towards others
- No explanation is offered for any injury
- Unlikely excuses offered for injuries
- Refusal to discuss any injury
- Refusing to change or to take part in physical education/games
- The child is fearful and shrinks from physical contact
- Untreated injuries
- The child is afraid to go home
- The child fears an examination
- The child constantly craves attention
- The child runs away from home
- Any confession of extreme punishment

Note. Observing **one** of the above symptoms alone is unlikely to indicate physical abuse but seeing a combination of the above could lead one to suspect that a child is being abused.

Sexual abuse

Sexual abuse occurs when someone misuses their power, authority or position to sexually abuse a child to satisfy their own needs. Children are sexually abused, and this can begin with babies who are but a few months old.

Sexual abuse can take many forms, including:

- enticing or forcing a child to take part in fingering, masturbation, indecent exposure, the taking of pornographic photographs or attempting sexual intercourse or rape
- making a child witness inappropriate sexual behaviour
- showing a child pornographic books/magazines, videos or pictures, or discussing sexual matters with them in an inappropriate way.

For example, allowing or forcing a child to watch adults engaged in sexual acts counts as sexual abuse.

Possible signs of sexual abuse:

- Displaying great fear of one person
- A loss of confidence and a refusal, through fear, to let go of a parent's hand
- Staring into space

- Being generally unhappy and sad
- An unexpected change in behaviour – from being happy and hard-working to being withdrawn and frightened
- Refusing to eat
- Referring to secrets that are not to be revealed – or asking you to keep a secret
- Unwilling to change for physical education
- Losing interest in activities that used to give the child pleasure, for example sports, music, art
- Avoiding medical examinations
- Details of sexual parts of the body to be observed in art work
- Complaining of pain, itching or burning in the genital areas of the body
- Constantly running away
- Wetting themselves, or the bed
- Obvious decline in behavioural maturity
- Is restless and is unable to concentrate

Note. Observing one of the above signs would not in itself indicate that a child is suffering sexual abuse. We must study the whole child and connect these signs with other 'suspected' symptoms such as the child's demeanour, modes of play and so on.

Emotional abuse

This field can be harder to define than other kinds of abuse. Emotional abuse or continual refusal has a serious effect on a child's development.

Emotional abuse includes the following:

- continual refusal of the love and affection that is essential for a child's natural emotional development.
- shouting at, threatening or degrading the child
- being overprotective to the extent that the child is not allowed to mix with others
- racial or other aggravation that undermines the child's self-confidence, and that prevents the child forming a positive self-image.

Some possible signs:

- lack of self-confidence; considers themselves inferior
- cannot cope with any praise
- is eager to please; craves attention continually
- cannot join in the fun
- responds unnaturally to pain and injury
- never wants school to contact their parents
- is afraid to make a mistake – and over-reacts if this happens
- afraid to face new or unfamiliar situations
- defiant, adversarial or aggressive behaviour
- low in spirit
- obvious developmental delay
- always wary of others

Note: Observing one of the above signs would not in itself lead one to suspected emotional abuse, but if a child was to display a cluster of these symptoms then one ought to be more vigilant.

Feigned or caused illness

The following factors can indicate that a child is suffering from feigned illness, or can cause this.

Possible signs of feigned illness:

- Frequent absence, often without any explanation
- Frequent absence for hospital or doctor's appointments.
- A parent/carer constantly claiming that the child is unwell and needs treatment for symptoms or an illness that members of staff have not observed. Inconsistent or obviously untrue stories concerning illness, accidents or family bereavement.

Be on the lookout for significant changes in the child's physical or emotional condition, unexplained injuries, behavioural changes and a failure to thrive.

CONTROLLING OUR OWN FEELINGS

The fact that abuse is occurring causes mental anguish and worry. It is natural for us to be shocked or angry. However, it is important that we control our own feelings so that we can respond appropriately. We must remember that we play a crucial role in the development of the children in our care and we need to appreciate the contribution that we make to their lives.

WHY SHOULD WE ACT?

Responding to child abuse is not an easy task, but doing nothing is the worst option. A number of child abuse enquiries have shown that not acting has resulted in serious injury or death. Our knowledge could be crucial in preventing further abuse.

The safety and welfare of children is of the utmost importance and we must take seriously any concerns about child abuse. The safety of children over-rides any other consideration, including confidentiality.

In accordance with the Act, we must always bear in mind that it is our job to draw any cases to the attention of the appropriate authorities, but not to investigate them.

WHAT STEPS SHOULD BE TAKEN ?

You should know what to do if you suspect that a child or young person is being abused, or if anyone tells you that this is occurring.

The following points will give you instructions regarding what you should do :

- Always be prepared to listen to someone who wants to tell you about a case of abuse, or who suspects abuse. Remember that the child/young person is telling you something because they trust you – perhaps they will never repeat this to anyone else.
- Do not attempt to investigate the allegation. Make detailed notes of what you are told as soon as possible after this has occurred. Try to use the exact words since this could be important later on. Don't worry about neatness. Do not be offended by any offensive language or words used. Ensure you date and time your notes and do not destroy them in case they are required by a court of law. Where possible, indicate the position of any bruising or injury but do not ask the child to remove any clothing for this purpose.
- Provide the child with plenty of re-assurance and alleviate guilt if the child refers to it.
- Always be honest and don't promise to keep a secret. Child abuse must be notified, and breaking a promise could cause the child further worry. Be open at all times and explain that you will only inform those that need to know only

- Don't cut across a revelation by asking questions. If you need to ask a question, keep it simple, along the lines of, "What do you want to tell me?" or "Have you got anything else to say?", eg TED : T Tell me; E explain; D describe
- Never ask leading questions, e.g. "did they doto you?"
- Do not criticize the alleged perpetrator as the pupil may still have a positive emotional attachment to this person
- Do not ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it, they may feel that they are not being believed and/or their recollection of what happened may change.
- School has a dedicated Child Protection Co-ordinator, namely the Child Protection Officer. The Child Protection Officer (or if absent, the Headteacher) should be informed without delay
- In general, it is better to tread carefully, sharing your concerns.

