Child Protection Policy for Beca and Bro Brynach Federation of Schools.



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Cyngor Sir Gâr
Carmarthenshire
County Council

INTRODUCTION

The Federation of Beca and Bro Brynach fully recognises the contribution it makes to child protection.
There are three main elements to our policy:

- prevention through the teaching and pastoral support offered to pupils, and the use of preventative services, such as The Early Help Hub (previously 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 schools. Learning support assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.
Our schools will annually review the policy and is committed to following any new guidance received from Carmarthenshire County Council or Welsh Government.

The Designated Senior Person(s) for child protection in the federation are:-

Miss Sian Bryan, Acting Headteacher of the Federation (Beca & Bro Brynach)
In the absence of the headteacher;
Mrs Sarah Newman – Bro Brynach
Mr Ben Batcup – Beca

Also completed the DSP:
Miss Jessica Morris – Beca

PREVENTION

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

The schools will therefore:
- Establish and maintain an ethos where children feel secure and are 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 approach to well-being which will incorporate safeguarding and preventative measures to support children and families

PROCEDURES

<u>These should be followed in the event of a child protection disclosure/concern</u>

We will follow the Wales Safeguarding Procedures that have been endorsed by the Local Safeguarding Children Board. The schools will:

- Ensure it has a Designated Senior Person for child protection who has undertaken the appropriate training. This person/people is/are:-
  - Sian Bryan, Acting Headteacher of the Federation
  - Ben Batcup, Acting Assistant Head of the Federation
  - Sarah Newman, DSP Bro Brynach
  - Jessica Morris, DSP Beca

- Recognise the role of the DSP and arrange support and training [education settings may wish to mention the additional training undertaken by their DSP]

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 https://ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice/the-code 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

- Ensure that parents/carers have an understanding of the responsibility placed on the schools and staff for safeguarding and child protection by setting out its obligations in the schools prospectus.

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

https://www.gov.wales/sites/default/files/publications/2020-02/disciplinary-and-dismissal-procedures-for-school-staff_0.pdf

- 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 schools child protection policy and practice.

SUPPORTING THOSE AT RISK

We recognise that children/young people who are at risk, suffer abuse or experience violence may be deeply affected by this.

These schools may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school setting their behaviour may be challenging and defiant or they may be withdrawn.

The schools will endeavour to support the learner through:
• the content of the curriculum to encourage self-esteem and self-motivation

• the schools ethos which:

– promotes a positive, supportive and secure environment
– gives learners a sense of being valued (see section 2 on Prevention)

• the schools behaviour policy, which is aimed at supporting vulnerable pupils in the schools. All staff will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The schools will endeavour to ensure that the learner knows
that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred

• liaison with other agencies who support the learner such as local authority officers – for example the educational psychology service, behaviour support services or the Education Welfare Service – child and adolescent mental health services, and advocacy services

• keeping records and notifying the local authority as soon as there is a recurrence of a concern.

• Local authorities, governing bodies and proprietors also need to be able to show they have considered whether children, including individual children, in their area have any specific safeguarding needs in addition to those covered by guidance. If so, they must have policies and procedures in place to meet those needs.

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

All child protection referrals go to

Central Referral Team-
01554 742322
CRTChildren@carmarthenshire.gov.uk
Out of Hours- 0300 333 2222.

ANTI BULLYING

Our policy on anti-bullying is set out in a separate document; 'Promoting Positive Behaviour and Anti-Bullying Policy' and is reviewed annually by the governing body.

PHYSICAL INTERVENTION

Our policy on physical intervention is set out in a separate document; 'Safe and Effective Intervention Policy' and is reviewed annually by the governing body, and 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.

DEALING WITH DISCLOSURES MADE BY A CHILD

Listen.

• Listen carefully to what is being said, without displaying shock or disbelief.
• Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However, do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation.
• Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

Reassure

• Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: "I'll stay with you", or, "Everything will be all right now".
• Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
• Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

React

• You can ask questions and may need to in certain instances. However, this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making. Any questions must be open and not leading eg TED
T- Tell me,
E-explain,
D-describe.

• 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.

Record

• Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into the way that adults speak or try to make sense of the structure of what was said). Do not be offended by any offensive language or words used to describe the abuse).

• Time and date your notes and do not destroy them in case they are required by a court.

