



REDHILL

PREP SCHOOL & MONTESSORI NURSERY

SAFEGUARDING & CHILD PROTECTION POLICY

Introduction

For this policy the 'School' refers to the Redhill Preparatory School and all buildings and land that it occupies.

The School accepts that it is the responsibility of every adult to protect children from abuse. All children have a right to be protected from all forms of abuse and discrimination and to be treated equally regardless of age, gender, racial origin, culture, religious belief, language, disability or sexual identity.

There are three main aspects of this policy:

- *Prevention* of abuse through our teaching and the pastoral support offered to pupils.
- *Procedures* for identifying and reporting cases, or suspected cases, of abuse. (Teaching and non-teaching staff are well placed to observe signs of abuse because they are working closely with pupils).
- *Support* to pupils who may have been abused, a cause for concern or are vulnerable.

Our policy should be read in conjunction with Welsh Government guidance document no: 283/2022 Keeping Learners Safe.

<https://gov.wales/sites/default/files/publications/2022-04/220401-keeping-learners-safe.pdf>

In 'Keeping Learners Safe', the Welsh Government defines safeguarding and promoting the welfare of children as:

"Protecting children from abuse and neglect, preventing impairment of their health or development and ensuring that they receive safe and effective care to enable them to have optimum life chances"

This policy applies to all staff and volunteers at Redhill School: both teaching and support staff. It also applies to the Proprietor. Additionally, this policy applies to all occasional workers, volunteers and contractors. All adults on school site must be aware of this Safeguarding Policy as any adult, as well as teachers/assistants, can be the first point of disclosure for a child.

In Redhill, the Headteacher **Mr Adrian Thomas is the Designated Safeguarding Lead (DSL)** and retains overall responsibility for Safeguarding and Child Protection. The DSL is supported by two **Deputy DSL (Mrs Kate Morgan and Mrs Vicky Hammett)**. The Director (proprietor) **Mrs Meryl Lovegrove** is also a designated person for the School and any concerns or declarations pertaining to the Headteacher should be directed to her (contact details available via the office).

Redhill Safeguarding Team Contact Details

Adrian Thomas, Headteacher, DSL head@redhillprepschool.co.uk

Kate Morgan, Deputy Designated Safeguarding Person km@redhillprepschool.co.uk

Vicky Hammett, Deputy Designated Safeguarding Person vh@redhillprepschool.co.uk

The safeguarding Proprietor is Meryl Lovegrove and she is the recipient of the annual safeguarding report from the DSL team.

Aims

The School recognises the importance of a partnership between home and school, but where issues of child abuse or suspected child abuse arise, our first and only responsibility is to the child. We may not be able to prevent child abuse but by following child protection procedures and creating a culture where safeguarding is everyone's responsibility, we will try our best to protect all our children and this is our prime objective.

Legislative and Guidance Framework

This policy sets out Redhill Preparatory School's arrangements to safeguard and promote the welfare of pupils. It is rooted in our statutory duty under section 157 of the Education Act 2002 and the Children Act 2004, which requires us to give due regard to Welsh Government guidance *Keeping Learners Safe* (283/2022). The safety and protection of children is of paramount importance to everyone at Redhill, and this policy reflects the requirements of relevant legislation, national procedures and Welsh Government guidance.

The following legislation and guidance underpin our safeguarding practice:

Key Legislation

1. Social Services and Well-being (Wales) Act 2014: Working Together to Safeguard People (latest updates 2022)
2. Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020
3. Education and Training (Welfare of Children) Act 2021
4. Additional Learning Needs and Education Tribunal (Wales) Act 2018
5. Children and Families (Wales) Measure 2010
6. The Education Acts
7. The Children Act 1989 and 2004
8. Safeguarding Vulnerable Groups Act 2006
9. The Protection of Freedoms Act 2012
10. The Independent School Standards (Wales) Regulations 2004
11. Education (Independent Schools) (Unsuitable Persons) (Wales) Regulations 2009

Key National Guidance & Procedures

1. Keeping Learners Safe (Welsh Government, 283/2022)
2. Wales Safeguarding Procedures (2019) and All Wales Practice Guides on Safeguarding Children
3. Rights, Respect, Equality: Statutory guidance on challenging bullying (2019)
4. Safeguarding Children in Education (DfES/009/2014)
5. Working Together to Safeguard Children (HM Government, 2015)
6. Safeguarding children in education: handling allegations of abuse against teachers and other staff (2014)

7. Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies (2020)
8. Whistleblowing in Schools: Procedures and Model Policy (2023)
9. Working Together to Safeguard People: Information sharing to safeguard children (2019)
10. Inclusion and Pupil Support (2016)
11. Practical Approaches to Behaviour Management in the Classroom
12. Reducing Restrictive Practices Framework (2022)
13. Safe and Effective Intervention: Use of reasonable force and searching for weapons (2013)
14. Safeguarding Children from Online Abuse (2021)
15. Welsh Education Digital Standards and Keeping Safe Online materials on Hwb
16. Respect and Resilience: Developing Community Cohesion (2016)
17. Estyn Guidance for the Inspection of Independent Schools
18. What to do if you're worried a child is being abused (2015)
19. DBS Referrals Guidance (latest updates)
20. Prevent Duty Guidance (2023), including *Channel Guidance* and *Prevent duty guidance for those with safeguarding responsibilities*
21. The use of social media for online radicalisation (2015)
22. Teaching Online Safety in School (2023)
23. When to call the police: guidance for schools and colleges (NPCC)

Support

We recognise that children who are at risk, suffer abuse, neglect or witness violence may be deeply affected by this. School may be the only stable, secure and 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 school recognises that any pupil who is currently or previously 'Looked After' by the Local Authority is still extremely vulnerable and may require additional support and monitoring.

The school will endeavour to support the pupil/child through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school's behaviour policy is aimed at supporting vulnerable pupils in the school and a separate behaviour policy for the nursery. All staff will agree on a consistent approach that focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school and nursery will endeavour to ensure that the pupil/child knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies who support the student such as Children's Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- Keeping records and notifying Children's Services as soon as there is a recurrence of a concern.

Roles and Responsibilities

The Role of the Local Authority

The Local Authority has responsibilities at three levels: strategic, support and operational. On a strategic level Pembrokeshire County council will plan, co-ordinate services and allocate resources working in partnership with other agencies. At this level, the council will:

- Work with other agencies to put in place and support effective partnership working including cross border processes.
- Allocate resources to enable educational settings and local authority staff can discharge their responsibilities for safeguarding children satisfactorily.
- Liaise with the appropriate diocesan authorities in respect of arrangements for safeguarding children in aided schools in Pembrokeshire.
- Monitor the compliance of maintained schools using the guidance listed in Section 2 Legislative Framework above.
- Bring any deficiencies to the attention of the governing body of the school/setting and give advice as to how to remedy deficiency.
- Take action to resolve any inter-agency problems.
- Play a full part in case reviews in accordance with Chapter 10 of the Safeguarding Children: Working Together Under the Children Act 2004.
- Disseminate information about relevant findings from case reviews to designated staff for child protection in the authority and maintained schools.
- Allocate resources to support the work of the Safeguarding Children Board.
- Ensure that a senior officer represents the authority on the Safeguarding Children Board.
- Through the work of the Safeguarding and Quality Assurance Unit ensure that all internal and external educational providers fulfil their responsibilities in safeguarding children.

On a support level Pembrokeshire County Council will endeavour to ensure that the governing body of all schools and further education institutions, the Head Teacher and proprietors of independent schools and other partnership agencies providing services for children and families:

- Are aware of their responsibilities for Child Protection
- Are aware of their responsibilities to Looked After Children in Pembrokeshire.
- Have appropriate guidance and support available from the Pembrokeshire Children's Services. Safeguarding Unit/Team, facilitated by the Designated Education Safeguarding Officer.
- Have access to a programme of appropriate training.
- Have flowcharts and procedures to follow in line with the Wales Safeguarding Procedures.

On an operational level Pembrokeshire County Council will be responsible for promoting the safety and welfare of children in the following circumstances:

- Children excluded from school, or who have not obtained a school place (for example children in Pupil Referral Units).
- Children with complex medical needs and specific or additional learning needs.
- home educated children.
- Children subject to Child Protection Plans.
- Looked After Children; and
- Children who are educated outside of Pembrokeshire.