HOW SHOULD THE DEDICATED CHILD PROTECTION CO-ORDINATOR ACT?

- In the majority of cases (neglect or emotional abuse) the Child Protection Officer will be able to discuss the matter with the appropriate Head of Standards, parents/carers, school nurse, the school counsellor or Social Services.
- The parents' permission should be sought in order to refer the matter to social services, unless it is considered that this may place the child in greater danger. When it is considered that the parent/carer is responsible for physically or sexually abusing a child it is not recommended that this be discussed with parents without advice from the police or social services.
- **It is incumbent upon us all to ensure that the child is safe.** If physical or sexual abuse is suspected then the Child Protection Officer will be in direct contact with Social Services and will ask for the Child Care Team Manager. If the Team Manager is unavailable, ask to speak to the duty social worker. In this case, contacting the parents will be their responsibility.
- The Child Protection Officer will complete an inter-agency form and send this at once to the Social Service, noting:-
 - reason/s for concern
 - the child's full name, address and date of birth (or age)
 - the names, addresses and dates of birth (age) of family members, including any aliases.
 - the names of all those who have parental responsibility
 - the names of other professionals connected with the family, including the child's general practitioner
 - any relevant information for staff safety
- Neither the Child Protection Officer nor any other member of staff has the right to question the child and care must be taken not to force the child to repeat the revelation (the police and social workers are trained to do this).
- The Child Protection Officer will tell the child that information must be conveyed to the relevant authorities but that school will support the child within the school's comprehensive Welfare procedures.
- No-one has the right, at any time, to ask a child to undress.
- After alerting Social Services of any suspicions, the Child Protection Officer will **IMMEDIATELY** contact the Education Office and ask for the named Child Protection Officer.
- Written confirmation for each referral, marked '**CONFIDENTIAL**', must be sent to Social Services and the Education Officer directly after they have been contacted by phone and **WITHIN 24 HOURS**.
- If child abuse is suspected, the Headteacher can give permission for a child to be interviewed in school by the Police and/or the Social Services, on condition that the Headteacher or the Co-ordinator is also present. The Headteacher or Child Protection Officer must read any statement made as a result of any interview held in school, and must also sign this to attest to the fact that it is a true record of what was said.
- If the child is about to leave school, the Co-ordinator, in consultation with the Team Manager or Social Worker, will decide on the next step to be taken.

RECORD KEEPING PROCEDURE

- **A copy of the All Wales Child Protection and Protection Procedures must be kept on the school premises and made accessible to all staff;**
- **All child protection records must be kept securely in a locked cupboard in the Child Protection Officer's Office**
- **Contents of the notes:**
 - Any injuries
 - Absences from school
 - A change in attitude and/or appearance
 - Decline or inconsistencies in the standard of work
 - Loss of interest in activities
 - Comments made by other members of staff (who perhaps see the child in different situations)
 - Changes in relationships with others – children or adults.
 - Is afraid to go to adults
 - Any age-inappropriate behaviour that can signal sexual abuse including details from written work/drawings etc.
- Concerns will be shared with relevant professionals involved with the child, but records will not be made available without the authorisation of the Child Protection Officer.
- All documentation relating to Child Protection will be retained for 35 years. Documents relating to Children in Need of Care and Support retained for 10 years;
- To ensure the smooth transition of schools, all Child Protection documentation must move with the child. This will ensure that the child's new school is alert to all their needs.

If the attitude of any adult or colleague (including a member of the public) towards children or young people causes you concern, you must report your concern at once to that person's line manager and the Child Protection Officer. It is vitally important that you do not ignore or refute any suspicions that arise with regard to another professional worker.

CONFIDENTIALITY

- Staff cannot keep a disclosure of abuse confidential and must refer the matter to the Child Protection Officer where this is in the best interests of the child. Staff should refer to the Local Authority guidance "Guidance for Schools: Consent for referrals to Children's Services/Team Around the Family (TAF)".
- Educational staff have a legal responsibility to share relevant child protection information with the designated statutory agencies.
- When making a referral it must be borne in mind that during any subsequent investigation the family will be informed that the source was the school.
- Any disclosure should be handled sensitively and the child must be helped to understand the need to inform the appropriate people who can help. Staff should be alert to the fact that any disclosure may have taken considerable courage to voice, and that there may be a range of associated emotions such as guilt, embarrassment, infidelity and mental pain. Those in education settings must attempt to support the child.
- Other staff may need to be alerted to concerns about a child or young person, possibly to monitor the concern or to gather further evidence prior to referral, or to help provide appropriate support to a child or young person once the referral has been made. Information should only be shared if the other person needs to know.
- Ensure that only those with a professional connection e.g. the Designated Senior Officer, who has access to the child protection records and when making decisions. At all other times they should be kept securely locked away from the pupil / student main file.

