**CHILD PROTECTION &**

**SAFEGUARDING POLICY**

**Canolfan Addysg Conwy**



September 2020

This policy applies to all adults, including volunteers, working in or on behalf of Canolfan Addysg Conwy. Canolfan Addysg Conwy is committed to safeguarding and promoting the well-being of all of its students. Each student’s welfare is of paramount importance.  All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection

‘As a result of our close day to day contact with children, education staff have a crucial role to play in helping identity welfare concerns and indicators of possible abuse and neglect at an early stage.’ (Working together to Safeguard Children 2010)

Keeping Learners Safe – Welsh Government Guidance document no: 275/2021

‘Everyone who works in education should share the same goals to keep children and young people safe’.

We do this by:

* creating and keeping safe places to learn
* Identifying where there are welfare concerns and taking the right action
* Helping children and young people to be aware and understand how to stay safe

We reach these goals by:

* Stopping unsuitable people working with children and young people
* Having safer practice in place
* Challenging poor or unsafe practice
* Identifying when there’s an issue or concern about a child’s welfare and taking actions
* Working together with other services

Welsh Government safeguard children and young people by making sure they follow requirements of:

* The Children Act 1989
* The Education Act 2002
* The Children Act 2004
* The Equality Act 2010
* Wales Safeguarding Procedure
* Social Services & Wellbeing (Wales) Act 2014
* United Nations Convention on the Rights of the Child (UNCRC) 1989 – these include 4 key articles relevant to children and education (Article 12/19/28/29)
* The Rights of Children & Young Persons (Wales) Measure 2011
* ‘Prevent Duty Guidance’ for England & Wales – on the duty in the Counter Terrorism and Security Act 2015

Child protection is a part of safeguarding and promoting welfare. This refers to the activity, which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.

1. PURPOSE OF A SAFEGUARDING POLICY

1.1. An effective whole-school Safeguarding policy is one which provides clear direction to members of staff and others about their duties and responsibilities in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and reports may be handled sensitively, professionally and in ways which support the needs of the child.

2.1. Our school fully recognises the contribution it can make to safeguarding and support learners in school. There are three main elements to our safeguarding policy:

a) Prevention (eg positive school atmosphere, teaching and pastoral, support to learners).

b) Protection (by following agreed procedures, ensuring members of staff are trained and supported to respond appropriately and sensitively to child protection concerns).

c) Support (to learners and members of staff and to children who may have been abused).

This policy applies to all learners, members of staff, management committee members and visitors.

3. CANOLFAN ADDYSG CONWY COMMITMENT

3.1. We recognise that for our learners, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult can help with the prevention and identification of child abuse. Our school will therefore:

a) Establish and maintain an ethos where learners feel secure and are encouraged to talk, and are listened to.

b) Ensure that learners know that there are adults in the school who they can approach if they are worried or are in difficulty.

c) Include in the curriculum activities and opportunities for PSHE, which equip learners with the skills they need to stay safe from abuse.

d) Include in the curriculum material, which will help learners develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4. FRAMEWORK

4.1. Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children’s Board.

5. ROLES AND RESPONSIBILITIES

5.1. All adults working with or on behalf of children have a responsibility to protect children. There are, however; key people within schools and the education services who have specific responsibilities under safeguarding procedures.

The Assistant Headteacher or designated Child Protection Co-ordinator (Designated Senior Person for Child Protection – DSP) have this responsibility within each school/ site. It is essential that all members of staff should be made aware of who the nominated Designated Senior Persons are. Any queries regarding procedures or reports should be directed at Education Safeguarding Lead.

During 2012 the UK Government launched a refocused *Prevent Strategy*. All members of school staff should also be made aware of the Welsh Governments published guidance on – Respect and Resilience; Developing community cohesion – a common understanding for schools and their communities which sets out the role that schools have in developing and supporting strategic approaches to promoting and maintaining community cohesion and eradicating violent extremism (2016).

<https://gov.wales/sites/default/files/publications/2018-03/respect-and-resilience-developing-community-cohesion.pdf>

**The Designated Senior Person (DSP) for Safeguarding**

Each school / site should appoint a DSP who has lead responsibility for managing safeguarding. The DSP is the main point of contact and source of support, advice and help when a member of staff or anyone has concern for a child. They have the responsibility to decide if a report needs to be made to keep a child or young person safe.