Pembrokeshire Children's Services Duty Social Worker can be contacted as follows: Phone: 01437 776444

The Role of the Proprietor:

The Proprietor has a responsibility to ensure that:

- The school has an effective Child Protection/Safeguarding policy in place (and act as a critical friend to ensure the School's culture of safeguarding is strong).
- Review the annual Safeguarding Report.
- The policy is reviewed annually and is made available to parents and/or pupils on request.
- The school follows recommended procedures and guidelines for dealing with allegations of misconduct against members of staff, including child protection allegations, in line with PCC policy and WG guidelines.
- The school operates safe recruitment procedures and ensures that all appropriate checks are carried out on all new staff and volunteers including governors in line with policy, legislation and WG guidelines.
- The school has designated senior members of staff who are appropriately trained to take lead responsibility for dealing with child protection.
- The Headteacher and all staff and volunteers undertake appropriate safeguarding training.
- The school keeps appropriate records that enable the efficient and effective response by the school to concerns over the wellbeing and safeguarding of pupils, supporting preventative action and enabling issues to be identified where they may be escalating or worsening, from an original known point.

The Role of Headteachers

Headteachers have a responsibility to ensure that:

- Safeguarding/child protection policies and procedures adopted by the governing body or proprietor are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers understand the procedures for and are supported in raising concerns regarding children in their care.

The Role of the Designated Safeguarding Lead in Schools

The Designated Safeguarding Lead Person (DSL) for safeguarding fulfils an essential role in developing and implementing policies that help to protect children from all forms of abuse and create a safe school environment. The designated person should:

- Take lead responsibility for managing child protection/safeguarding issues and cases.
- Promote the interests of Looked After Children in their school.
- Be a member of the school's management team.
- Take responsibility for the school's child protection practice, policy, procedures and professional development.
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences and core groups, and the submission of written reports to such meetings.

Training

The School will be aware of national and local training requirements and guidance, which will include local Safeguarding Children Board guidance, advice and training opportunities.

All staff, whether permanent or temporary, and volunteers who work with children shall, as part of their induction be given access to this policy, the Code of Conduct and the name and contact details of the DSL when they start work. They shall receive basic training from the safeguarding team which will be updated every year at INSET. All staff will be regularly updated during the year as appropriate from the designated person.

Staff working in key pastoral roles will develop safeguarding expertise through keeping informed by updates from the safeguarding team and where possible training opportunities. In Appendix A there is a checklist of signs and symptoms of abuse that staff can refer to for guidance.

DSLs evidence their on-going professional development in respect of safeguarding and child protection through undertaking regular refresher training in addition to other specialist learning or training events.

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

The Director (proprietor) will be offered opportunities for more specific training.

Child Abuse & Specific Safeguarding Issues

Child abuse and particularly child sexual abuse can arouse strong emotions in those facing such a situation and it is important to understand those feelings and not allow them to interfere with your professional judgement. Child abuse may come to light in several ways:

- A child may tell you what has happened to them.
- From a third party (e.g. another child).
- Through the child's behaviour.
- A suspicious, unexplained injury to the child.

Significant harm Section 31(10) of the Children Act 1989 states that "where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child". All those who have contact with children should be able to recognise, and know how to act upon, evidence that a child's health or development is or may be being impaired especially when they are suffering or at risk of suffering significant harm.

These notes are intended to provide a guide to help you identify signs of possible abuse and know what action to take in such cases. **In Appendix B: To record and report a concern or an incident to the DSL**

The Main Forms of Abuse

Physical Abuse

The hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child whom they are looking after. Giving children alcohol, inappropriate drugs or poison is classified as physical abuse.

Sexual Abuse

Forcing or enticing a child or young person to take part in sexual activities, whether the child is aware of what is happening or not, including:

- physical contact, including penetrative or non-penetrative acts;
- non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities; or
- encouraging children to behave in sexually inappropriate ways.

Emotional Abuse

The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional and behavioural development.

Neglect

The failure to meet a person's basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person's well-being (for example, an impairment of the person's health or, in the case of a child, an impairment of the child's development).

Abuse in all its forms can affect a child of any age. The effects can be so damaging that they may follow an individual into adulthood.

Identifying Signs of Possible Abuse

Recognising abuse is not easy, even for individuals who have experience of working with child abuse. Most children will receive cuts, grazes and bruises from time to time, and their behaviour may give reason for concern. They may well be reasons for these factors other than abuse, but any concern should be immediately discussed with a senior colleague to assess the situation.

The school recognises that it has a responsibility to ensure that in safeguarding all pupils it must consider the unique needs of certain members of its pupil body. This can include pupils with special educational needs or pupils for whom English is a second language. The school will ensure that each pupil's needs are considered whenever a discussion takes place and will put appropriate measures in place to ensure that each pupil is comfortable and able to communicate.