ALLEGATIONS AGAINST STAFF AND / OR VOLUNTEERS

Ysgol Y Strade recognizes that a pupil may make an allegation against a member of staff:

- Any allegation against the Headteacher should be referred directly to the Chair of the Governors. It is the responsibility of the Chair of the Governing Body to refer cases appropriately to the Central Referral Team. If the Chair of Governors is unavailable, the member of staff can seek advice from the Central Referral Team.
- Any allegations against staff should be made directly to the Headteacher as a matter of urgency.
- The Headteacher or Designated Senior Officer will contact the Chair of Governors and Central Referral Team to discuss the next steps and be advised by the Local Authority Safeguarding / Protection Co-ordinator. Staff should not confront the person the allegation is against or share information with anyone else.
- Actions are taken to safeguard children in school in accordance with the guidance set out in the "All Wales Child Protection Procedures" document. These will be agreed after consultation with the School, the individual concerned, the individual's trade union representative, and the Human Resources department;
- The Headteacher or Senior Officer (or Chair of the Governing Body) must make a referral stating at the top of the form that it is an allegation against a professional. If the Headteacher or Senior Officer (or Chair of Governing Body) is not sure about this, they should discuss the content of the allegation with the School Child Protection Co-ordinator. The nature, content and context of the allegation will be discussed together with agreed actions;
- Initial inquiries should establish:
 - That an allegation has been made
 - What is the allegation
 - When and where the alleged case(s) occurred
 - Any other party involved
 - Any others present
- If the allegation does not lead to further action under the Child Protection Procedures, the Safeguarding / School Protection Co-ordinator, in conjunction with Human Resources, will be able to advise on any action to taken - if at all - to address any issues that have arisen;
- If the allegation leads to further action under the Child Protection Procedures, a strategy meeting will be arranged. The Headteacher or Designated Senior Officer should be present, or the Chair of the Governing Body where the allegation relates to the Headteacher. The Chair of the Governing Body may be required to withdraw from the meeting when certain information is discussed.)
- The strategy meeting will agree an outcome / outcome and recommend actions, once the statutory authorities have concluded. This may involve dealing with the matter in accordance with the school's disciplinary policy by means of an independent investigation or Human Resources as required. The investigation report will then be sent to the Chair of the Governing Body and the Headteacher to decide whether further action is required
- False or malicious allegations will be dealt with in accordance with the school's discipline policy.
- Welsh Government guidance ("Keeping Learners Safe"2000) indicates that all education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. Under the Sexual Offences Act 2003, it is an offence for a person over 18 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.

SUPPORTING THE PUPIL AT RISK

- Take all suspicions and disclosures seriously
- Nominate a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest.
- Respond sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- Offer details of helplines, counselling or other avenues of external support, cooperating fully with relevant statutory agencies including the Police and Children's Services in line with the Operation Encompass and Operation Edeavour protocol.

OPERATION ENCOMPASS

The school participates in Operation Encompass and Operation Endeavour. Operation Encompass was created to support children experience domestic abuse through timely information-sharing between police and schools. The purpose of Operation Encompass is to enable support to be given to child victims of domestic abuse. Through Operation Encompass schools can help children understand what is happening at home and how to best protect themselves both physically and emotionally. The information a school receives also enables them to prepare for the child at school and ensure they have the support they need.

The purpose of Operation Endeavour is to safeguard and support those children and young people who have been reported missing from home. It is thought that approximately 25% of children and young people that go missing are at risk of serious harm. There are particular concerns about the links between children running away and the risks of sexual exploitation.

Operation Endeavour aims to ensure that a Designated Safeguarding Person (DSP) has been identified within the schools and are appropriately trained. They are to be made aware of the incidents at the earliest opportunity in order to provide timely and tailored support to children and young people at the start of, and during the school day

WHISTLE-BLOWING

- There is a recognition that pupils will not be expected to raise concerns in an environment where staff fail to do so.
- If there are concerns about the attitude or actions of colleagues, staff should be alert to their duty to raise these issues.

RADICALISM

- New guidance from the Prevent Anti-Terrorism Strategy, which came into effect on 1 July 2015, sets out the responsibilities of 'specific authorities', which includes terrorism within schools. 'Due regard' in this context means setting a precedent for the new duty, taking into account the school and community context. In fulfilling the new duty, schools are required to demonstrate clear protocols for ensuring that guest speakers, who are invited by staff or pupils, are appropriate and properly supervised.
- The school will fulfill its PREVENT duty, and will be alert to the need to prevent people from being drawn into acts of terrorism. If you have any concerns, please report it to the Counter Terrorism and Extremism Unit. <https://www.dyfed-powys.police.uk/advice/advice-and-information/t/prevent/prevent/>
- The e-safety policy will ensure that children are not able to access unsuitable information at school.
- Schools will oppose extremism and promote community cohesion by teaching a broad and balanced curriculum that promotes pupils' spiritual, cultural, physical and mental development, and prepares them for opportunities, responsibilities and experiences.
- Guest speakers will be assessed, to ensure they are appropriate, and properly supervised.

- Schools will ensure that their safeguarding procedures are appropriate and proportionate. A balance must be struck. It is important to allow pupils the freedom to be different, to experiment, develop strong opinions and challenge ideas. It is also important to protect pupils from all forms of abuse and harm, including exploitation, bullying, inappropriate relationship building, radicalism, violent extremism, harassment, hate crime and violence.
- The school will establish safeguards where children and young people can understand and discuss sensitive topics, including terrorism and extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The PREVENT duty is not intended to limit discussion on these issues. Schools should, however, be alert to their current duties of violating political principles and ensuring political balance.