<https://gov.wales/sites/default/files/publications/2018-11/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act-2002.pdf>

5.2. It is the role of the designated teacher / person to ensure that local child protection procedures are followed within the school, and to make relevant referrals to the named agencies according to the guidance given. Additionally, it is their role to ensure that all members of staff employed within the school are aware of the school’s internal procedures, to advise members of staff and to offer support to those requiring this. It is the role of the Headteacher to make sure that child protection policies are in place, that there are enough resources and time for the Designated Senior Person, and that all staff and volunteers understand what to do and feel able to raise concerns.

5.3. The Management Committee (MC) will have a designated member with responsibility for Safeguarding. The roles and responsibilities of the named member of management committee responsible for Safeguarding are to ensure that Canolfan Addysg Conwy has an effective policy, that safeguarding and child protection procedures are complied with, and to support the school in this aspect. It is important that management committee members are not given details relating to specific child protection situations to ensure confidentiality is not breached.

5.4. The Education Services’ Designated Safeguarding Lead provides advice, support, and the training to the school and to the school’s named person. They can also make referrals to the Local Safeguarding Children’s Board and can raise concerns about procedures on behalf of the school.

<https://www.conwy.gov.uk/en/Resident/Social-Care-and-Wellbeing/Im-worried-about-somebody/North-Wales-Safeguarding-Board.aspx>

5.6 **Preventing Radicalisation -** Our education settings will create a safe environment in which children can understand and discuss sensitive topics, including terrorism and extremist ideas, and learn how to challenge these ideas. We will create opportunities within the curriculum to be used to explore and challenge these topics and to promote the values of democracy and mutual respect and tolerance of different faiths and beliefs.

The Counter-Terrorism and Security Act 2015 placed a duty on schools to have due regard, in the exercise of our functions, to prevent people from being drawn into terrorism. The UK Government published Prevent Duty Guidance: for England and Wales including education and we ensure that all school staff understand Prevent and the role they play in adhering to the Prevent duty - Keeping Leaners Safe Guidance document pages 47 – 48 can give additional information and guidance around this subject. All staff complete Prevent training on a three year rolling programme.

5.7 **Social Services and Wellbeing Act (Wales) Act -** All members of staff are aware of this Act, which has been implemented since April 2016. The Act fundamentally changes the way social services work. Wellbeing underpins the whole system, linking through to the role that early intervention and prevention can play in promoting wellbeing. Safeguarding reforms under this Act include a strengthened legal framework for safeguarding children and adults at risk. The Act reinforces existing safeguarding arrangements for children through the introduction of a new duty to report to the local authority any child suspected of being at risk of, or experiencing, abuse or neglect, including adults at risk.

 Prevention and early intervention are critical to successful outcomes in supporting families, particularly those with complex needs. Co-operation across the school, makes a real difference.

5.8 **Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015**

The Act is a landmark piece of legislation, breaking new ground as the first law of its kind in the UK. The Act received Royal Assent on 29 April 2015 and seeks an improved collective public sector response, stronger leadership and a more consistent focus on the way we tackle these issues in Wales and help victims, but more importantly it seeks to stop the abuse happening in the first place.

The Act has a focus on education; Local Authorities will be required to report how they are tackling these issues, including school,  for example through lessons on healthy relationships. The Act also provides Welsh Ministers with powers to publish guidance documents to help relevant authorities meet the aims of the Act. These will include: the National Training Framework, Ask and Act, Commissioning, Perpetrators, Older People and Multi Agency Collaboration.

The Act addresses domestic abuse and sexual violence perpetrated against all people in Wales, irrespective of gender or sexual orientation, it also addresses violence perpetrated against a woman or man arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation.  There is also no age limit on the Act so children who witness or experience such violence or abuse and older people are included.

All staff in our setting complete VAWDASV mandatory training every three years to keep their knowledge base up to date. The DSPs attend Level 2 training in relation to Ask and Act to ensure they are able to recognize sings of abuse and demonstrate that they can undertake a targeted enquiry to enable a response.