Warning signs which may alert professionals to the possibility of abuse can include:

- i. Unexplained bruising, cuts or burns on the child, particularly if these are on parts of the body not normally injured in accidents.
- ii. An injury which a parent or carer tries to hide or for which they might have given different explanations.
- iii. Changes in behaviour such as the child suddenly becoming very quiet, tearful, withdrawn, aggressive, or displaying severe tantrums.
- iv. Loss of weight without a medical explanation.
- v. An inappropriately dressed or ill-kept child who may also be dirty.
- vi. Sexually explicit behaviour, for instance playing games and showing awareness which is inappropriate for a child's age.
- vii. Aggressive and inappropriate play.
- viii. Running away from home, attempted suicides, self-inflicted injuries.
- ix. A lack of trust in adults, particularly those who would normally be close to the child.
- x. Disturbed sleep, nightmares and enuresis particularly if a child has previously been dry.
- xi. Eating problems, including over-eating or loss of appetite.

Remember, the above signs do not necessarily mean that a child has been abused. If you are concerned about the welfare of a child, however, you must act. It is a legal duty, under the Social Services and Well-being (Wales) Act 2014 to inform the local authority if there is reasonable cause to believe that a child is at

risk. Do not assume that someone else will help the child: they might not. Appendix A gives further information relating to symptoms.

Female Genital Mutilation (FGM)

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

- Perform FGM in the UK.
- Assist the carrying out of FGM in the UK.
- Assist a girl to carry out FGM on herself in the UK.
- Assist from the UK, a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

The Act also makes it an offence for UK nationals or permanent UK residents to:

- Perform FGM abroad.
- Assist FGM carried out abroad by a UK national or permanent UK resident – this includes taking a girl abroad to be subjected to FGM.
- Assist from outside the UK for FGM to be carried out abroad by a non-UK person on a girl or woman who is a UK national or permanent UK resident – this includes taking a girl abroad to be subjected to FGM.
- Assist a girl to perform FGM on herself outside the UK, even in countries where the practice is legal.

Any information or concern that a child is at immediate risk of, or has undergone, FGM should result in an immediate child protection referral. This is a mandatory duty. The Wales Safeguarding Procedures (2019) provides advice on safeguarding girls from FGM.

The Home Office has also produced multi-agency guidelines which outline the actions that should be taken by front-line professionals, such as teachers, health professionals, police officers and social workers, to protect girls and women and offer them the support they need.

If you have concerns that a girl or young woman may be taken overseas for FGM then you should immediately raise this concern with the DSL, who will be the Local Safeguarding Officer, or the Foreign and Commonwealth Office.

FORWARD is a UK organisation which provides support, counselling and safe space for girls and women to talk about their experiences. They can also educate and work with families to prevent FGM happening to any other girls in the family.

The NSPCC has a 24-hour helpline for anyone who is worried a child is at risk of or has had FGM. You can call 0800 028 3550 or you can email fgmhelp@nspcc.org.uk.

Notify the DSL if you become aware of:

- A family arranging a long break abroad during the summer holidays, to a country where FGM is known practice.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.
- A child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

Indicators FGM may have taken place

A girl or woman who has had female genital mutilation (FGM) may:

- Have difficulty walking, standing or sitting.
- Spend longer in the bathroom or toilet.
- Appear withdrawn, anxious or depressed.
- Have unusual behaviour after an absence from school.
- Be particularly reluctant to undergo normal medical examinations.
- Ask for help but may not be explicit about the problem due to embarrassment or fear.

The physical effects of FGM can be extremely painful and dangerous.

It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases.

Radicalisation and 'Prevent' Duty

The "Revised Prevent Duty: Guidance for England and Wales" defines extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas." The phrase 'fundamental British values' relates to those national values that are considered to underpin British society and democratic principles. Those values are:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of different faiths and beliefs

In 2011, Welsh Government published guidance 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.

In 2012 the UK Government launched a refocused Prevent strategy. This strategy contained objectives to:

- Respond to the ideological challenge of terrorism and the threat from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

The school will work with statutory safeguarding partners (such as local authorities, the police, the NHS and youth and offender management services) to:

- Identify individuals at risk of being drawn into terrorism.
- Assess the nature and extent of that risk.
- Develop the most appropriate support plan for the individuals concerned.

The school will follow its mandatory duty to refer all concerns to the appropriate agencies.