PUPIL PROTECTION BOTH ON AND OFF THE SCHOOL SITE

- The school is considered a safe place to learn and develop.
- Access to the school site is strictly monitored and reviewed in accordance with Local Authority Health and Safety guidelines on school premises.
- Visitors to the school site will be subject to robust and relevant Risk Management processes. This will include governors who are not subject to Disclosure and Barring Service checks.

Off-site Educational Visits (including foreign exchange visits)

- It is recognized that there will be occasions when there is an opportunity to extend educational and social development where pupils will participate in activities that take place away from the usual school setting.
- An activity may include a residential element.
- Schools should ensure that all adults providing the care and accommodation have been checked by the Disclosure and Barring Service. These visits are different from normal school trips in that pupils spend less time under the direct supervision of teachers.
- Whenever a trip is arranged, it is important that there is close communication about the arrangements to enable clarity in relation to the timing of pupils' time
- The appropriate Risk Assessment should be undertaken in conjunction with the Consortium using Evolve system.

SUMMARY OF THE ACTION STEPS:

STEP 1: Pupil reveals abuse to a teacher

STEP 2: Teacher to make notes of what is said during the conversation. These should be kept safely – they may be required if the matter becomes a court case.

STEP 3: Teacher to explain to the pupil what exactly the next steps will be, at the same time reassuring the pupil that it is right to share worries and problems. The pupil should also be assured that they will be informed of every step in the process. It should be explained that you will be informing the Child Protection Officer of the details. Perhaps the pupil will not know Child Protection Officer and will feel uncomfortable knowing that someone else is going to know details of their personal life – it is important that the pupil is comforted by saying something like “..... the Child Protection Officer speaks to many children who have different problems – the Child Protection Officer deals with many situations that worry children”.

STEP 4: Teacher to inform the Child Protection Officer – the Child Protection Officer will want to know as much of the story you have details of. You should pass on a copy of your notes. Perhaps the Child Protection Officer will want to see the pupil to show support and reassure the pupil that they have done the right thing. **THE NAMED PERSON WILL NOT ASK THE PUPIL TO REPEAT THE STORY TO**

THEM. In abuse cases that lead to a court case, it can be damaging to the victim's case if they have repeated the story a number of times.

STEP 5: The Child Protection Officer will contact the child's parents/carers (unless doing so will place the child in further danger) to ensure their support in transferring the matter to Social Services.

STEP 6: The Child Protection Officer will follow the guidance of the Social Services Officer, and tell the pupil what the next step will be. It is possible that Social Services will want to talk to the pupil or visit the home etc. The Child Protection Officer will also inform the Headteacher and the member of staff of what is happening.

STEP 7: The pupil to be supported in a sensitive way by following school's Welfare structure.

IMPORTANT CONTACTS	
Mrs Heulwen Jones Assistant Headteacher, Ysgol Y Strade (with responsibility for Child Protection/Child Protection Officer)	01554 745100
<i>In the absence of the Child Protection/Child Protection Officer:</i> Mr Daniel Hughes (Assistant Headteacher and Deputy Child Protection Officer) Mr Geoff Evans (Headteacher)	01554 745100
Mr Steffan Rogers – Designated Governor	01554 745100
Ms Rebecca Copp Local Authority Designated Officer, Education and Children’s Services Department, St. David’s Park, Carmarthen rcopp@carmarthenshire.gov.uk Caryl Davies Safeguarding Officer (Schools) Llanelli Assessment Team, Tŷ Elwyn, Llanelli carylmdavies@carmarthenshire.gov.uk	01267 246595 01554 742369

DIRECT CONCERNS TO	
Central Referral Team, Tŷ Elwyn, Llanelli CRTChildren@carmarthenshire.gov.uk Social Services Department, Llanelli Out of Hours	01554 742322 0300 333 2222
Dyfed Powys Police (Out of Office Hours)	01267 222020

OTHER USEFUL NUMBERS	
NSPCC Child Safety Line E-mail : help@nspcc.org.uk	0808 800 5000
NSPCC Child Safeguarding Support	0808 100 2524
Childline	0800 1111

When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform social services.

ANTI-BULLYING

Our policy on anti-bullying is set out in a separate document and is reviewed annually by the governing body.

PHYSICAL INTERVENTION

Our policy on physical intervention is set out in a separate document and is reviewed annually by the governing body. It is consistent with the Welsh Government's guidance Safe and Effective Intervention – use of reasonable force and searching for weapons.

CHILDREN WITH ADDITIONAL LEARNING NEEDS

We recognise that statistically children with additional learning needs are most at risk of abuse. Staff who work with children with an additional learning need, such as a profound and multiple disability, sensory impairment or emotional and behavioural problem, need to be particularly sensitive to signs of abuse.

Reviewed and Accepted by the Governing Body:	
Signature of Chairperson:	

APPENDIX 1

The Welsh Government (2015) document “Keeping Pupils Safe” highlighted specific issues in relation to Pupil Safeguarding.