5.9 **Well-being of Future Generations (Wales) Act 2015**

In line with the above, our school will maintain an emphasis on prevention, in terms of early intervention, with a view to reducing the risks children are exposed to and subsequent difficulties in later life. Exposure to adverse childhood experiences (ACEs) is associated with poorer health and wellbeing

6. PROCEDURES

6.1. The Wales Safeguarding Procedures are an essential part of safeguarding children and promoting their welfare.  The common standards they provide guide and inform child protection practice in each of the Regional Safeguarding Boards across Wales.  They outline the framework for determining how individual child protection referrals, actions and plans are made and carried out.  They are based on the principle that the protection of children from harm is the responsibility of all individuals and agencies working with children and families, and with adults who may pose a risk to children.  Partnership working and communication between agencies is identified as key in order to identify vulnerable children and to help keep them safe from harm and abuse. The Wales Safeguarding procedures set out the process for safeguarding both adults and children.

The Wales Safeguarding Procedures were launched in November 2019. You can read the procedures by clicking on the link below:

<https://www.childreninwales.org.uk/in-your-area/>

Adhere to the procedures set out in the Welsh Government circular Welsh Government circular :002/2020: ‘Disciplinary and Dismissal Procedures for School Staff’ , ‘Preventing unsuitable people from working with children and young people ‘ – Circular No: 34/2002, Respect and resilience – developing community cohesion 2015 – Guidance document 196/2016

Ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance, ‘Keeping Learners Safe’ Circular 158/2015

Pay due regard to the ‘Prevent Duty Guidance’ for England & Wales – the duty in the Counter Terrorism and Security Act 2015.

All members of staff are kept informed about safeguarding and child protection procedures, through induction, briefings and awareness training – and members of staff are to be kept informed regularly who the nominated person is and his/her deputy in his/her absence.

There needs to be a face to face interview on induction for new staff, outlining safeguarding procedures and responsibilities, and these interviews should be recorded and filed appropriately.

Other adults visiting the school (e.g. peripatetic teachers, learning support staff) will be advised of the school’s policy and the named person to whom they should raise any concerns with. (See guidance at the end of this document).

We will notify the local social service team if:

* A learner on the child protection register is excluded either for a fixed term or permanently
* If there is an unexplained absence of a learner on the child protection register of more than two days from the school (or one day following a weekend)
* When a learner on the child protection register leaves, we will transfer information to the new school immediately and inform Child & Family and Safeguarding Services.

7. TRAINING AND SUPPORT

7.1. Canolfan Addysg Conwy will ensure that the Headteacher / Assistant Headteacher and Designated Senior Officers for Child protection and safeguarding along the nominated member of the Management Committee for child protection attend training relevant to their role. All members of staff will undertake awareness raising training during their induction into the school and periodically to refresh and update their knowledge and understanding. All staff will undertake the mandatory safeguarding modules in relation to children and adult safeguarding, VAWDASV, modern slavery, prevent and GDPR.

8. PROFESSIONAL CONFIDENTIALITY

8.1. Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a learner nor should they agree with the learner to keep a secret, as where there is a child protection concern this must be reported to the named person and may require further investigation by appropriate authorities. This would lead to a breakdown in trust of adults by the learner and could potentially compromise their wellbeing and safety. The named person will invoke the local agreed guidelines and procedures, where there is a cause for concern. Members of staff be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

9. RECORDS AND MONITORING

9.1. Well-kept records are essential to good safeguarding and child protection practice. Canolfan Addysg Conwy is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. A file note will be made of the concern raised and action taken. These file notes are kept in a confidential file, which is separate to other files, in the school's office. In the same way notes must be kept of any learner who is being monitored for safeguarding and child protection reasons.

10. ATTENDANCE AT CHILD PROTECTION CONFERENCES

The Headteacher / Assistant Headteacher (or Designated Senior Person/s) would attend a child protection conference called in respect of a learner. He/she may be accompanied by other relevant members of staff (e.g. the learner's pastoral teacher) if this is of benefit to the learner. Members of staff attending such conferences will be offered support and access to appropriate counselling if they wish to receive this.