The Estyn review “Prevent – how well-maintained schools implement their duties under the Counterterrorism and Security Act 2015” published in February 2020 provides further information to support schools, making the following recommendations:

- Include risks to pupils from radical and extremist ideologies in the school’s policies, in particular policies that cover ICT and online safety.
- Record and report all incidents of racist language and racial bullying properly and offer suitable support and challenge to victims and perpetrators.
- Acknowledge that radicalisation and extremism are real risks to pupils in all schools, and ensure that staff training, policies and the curriculum suitably address these risks.
- Ensure that all pupils have a voice and can share with the school any concerns they have about behaviours or expressions of radical or extremist ideas.

Grooming

Our policy is to protect children from any form of sexual abuse. Staff need to be aware of types of behaviours that can be used in the process of grooming.

Grooming may occur over a long period of time. The person may make themselves known, be friendly with a member or all the family. Staff need to go with gut reactions as to what they feel may not be normal interactions. For example:

- Pupil having special attention for no apparent reason.
- Treating pupil more favourably.
- Sharing or encouraging secrets.
- Targeting of more vulnerable pupils.
- Inappropriate jokes, remarks made to or about the pupil.
- Trying to find opportunities to be alone with the pupil.
- Any attempt to contact the pupil directly outside of school.

All suspicions, however small, need to be shared with DSL.

Peer on peer abuse: Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

The school and its staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
- Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.
- Understanding that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

Children with Additional Learning Needs and/or disabilities (ALN) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in children with ALN. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration.
- The potential for children with ALN being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs.
- And communication barriers and difficulties overcoming these barriers.

Children who are lesbian, gay, bi-sexual or transgender (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Forced marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is illegal in Great Britain. It is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. It is important to recognise that it can happen to school-age pupils.

A marriage must be entered into with the free and full consent of both parties. An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter the marriage or not. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they’re bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

In some cases, young people may be taken abroad without knowing that they are to be married. When they arrive in that country, their passport(s)/travel documents may be taken to try to stop them from returning to the UK.

Mental health difficulties resulting in self-harm, suicidal thoughts or behaviour

Childhood should be the happiest time in a person’s life, yet for thousands of children who develop mental illness in childhood or adolescence, the reality can be very different. One in ten (around 850,000) children and young people have a diagnosable mental health condition. These illnesses can have a devastating impact on their physical health, their relationships and their prospects. The challenge often extends into a person’s adult life, with half of all mental health conditions beginning before the age of 14.

We know that people with mental health problems haven’t had the same level of support as those with physical illnesses in the past, while young people with other conditions, such as learning difficulties or long-

term medical conditions, are more likely to experience mental ill health, as are children in care or those who have suffered abuse or neglect in the past.

The school's safeguarding team is vigilant to the range of mental health difficulties which pupils may experience and creates numerous opportunities for pupils to access support, including arranging access to an external counsellor. Some mental health conditions have an increased risk of self-harm and suicidal thoughts or behaviour, which are warning signs that should be passed on. Staff are trained in what signs could indicate a pupil who is struggling with a mental health difficulty, to pass their concerns on to the safeguarding team, so that they may liaise with parents and any relevant external agencies.

Having due regard for the guidance "Responding to issues of self-harm and thoughts of suicide in young people" document no: 249/2019, the following principles will be used by staff when responding to disclosures of self-harm or suicidal thoughts. The school will follow and train staff in the guidance to enable best practice.

- Stay non-judgemental. Don't make the young person feel 'bad'.
- Use neutral terms like 'trying to end your life' rather than 'commit suicide', which implies an offence.
- Treat the young person with respect – don't 'talk down' to them.
- Be patient and give the young person time. Don't pressure them.
- Listen to what they have to say.
- Don't try to use authority to force them to stop any self-harm. Don't threaten or try to coerce them.
- Be aware of body language – eye rolls, folded arms, a cross look, sighs can make a young person seeking help feel like they are wasting your time.
- Be aware of any preconceptions and prejudices you may hold about self-harm and/or suicidal thoughts.
- Don't make assumptions about the young person based on any disclosure. Even if the young person has disclosed self-harm and/or suicidal thoughts before, their reasons and motivation may be different.
- Be honest with the young person about your role and the limits of confidentiality.
- Don't dismiss minor wounds or non-lethal attempts to end life as unimportant. The severity of injury has no relation to the degree of distress that lead to it.
- Use a safe place to discuss self-harm and suicidal thoughts – somewhere private, calm and quiet, where you are unlikely to be interrupted
- Try to make sure you have enough time for a conversation.