1. **Abuse by children and young people, including sexual abuse (sexually harmful behavior)**
Children can pose a physical or sexual threat to other children. Sometimes relationships between children can be compulsive, inappropriate or exploitative.
2. **Asylum seeking or refugee children**
These children and young people should be considered children first and immigrants second. Children can come into the country as part of a family, with an adult guardian, or even on their own, making them more vulnerable. They may have seen or experienced traumatic events, suffered loss or faced language or communication barriers.
3. **Children from black and minority ethnic groups**
There are cultural differences in parenting but 'culture' is no excuse for harming a child. There is a need to be clear about differences between specific non-harmful cultural practices, and cases of abuse that may be linked to cultural or religious beliefs.
4. **Bullying**
Every person has the right to learn, without fear of being bullied, whatever form the bullying may take. Cyberbullying is on the rise and includes texting, comments on social media or sending malicious emails. It is important that schools have a culture where everyone is safe and included, and that the school intervenes immediately to end bullying.
5. **Images of child abuse and the internet**
Knowing who children are in contact with on the internet is important. In some cases abusers use the internet to 'prepare' children for inappropriate relationships, which may include persuading them to send inappropriate images or videos of themselves. As part of their role in preventing abuse and neglect, schools should consider activities to raise awareness of safe internet use at school and at home
6. **E-safety**
Schools should make full use of the internet and know how to use it safely.
7. **Child abuse associated with witchcraft or other spiritual beliefs**
Belief in possession and divination takes place in many different countries, cultures and religions but harming a child is never justified.
8. **Children not living at home**
*Children are classed as living away from home if they are:
Foster children, in residential care, secure units, boarding schools or independent accommodation.
Sometimes this accommodation is temporary, and this can be upsetting and vulnerable.*
9. **Child Sexual Exploitation (CSE)**
Children are not voluntarily sexually abused and would not allow them to be abused. They are forced or motivated. CSE includes:
 - *exchanging sexual activity for money;*
 - *producing indecent images;*
 - *preparation / glamor;*
 - *child trafficking.**Raising awareness among children and young people is an important part of teaching them to stay safe and tell another adult.*

10. Female Genital Mutilation (FGM)

The All Wales Protocol on Female Genital Mutilation provides advice and guidance on protecting women from Female Genital Mutilation.

In addition, the Home Office has produced multi-agency guidelines that outline the steps that front-line professionals, such as teachers, health workers, police officers and social workers, should take to protect women and girls and offer them the appropriate support.

In the UK, all forms of Female Genital Mutilations are illegal under the Female Genital Mutilation Act 2003. It is an offence to (regardless of nationality or residence status of women):

- *carry out a Female Genital Mutilation in the UK*
- *help to carry out the Female Genital Mutilation act in the UK*
- *help a woman carry out her own Female Genital Mutilation in the UK*
- *(while you are in the UK) help someone who is not in the UK to carry out a Female Genital Mutilation operation on someone who is domiciled or permanently resident, and outside of the UK*
In addition, the Act makes it an offense for anyone from the UK, or anyone who lives here permanently, to:
 - *carry out a Female Genital Mutilation operation abroad*
 - *help someone from the UK, or someone who lives here permanently, to carry out a Female Genital Mutilation operation abroad, this includes:*
 - *taking a woman abroad to tolerate Female Genital Mutilation*
 - *(from outside the UK) help someone who is not from the UK to carry out an Organ Deformation operation or Female Genital Mutilation on a girl or woman who comes from the UK or lives here permanently*
 - *this includes taking a woman abroad to tolerate Female Genital Mutilation*
 - *help a woman carry out a Female Genital Mutilation procedure on herself outside of the UK, even in countries where it is legal*

If there is any information or concern that suggests that a child is at risk of, or has already tolerated Female Genital Mutilation, it should lead immediately to a child protection referral.

If you have concerns about a woman or young woman being transported abroad to tolerate Female Genital Mutilation, please contact the Foreign and Commonwealth Office. FORWARD is a UK based organization offering support, counseling and a safe place for girls and women to talk about their experiences. In addition, they can educate and work with families to prevent Female Genital Mutilation on any other women in the family.

The National Society for the Prevention of Cruelty to Children (NSPCC) has a 24-hour helpline for anyone who is concerned that a child may or may not tolerate Female Genital Mutilation. Call 0800 028 3550 or email fgmhelp@nspcc.org.uk.

Child trafficking is abuse and can involve:

- 1. sexual exploitation*
- 2. domestic service*
- 3. exploitative labour*
- 4. criminal activity*
- 5. forced marriage*

APPENDIX 2

EXTERNAL VISITORS AND SPEAKERS POLICY

Introduction

Schools have a legal duty at all times as to the health, safety and welfare of pupils and staff. This duty of care incorporates the duty to protect pupils from harm, abuse or nuisance. It is the responsibility of the governing body or senior leaders to ensure that this duty is not compromised.

It is the school's responsibility to care for pupils on the school premises during normal school hours, during extra-curricular activities and on off-site activities that the schools organize and supervise.

The Headteacher is responsible for implementing, co-ordinating and reviewing this policy. The Headteacher will also be responsible for liaising with the designated Child Protection Officer as appropriate.

Ysgol Y Strade expects the following groups to comply with the policy and procedures:

- All teaching and other staff employed by the school;
- All external visitors who visit the school site during school hours or for extra-curricular activities;
- All governors;
- All parents and volunteers;
- All pupils;
- Other relevant education staff (Local Authority advisory staff, inspectors)
- Building and maintenance staff and all other independent contractors visiting the school site; a
- Independent contractors transporting pupils by minibus or taxi.

School Visitor Protocol and Procedures

Before inviting visitors to the school, the school, the Headteacher or a member of the team must be informed. The relevance and purpose of the visit and the intended date and time of the visit must be explained. A member of the Leadership Team must give permission before asking visitors to come to school. The Headteacher will advise on the level of supervision and pre-visit checks required.