11. SUPPORTING LEARNERS AT RISK

11.1. Canolfan Addysg Conwy recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Canolfan Addysg Conwy may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

11.2. Canolfan Addysg Conwy will endeavour to support learners through:

a) The curriculum to encourage self-esteem and self-motivation.

b) The school ethos which promotes a positive, supportive and secure environment and which gives all learners and adults a sense of being respected and valued.

c) The implementation of school behaviour management policies.

d) A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.

e) Regular liaison with other professionals and agencies who support the learners and their families.

f) A commitment to develop productive, supportive relationships with parents, whenever it is in the

child's interests to do so.

g) The development and support of a responsive and knowledgeable staff group, trained to respond

appropriately in child protection situations.

11.3 This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSHE, the policy on sex and relationships education, the policy/guidelines for privacy and dignity of our learners, the policy for management of learners' behaviour, the health and safety policy, alcohol and substance misuse policy, anti-bullying policy and the duty on schools to prevent people from being drawn into terrorism.

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Members of staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

**Bullying**

Our Policy on bullying is set out in our anti-bullying policy and is reviewed annually by the Management Committee.

**Physical Intervention**

Our policy on physical intervention is set out in a separate document and is reviewed annually by the Management Committee.

12. SAFE SCHOOL, SAFE STAFF

Many of our learners would have difficulty in talking about these issues and most lack the vocabulary for this. Members of staff will need to be sensitive to the learners’ preferred style of communication and their individual special needs if we are to be able to provide a safe environment for our learners. When engaging with learners all members of staff must be aware of the potential for misinterpreting our learners’ efforts to raise a safeguarding or child protection concern or issue.

Members of staff working in a one-to-one situation with a learner should ensure that they are positioned so as to be visible and audible to other members of staff where there may be a possibility of misinterpretation of their interaction with a learner.

Members of staff are informed about counselling and/or giving advice to children/ young people about sexual matters through the school policy on sex and relationships education.

Members of school staff are familiar with the Signs of Abuse.

Members of school staff are aware of legislation such as the All Wales Protocol for the Management of Young People Engaged in Sexually Harmful Behaviour and the Child Sexual Exploitation Safeguarding Guidance from Welsh Government, and the HM Government – Prevent Duty Guidance: for England & Wales (guidance for specified authorities in England & Wales on the duty in the Counter-Terrorism and Security Act 2015.

Members of staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all learners. Sensitive and supportive handling of these issues, whilst affirming that the learners in our care are our first priority, will help maintain this working relationship.

All members of staff are required to complete a Disclosure and Barring Service (DBS) check, which has replaced the Police Records search, prior to taking up their appointment, and to sign a declaration regarding convictions relating to the harm of children during their application process. Members of staff who deliberately seek to mislead the school in respect of this will be subject to dismissal.

Where a member of staff is subject to an accusation of abuse, this will be fully investigated under the school’s disciplinary procedures and Wales Safeguarding Procedures, Section 5. Advice should also be sought from a Senior Officer in Education Services and Conwy’s Education Designated Safeguarding Lead. Any suspected or alleged abuse must be reported to Children & Family & Safeguarding Service or the Police.

**13. Allegations made against Members of Staff**

Where the concerns relate to cases of suspected abuse or allegations of abuse against staff, the process is set out in the Disciplinary and dismissal procedures for school staff and the Wales Safeguarding Procedures.

All staff understand and would follow the procedures if an allegation is made against any member of staff and in the case of the Head Teacher, would alert the Social Inclusion Manager.

14. **SAFER RECRUITMENT**

The school is committed to the principles of safer recruitment and, as part of that, adopts recruitment procedure that help deter, reject and/or identify people who might pose a risk to children. Safe recruitment process are followed as per the Welsh Governments Keeping Leaners Safe Guidance.

The school will ensure that safer recruitment processes are robust in terms of DBS, risk assessments, publicity materials, recruitment website, advisements, candidate information etc. The school will adhere to the Local Authority Recruitment Procedures and the Welsh Government Safer Recruitment Guidance.

Policy recommended and endorsed by:

Gwyn Owen (Headteacher)

Named Designated Senior Persons for the School –

Katie Dickson

Kelly Marfell

Tommy Bell-Hughes

Management Committee member with responsibility for Safeguarding- Sian Pineau

Safeguarding Co-Ordinator for Education Services – Sian Pineau