Domestic Abuse

The Domestic Abuse Act (2021) provides the first statutory definition of domestic abuse and makes clear that children who see, hear or experience the effects of abuse are victims. The definition covers a range of behaviours, including physical, emotional, economic abuse, and coercive or controlling behaviour.

Domestic abuse can take many forms: intimate partner violence, abuse within families, teenage relationship abuse and even child or adolescent violence towards parents. It affects people of all ages, backgrounds, genders and sexual identities, and can occur both inside and outside the home.

The definition adopted by government is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Abuse can include (but is not limited to) psychological, physical, sexual, financial, or emotional harm.

At Redhill we recognise that children who witness or live with domestic abuse may suffer significant and lasting emotional or psychological harm. They may blame themselves, feel unsafe in their own homes, and in some cases be forced to leave the family environment.

We are also alert to the fact that young people can experience abuse within their own intimate relationships – sometimes referred to as teenage relationship abuse. If one or both parties are under 16, this does not fall within the statutory definition of domestic abuse, but safeguarding procedures still apply. Any young person who is a victim, or indeed a perpetrator, must be supported in line with child protection practice.

County Lines

‘County lines’ describes organised criminal networks that move and supply illegal drugs, most often crack cocaine and heroin, using dedicated phone lines (or ‘deal lines’). Children and vulnerable adults are exploited to carry drugs, store money, and support operations. This exploitation is often enforced through intimidation, coercion, threats, sexual violence, and the use of weapons.

Children may be targeted in schools, public spaces, or increasingly online through social media. One of the key warning signs is a pattern of unexplained absences from school or home.

If staff suspect a pupil may be at risk of, or involved in, county lines activity, a safeguarding referral must be made. Alongside this, the school will work with local services to ensure appropriate support for victims of criminal exploitation.

Child Exploitation – including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

At Redhill we recognise that both CSE and CCE are forms of child abuse. They occur where an individual or group exploits a power imbalance to coerce, manipulate, or deceive a child into sexual or criminal activity. This may be in exchange for something the child needs or wants, for the gain or status of the perpetrator, or through violence or threats.

Exploitation can be carried out by adults (male or female), by groups, or even by other children who themselves may be victims of exploitation. While age is often a factor in creating a power imbalance, other vulnerabilities, such as sexual identity, cognitive ability, learning needs, communication challenges, physical strength, social status or access to resources, can also increase a child’s risk.

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse. A child may be sexually exploited even if the sexual activity appears to be consensual. Exploitation may involve physical contact but can also occur online or through technology. It can affect any young person under 18. It may happen as a single incident or over a longer period, and sometimes without the child’s immediate knowledge – for example, when images or videos are shared on social media.

Child Criminal Exploitation (CCE)

CCE involves coercing, controlling, manipulating, or deceiving a child into criminal activity in exchange for something the child needs or wants, for the benefit of the perpetrator, or through threats or violence. Children may be forced or persuaded to:

- Work in cannabis factories
- Transport drugs or money across counties (“county lines”)
- Shoplift or pickpocket
- Threaten or intimidate other young people

CCE does not always involve direct physical contact and can also be facilitated online. The experiences of girls and boys in criminal exploitation can differ significantly, and indicators may present differently. It is

important to recognise that girls are also at risk of criminal exploitation and that both boys and girls who are criminally exploited may also be at heightened risk of sexual exploitation.

At Redhill, we acknowledge that any child, regardless of their background or circumstances, could be at risk of CSE or CCE, and that these forms of abuse can cause serious and long-term harm to both physical and mental health.

Children Missing from Education (CME)

When a child is not attending school, this may be a sign of underlying safeguarding concerns. Persistent or unexplained absence can be linked to issues such as neglect, sexual or criminal exploitation, mental health difficulties, substance misuse, radicalisation, FGM, forced marriage or domestic abuse.

At Redhill, we treat regular unauthorised absence as a safeguarding concern. Staff must follow school procedures rigorously, paying close attention to repeat cases. Early intervention is vital to prevent risk from escalating.

Where a child's name is removed from the school roll, or where persistent absence meets local authority thresholds, Redhill will inform the local authority and work with other agencies as needed to safeguard the child.

Voyeurism

The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders. It can occur amongst pupils in a school environment.

The school has a detailed Pupil Photography Policy which covers in detail appropriate circumstances for photography, such as for marketing purposes. This largely applies to staff and therefore individual guidance is given to pupils by their form tutors as part of our PSHE programme, educating pupils on e-safety but also their obligations about safe and appropriate use of photographic equipment and camera phones.