- First, visitors must go to reception. Visitors are not allowed to enter the school through any other entrance.
- At reception, visitors must state the purpose of their visit, and who has invited them. The receiving member of staff will confirm this.
- All visitors will be required to sign a log book. It is kept at reception at all times.
- Visitors, including contractors, will be required to wear identification badges. They must be informed of evacuation procedures.
- Make sure visitors comply with the no smoking policy.
- All accidents must be reported to the office. There you can fill in an accident form.
- Visitors are escorted to the contact person OR the contact person comes to reception. The contact person will be responsible for visitors whilst on site. It is best practice for visitors to have a Disclosure and Barring Service check, although this is not the current policy of the Local Authority.

On leaving visitors should leave the school via reception and:

- Note their departure time in the log book near their arrival time.
- Return identity badge to reception.
- A member of staff should escort them to the staff car park (ensuring they do not return to the school site - which breaches safety procedures).

Unknown / Uninvited Visitors to School

- Visitors who do not wear an identity badge should be challenged (amicably) to ask who they are and what they are doing on the school site.
- They should then be escorted to reception for their name to be entered in the log book and issued with an identification badge.
- The procedures under 'Visitors to School' will then apply
- If the visitor refuses to comply, they should be asked to leave the premises immediately and the Headteacher (or Child Protection Officer) should be informed without delay.
- The Headteacher or Child Protection Officer will consider the situation and decide whether to inform the police.
- If visitors behave aggressively or violently, ask them to leave the premises immediately. Warn them - if they don't leave the school site, you will call the police.

Staff Development

- As part of their induction, new staff will be made aware of the policy for external visitors and will always be asked to comply with the procedures.

List of Approved Visitors

- The school will have a list of approved visitors for those visitors who visit the school site regularly to carry out work at the school. This includes contractors and supply and touring staff. To add their name to the list, visitors must show evidence that:
 - i. Detailed Disclosure and Barring Service (DBS) check has been obtained and a copy is centrally recorded at the school
 - ii. Disclosure and Barring Service child exclusion check
 - iii. Visitors on the approved list MUST follow the same procedures when entering the school (ie going to reception and completing the log book).
- A copy of the approved visitor list will be kept at reception at all times.

External Speakers

- "All schools are required by law to teach a broad and balanced curriculum that promotes pupils' spiritual, cultural, physical and mental development, and prepares them for opportunities, responsibilities and experiences.
- They must also promote community cohesion.

Ysgol Y Strade recognizes that visitors and external organizations make a major contribution and are invaluable.

A new guide from the Prevent Anti-Terrorism Strategy came into effect on 1 July 2015. It sets out the responsibilities of specific authorities, including schools to be alert to the need to prevent people from being drawn into terrorism. "In carrying out the new duty, schools are required to introduce clear protocols to ensure that speakers - who are either invited by staff or children - are suitable and properly supervised."

"Schools should be safe places, where children and young people can understand and discuss sensitive topics, including terrorism and extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The PREVENT duty is not intended to limit discussion on these issues. Schools should, however, be alert to their current duties to prohibit political infusion and ensure that political issues are presented in a balanced way. These duties are imposed on maintained schools in accordance with sections 406 and 407 of the Education Act 1996."

Schools will need to decide whether guest speakers are appropriate or appropriate. At times, schools may need to carry out background checks or carry out checks. If schools are struggling, they should contact the LA Inclusion Manager for advice and support.

Specific guidance for staff who arrange visits from outside agencies and speakers.

All school staff arranging visits from outside agencies and speakers should follow the following procedures:

- Prior to the visit, the organizer must discuss with the visitor how their session will enhance the pupils' learning experience.
- Ensure that the external visitor / agency learning outcomes complement the school's programs or schemes of work, and are in line with school policies.
- Be confident that the external visitor / agency has the necessary expertise in the subject they are presenting, and has the experience and skills necessary to deliver age-appropriate and factually accurate sessions.
- Discuss and agree the desired learning goals / outcomes, and professional boundaries - this includes their responsibility to discipline the class.
- Provide all external visitors / agencies with all information to ensure that all pupils are included. This may include the age and ratio, background, ethnicity and culture of pupils, as well as special educational needs (if applicable).
- Give each visitor a link.
- Ensure the activity meets Health and Safety guidelines.
- Undertake a risk assessment of the activity / session.
- Staff must ensure that visitors are aware of the school's safeguarding procedures and have access to policies such as Child Protection and Protection and Risk Assessments.
- All staff must inform the relevant school staff of the intended visit and the visitor's remit, e.g. head, office staff.
- Ensure that the relevant staff members, e.g. a class teacher, is present during the session because they are responsible for the discipline, monitoring and evaluation of the class.

This means that speakers and visitors must ensure that their views or ideas, or the way they express them, do not violate or discriminate against the rights of others. What they say, and the way they say it, should not break the law, threaten public order, threaten the health and safety of individuals, encourage others to break the law, or be at odds to the civil and human rights of individuals. It is an offense to incite hatred against other people on the grounds of religion or race.

Visitors will be informed of their responsibility to obey the law, and the school's various policies. This includes:

- Not to violate Britain's basic democratic values or its governance, individuals' freedom or respect and tolerance for those of different faiths or beliefs;
- Not to incite hatred, violence or call for breaking the law;
- Not to encourage, exhort or promote acts of terrorism, including individuals, groups or organizations that encourage such acts
- Not to spread extremism, radicalism, hatred or intolerance in the school community, thus contributing to the disruption of social and community harmony.