• Where possible, indicate the position of any bruising or injury but do not ask the child to remove any clothing for this purpose.
• Record statements and observable things, rather than your interpretations or assumptions.

Final Steps

• Once you have followed the above guidelines, pass the information on **immediately** to the Designated Senior Person or the person with responsibility for Child Protection. They will then have several options open to them, including contacting Children's Services to seek their advice as to what should happen next.

CONFIDENTIALITY

With regards to child protection, the duty of confidentiality is not absolute and may be breached where this is in the best interests of the child and in the wider public interest. If professionals judge that disclosure is necessary to protect the child or other children from a risk of serious harm, confidentiality may be breached. Staff should refer to the Local Authority guidance "Guidance for Schools: Consent for referrals to Children's Services / Early Help Hub".

Where those in education settings judge that there is a need to share confidential information with children's social services or the police:

• they should attempt to support the child
• they may initially discuss the case anonymously with other relevant colleagues, such as the DSP or another colleague with suitable competence in safeguarding or with children's social services.
• the child should be informed of the professional's need to share confidential information, unless to do so might put them at further risk
• any decision to share information or not should be properly documented.

Decisions in this area need to be made by, or with the advice of, people with suitable safeguarding competence, such as the named designated professionals.

MANAGING ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN

In the event of a child protection allegation being made against a member of staff, the person in receipt of that allegation must immediately pass details of the concern to the Headteacher or in their absence a member of staff with Headteacher responsibilities. The

Headteacher will then contact the Chair of Governors and Central Referral Team to discuss the next steps in accordance with local arrangements. Staff should not confront the person the allegation is against or share information with anyone else.

If a potential child protection allegation is made against the Headteacher, the member of staff in receipt of that allegation must contact the Chair of Governors. The Chair of Governors will then contact The Central Referral Team to discuss the next steps in accordance with local arrangements. If the Chair of Governors is unavailable, the member of staff can seek advice from The Central referral Team.

Abuse of position of trust

Welsh Government guidance ("Keeping Learners Safe" 2020) 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 (for example teacher, youth 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.

SUPPORTING THE PUPIL AT RISK

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. These schools may be the only stable, secure, predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The schools will endeavour to support the pupil through:

• The content of the curriculum to encourage self-esteem and self-motivation

• The schools ethos which:
– promotes a positive, supportive and secure environment
– gives learners a sense of being valued (see section 2 on Prevention)

• The school's setting's behaviour policy, which is aimed at supporting vulnerable pupils in the schools. All staff will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The schools will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
• Liaising with other agencies who support the learner such as local authority officers – for example the educational psychology service, behaviour support services or the School Safeguarding and Attendance Team – child and adolescent mental health services, and advocacy services
keeping records and notifying the local authority as soon as there is a recurrence of a concern.
• Taking all suspicions and disclosures seriously

• Nominating 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.
• Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
• Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
• Storing records securely.
• Offering details of helplines, counselling or other avenues of external support cooperating fully with relevant statutory agencies, including working with Police and children's services in line with the Operation Encompass and Operation Endeavour protocol (see below).

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

OPERATION ENCOMPASS/OPERATION ENDEAVOUR

The schools participate 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.

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

Anti-bullying

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

Use of physical intervention

Our policy on physical intervention is set out in (a separate document) and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force

and searching for weapons https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf

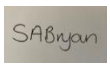
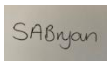
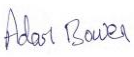
Children with additional learning needs

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.

REVIEW

This policy will be reviewed and ratified annually at a full governing body meeting at least once a year and recorded in the minutes. In preparation for this review, the Designated Senior Person for Child Protection may wish to provide the Governing Body with information on the following: -

- changes to Child Protection procedures.
- training undertaken by all staff and governors in the preceding 12 months.
- the number of incidents of a Child Protection nature which arose in the Federation within the preceding 12 months (without details or names).
- where and how Child Protection and Safeguarding appear in the curriculum.
- lessons learned from cases.

	NAME	SIGNATURE	DATE
HEADTEACHER	Sian Bryan		12/10/2026
DSP's	Sian Bryan		12/10/2026
CHAIR OF GOVERNOR	Adam Bowen		12/10/2026

Review Date :- September 2027

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