Physical Punishment by Parents or Carers

At Redhill Prep we are committed to safeguarding children and ensuring they grow up in a safe, supportive environment. Since 2022, it has been unlawful in Wales for parents, carers, or anyone looking after a child to use physical punishment. This includes actions such as smacking, slapping, hitting, or shaking, but can also cover any other form of discipline that involves the use of physical force.

Research consistently shows that physical punishment can have a negative impact on a child's wellbeing and development. The law now gives children the same protection against assault as adults, and it applies not only to parents and carers in Wales but also to anyone visiting the country.

We recognise that raising children can be challenging, and discipline is sometimes difficult to manage. Redhill Prep promotes positive, non-physical approaches that encourage good behaviour and support healthy relationships. Families can also access guidance and resources through the Welsh Government, which provide practical advice on safe and constructive methods of discipline.

Drugs, alcohol, tobacco and other psychoactive substances

The school has a separate policy which covers the identification of problems related to the above and our approach to safeguarding young people from related harms.

Prevention of Abuse

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

At Redhill we will:

- 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 school whom they can approach if they are worried or in difficulty.
- Include in the curriculum, PSHE activities and opportunities for pupils to gain self-esteem and confidence so they gain the skills to stay safe from abuse or exploitation and to know to whom to turn for help. Both in their own communities and the cyber community.
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly regarding childcare and parenting skills.
- Include in the curriculum material which will help pupils to gain a supportive and caring attitude to others.
- Have robust anti-bullying procedures and respond to every instance of bullying (alleged or suspected).
- To help protect pupils from possible harm, members of staff are asked to take any adult who is unexpectedly looking for a pupil to the School Reception.

Safe use of internet/digital technology

The school recognises that in a modern learning environment, use of the Internet, multimedia devices and digital imaging facilities are part of everyday requirements. However, pupil safety will remain the priority of the school. All pupils have signed our Pupils Acceptable Use of the Internet, parents our Parents Acceptable Use of the Internet and staff the Staff Acceptable Use of the Internet policies.

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by pupils under appropriate supervision. Staff do not access their mobile phones in the classrooms/teaching areas. If any such item that belongs to a member of staff is brought onto school site, it is the responsibility of the staff member to ensure that these items contain nothing of an inappropriate nature. Pupils are not permitted to access items that do not belong to the school.

External Social Networking sites are not permitted in school and are blocked by online filtering software. The school curriculum will include teaching around Internet Safety and safe use of media items. Staff will ensure that any personal use of Social Networking sites does not in any way impinge upon the school or their professional standards. Any concerns regarding a staff member's conduct should be brought to the immediate attention of the Headteacher.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature, the Headteacher should be informed immediately. In consultation with the IT technicians, the Headteacher will ensure that a block is put on all inappropriate material.

Permission for creation of digital or media images

Every parent must be requested to give specific consent for any image of their child to be recorded in school (see Photography Consent Form).

School will issue a further request for permission if there is an opportunity for images to be produced of children that was not specifically listed in the initial permission request.

School will inform parents that they can only record photographic or digital images of children in school-based activities, i.e. school concerts. The school cannot control the use of such images taken by parents after school events and therefore cannot assure other parents of the appropriateness of that use.

Procedures

The procedures followed at Redhill are in line with the Wales Safeguarding Procedures (2019).

The school will:

- Ensure that senior members of staff are designated with the lead responsibility for child protection.
- Ensure that DSLs appropriate training on a regular basis.
- Inform staff and parents of the names of the designated members of staff.
- Have procedures in place to take forward concerns when the designated persons are unavailable.
- Ensure that members of staff are aware of the need to be vigilant for signs of abuse and that they will know how to respond to a pupil who may tell of abuse.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse, the definition of abuse and neglect is attached to this policy (Appendix F).
- Make staff aware that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales laid down in the Wales Safeguarding Procedures (2019)
- Ensure that parents are sent information about the school's Safeguarding and Child Protection policy and procedures.
- Provide appropriate training for staff so that they understand their personal responsibilities, know the school's procedures, are vigilant and know how to support a pupil who tells of abuse.
- Ensure that there are robust physical restraint procedures in place and that all staff are trained accordingly.
- Notify the social services if a pupil on the child protection register is excluded from the school for a fixed term or permanently; or if there is an unexplained absence of a pupil on the child protection register of more than two days duration, or one day following a weekend.
- Maintain links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences.
- Keep written records of concerns about children even when there is no need to refer the matters to social services. These records will include date, event and action taken. These records will be confidential and kept in secure, locked locations.
- Ensure that all staff are DBS checked and that all new staff are checked in accordance with Welsh Government guidance circular "Keeping Learners Safe".
- Designate Governors for Safeguarding. xiv. Act on any concerns about pupils who have been exposed to radicalisation, in accordance with our Radicalisation Policy.
- Ensure that pupils with special educational needs are appropriately provided for and seek immediate support when a concern is raised by or about a pupil with SEN.