If an external speaker or visitor contravenes this guide, the school reserves the right to terminate an event and exclude the speaker or visitor from the site. The school decides to allow or refuse the individual to speak.

The School will contact the Local Authority Inclusion Manager if it has concerns regarding external speakers in good time to carry out checks.

In the wake of recent events, the Channel process has been established as part of the 'PREVENT' element of the UK Government's 'Contest' Counter-surveillance Strategy. The Channel process offers the mechanism to:

- i. Identify individuals and groups at risk of being drawn into acts of terrorism.
- ii. Assess the nature and degree of risk and vulnerability.
- iii. Refer cases to a multi-agency panel to develop the most appropriate toolkit to protect those at risk.

However, if a member of staff considers that a child or children are in immediate danger, the police must be telephoned on 999. If you believe that a child or children are at risk of significant harm, a Multi Agency form must be completed at in accordance with the process outlined in the School Child Protection Policy.

APPENDIX 5

PREVENTING VIOLENT / EXTREMIST RADICALIZATION POLICY

The school is aware of its responsibilities under Section 26 of the Counter Terrorism and Security Act 2015, as well as the Supplementary Prevention Duty Guidance under Section 29 of the Act, to safeguard pupils at risk of being radicalised.

In a formal education context, the Duty of Prevention objectives apply to:

- Safeguarding and welfare processes and protocols.
- Encourage respect and resilience through common British / core values reinforced by challenges, arguments, criticism and safe havens.

The school does this in the following ways:

- Providing a safe place for pupils to talk about any problems that concern them, including sensitive topics such as terrorism and extremist ideas.
- Identify individuals who may be attracted by terrorism or extremism who are either violent or non-violent.
- Know how to carry out a Channel referral and how to seek help for the child / young person.
- Ensure that all staff receive the appropriate training, namely that they at least complete PREVENT training online.
- Ensure staff have the knowledge and confidence to identify pupils at risk of being attracted by violent extremism and challenge extremist ideas.
- Protecting children from accessing terrorist and extremist material while using the internet at school. This includes the implementation of appropriate filtering processes, which are managed by Carmarthenshire County Council.
- Ensure you have completed the Welsh Government's '2016 self-assessment toolkit - Resilience and respect - developing community cohesion'. This assessment will provide a whole-school needs analysis and highlight best practice.
- Share the appendix of this policy with the Governing Body so that the Governor responsible for safeguarding children can complete the self-assessment pack with the school's Designated Safeguarding Lead.

Definitions

- 'Extremism' is defined as verbal or active opposition to the fundamental values of Britain, including democracy, the law, individual freedom and respect and tolerance of other religions and beliefs. In addition, our definition of extremism includes calling for the killing of members of our armed forces, whether in the UK or abroad.
- 'Non-violent extremism' means the extremism defined above, but which does not include violence.
- In the context of this document, 'Prevention' means reducing or eliminating the risk of individuals becoming involved in terrorist activity. 'Prevention' involves identifying and referring those at risk of terrorism to the appropriate interventions. These interventions aim to prevent the radicalization of vulnerable people.
- 'Radicalization' means the process by which an individual comes to support terrorism and extremist ideas associated with terrorist groups.
- 'Bilateral Radicalization' or 'cumulative extremism' means the reinforcement of a continuous cycle of blame, forging links between types of extremism or causes where tension builds.

If there are child protection concerns, the same normal child protection procedures must be followed, and the assistance of the Safeguarding team, as well as the Prevent Team, be sought.

CHANNEL MULTI AGENCY PARTNERSHIP

Referral to Channel:

There is a multi-agency Channel partnership in each local authority area, which is chaired by the Local Authority. The aims of this partnership are to:

- Identify individuals at risk of exposure to violent extremism.
- Assess the individual's vulnerability to extremism.
- Draw up the most appropriate support plan for the individuals concerned.

Referral to Channel (Dyfed Powys Police Area) email address: contactcentre@dyfed-powys.pnn.police.uk

This will be the entry point for all referrals to the PREVENT team.

We recommend that you contact a member of the Community Safety Team or Police PREVENT team before making a referral.

Appendix 6

A WHOLE EDUCATION APPROACH TO VIOLENCE AGAINST WOMEN, DOMESTIC ABUSE AND SEXUAL VIOLENCE (VAWDASV) IN WALES - A GOOD PRACTICE GUIDE (produced by Welsh Government)

Violence against women, domestic abuse and sexual violence can have a huge impact on children and young people. It can affect their safety, health and well-being, educational attainment, relationships with family and peers, and their ability to enjoy healthy, happy and respectful relationships in the future.

We recognize that there may be abuse of young people and staff at the school (violence against women, domestic abuse or sexual violence) as well as perpetrators.

We accept that we are responsible as a school to ensure that our pupils and staff are safe and healthy.

What is a whole school education approach?

A whole-school approach involves carrying out work in different areas across the school - including within the curriculum, extra-curricular activities, teacher training and engaging the community. It also means doing this in a joined-up way that links to an overall vision or purpose for your global citizenship work.

The good practice guide aims to:

- Identify the key elements of a whole education approach to violence against women, domestic violence and sexual violence;
- Providing guidance to schools and further education institutions on how to successfully develop, embed and deliver a whole-school approach to promoting gender equality and respect and challenging violence against women, domestic violence and sexual violence; a
- Identify examples of effective practice being delivered in Wales and the UK.

The guide is based on nine key elements of the Whole Education Approach, with each section considering the types of activities that could be undertaken under each element. The guide suggests a variety of practical ideas and there are examples of case studies throughout. To achieve a 'whole education' approach, all the key elements must be implemented: -

- Children and young people learn about VAWDASV
- Staff learn about VAWDASV
- Parents, caregivers and family learn about VAWDASV
- Monitoring and evaluation systems are in place to measure the impact of this work
- Measures are in place to support people suffering from types of VAWDASV
- Children and young people, staff and parents / caregivers are actively involved in preventing VAWDASV
- Take action to prevent VAWDASV in the wider community
- Work with relevant local experts
- Establish a comprehensive prevention program.

APPENDIX 7

GUIDANCE ON HANDING OVER CHILD PROTECTION DOCUMENTS

To ensure the smooth transition of schools, all Child Protection documentation must move with the child. This will ensure that the child's new school is alert to all their needs.

'Where the children leave the establishment ensuring the child is protected as soon as possible but transferred separately from the main pupil file,' (Appendix B: Keeping Children Safe in Education - Statutory Guidance for Schools and Colleges - July 2015)

Introduction

The statutory guidance under Part 7 (safeguarding) of the Social Services and Well-being (Wales) Act 2014 states that everyone is responsible for keeping children safe. A local authority must put in place arrangements that encourage the collaboration of relevant officers, including those in education. Working Together to Safeguard Children (2015) states that everyone is responsible for protecting children and keeping them from harm. Everyone who has any kind of contact with children or families has a part to play.

Brandon et al (2013) conducted a study entitled 'New Learning from Serious Case Reviews: a two-year report 2009-11'. This study identified the availability of complete, accurate and accessible information as a consistent theme across all agencies. The need for better sharing of information within and between agencies was an essential part of the recommendations made. '

The Data Protection Act 2018 does not prevent people from sharing information, but it does provide a framework to ensure that personal information about living people is shared appropriately.

Detailed record keeping is an essential part of good practice in child protection. All staff should know that they need to share their concerns about a child or children within the school or education setting. The Designated Safeguarding Person (Child Protection Officer) is responsible for such records, as well as the child protection file. Transitions allow us to plan and share information in a careful and proactive way. If this is done properly then it can be ensured that pupils move between schools successfully at any time.

What should a Child Protection File contain?

Child Protection File is the record the Child Protection Officer keeps of any concerns about the child's welfare. These concerns should state facts only, not opinions. The file may have only one concern, or it may be a large file with a significant history. It is a record of all safeguarding concerns. No matter the file size, it must be sent to the new education setting as a whole.

The Child Protection Officer is responsible for ensuring that the file is updated and that a timeline of each case is recorded. A timeline is an overview of all the school's concerns and details of significant events in the child's life. It should not contain details, just a sentence outlining what happened, who was involved and what happened as a result.

The contents of the file may include the following –

- Basic details
- Timeline
- Causes of Concern Forms

- Referrals to First Responders
- Outcomes of referrals made
- Information on domestic abuse, e.g. police notices
- MARAC information
- Child Protection Conference minutes / school contribution / core group minutes
- Any CYPS assessments
- Relevant assessment frameworks for the MIA and TAF process (consent of the child's parents will be required)
- Minutes of multi-agency meetings
- If third party reports are included in the records, the author of the reports should be alert to the fact that the report is included in the child protection file.

How to transfer the Child Protection File

When a child moves to another school, the Child Protection Officer should contact the new school within five school days to inform them of the child protection file. The new school should ask the child's old school if it has a child protection file and whether it can be transferred as a matter of course. The file must be transmitted face to face or sent by post provided the progress of the file is recorded. The file should be sent within five school days, and separate from the child's main file. Care must be taken to ensure that all information remains confidential and that the file is transferred as safely as possible. Never ask parents to transfer such files.

Schools should keep a copy of the file themselves, as it can be used as evidence of what the school knew and the steps taken to safeguard the child and promote their welfare.

Regardless of how the child protection file is transferred, written evidence of the transfer process (a form or piece of paper signed by a member of staff at the new school) must be retained. The old school should keep this evidence.

Elective Home Education

If the child is removed from the school register for home education, the school must pass the child protection file to the local authority Elective Home Education Officer (Inclusion Manager), keeping evidence in line with the above details.

Children Missing Education Form

If a child with a Safeguarding Record leaves the school without their new address, and the child's new school has not contacted the school within 10 school days, the Child Protection Officer must inform the Senior Child Protection Officer Carmarthenshire Education.

Electronic Child Protection Records

Electronic documents must be password-controlled, and who can access them controlled, as are the paper records. These should follow the same order as the paper records (that is, with updated timelines etc.) so that they are updated if / when they need to be printed or need to be used e.g. for the court. Electronic files cannot be transferred between schools / post-16 education providers, unless a secure system is in place. Once the new school has returned the receipt, indicating that it has received the file, the school should keep the receipt together with the child's file.

In addition, child protection information can be recorded on the Schools Information Management System. Each school must state whether a child is subject to a Child Protection Plan or is a Looked After Child. In addition, additional information can be stored on the Schools Information Management System. However, to do this, schools must use the School Information Management System software to be able to scan the documents and attach them to the child's records. Schools must ensure that they keep this information confidential by selecting the appropriate privacy settings. An updated timeline must be maintained