When a member of staff sees signs in the behaviour or attitude of a pupil which causes him or her concern, one of the members of staff responsible for Child Protection (DSL/DDSL) must be informed. If, in the judgement of the DSL, a referral needs to be made, they will inform (within 24 hours in writing, or with written confirmation of a telephone referral) the relevant child protection/safeguarding service.

- If an allegation is made against a member of staff, then this must be reported to the Headteacher and at least one member of the DSL team (see Keeping Learners Safe).
- If the cause for concern is the member of staff responsible for Child Protection, either the DSL or Deputy DSL(s), then the member of staff should inform the Director (proprietor).
- If the cause for concern is the Headteacher then the Director (proprietor) should be contacted.
- If urgent action needs to be taken, then the police should be notified at the earliest possible opportunity.

Further information and advice on these matters is available from the DSL. The DSL has the responsibility for raising staff awareness of child protection matters. This will include giving a copy of the Safeguarding & Child Protection Procedure to new staff, undertaking regular evaluations, making current staff aware of changes in the procedure and meeting with new staff to explain and answer questions on the procedures.

Listening to and Supporting the Child

- Don't make promises which you may not be able to keep.
- Don't promise to keep what you have been told a secret as you have a responsibility to disclose information to those who need to know and they may be able to help.
- Remember that the child's welfare is paramount and this must be the most important consideration.
- Listen carefully to any complaint or allegation by the child and tell and show the child that you are taking them seriously.
- Keep questions to a minimum but make sure you are clear about what a child has said so that you can pass on this information to professionals who are trained and experienced in investigating possible child abuse. Do not prompt or ask leading questions.
- Acknowledge how difficult and painful it must have been for them to confide in you and reassure the child, stressing that they are never to blame.
- Stay calm: don't take hasty or inappropriate action.
- As soon as possible after talking with the child make a written record of what the child said, how they were behaving, and what you did in response. Use their exact words if possible.
- Note the date, time, place and names of those present and then sign this record and take it to the DSL as soon as possible after the meeting. Appendix B gives a recording template form and Appendix B2 is a form if a risk assessment is required following a disclosure. All conversations must be recorded on the appropriate forms, promptly, although in some circumstances other means are acceptable if in the interests of accuracy and promptness, e.g. a record on a piece of paper will suffice.

Supporting Staff Who Are the Subject of an Allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Talking to Parents and Carers

When reading this section, it must be remembered that the safety of the child must be paramount. It is possible that a relationship with parents and carers will have been established and as a general principle it is important to be open and honest when dealing with them.

There may be circumstances, however, when it is not appropriate for parents to be informed immediately of the concerns you have, as this may prejudice any investigation and may place the child at even greater risk. Always discuss your concerns first with the DSL (contact with parents should be delayed until advice has been sought from one of the professional agencies who have been notified).

Privately Fostered Children

Under the Children Act 2004, local authorities have a duty to raise awareness of the requirement to notify them about any privately fostered children living in their area. A *private fostering arrangement* is when a child under the age of 16 (or under 18 if disabled) is cared for by someone who is not a parent or a close relative, for 28 days or more, with the arrangement made privately.

The Welsh Government's 2011 guidance *Protecting Children, Supporting Foster Carers: A Toolkit for Dealing with an Allegation of Abuse* supports fostering services and child protection managers in safeguarding privately fostered children.

At Redhill, we recognise our responsibility to inform the local authority of any private fostering arrangements that come to our attention if we are not confident that the local authority has already been notified. Where possible, it is considered good practice to inform foster carers of this referral; however, if doing so is thought to increase the risk of harm to the child, consent is not required.

The Children Act 1989 makes it an offence to fail to notify a private fostering arrangement or to disregard any requirement or prohibition imposed by the local authority. The Act further strengthens the duties placed on local authorities and partners in relation to these arrangements.

Responding to Child Abuse: What to do if you are concerned

Remember that it is not your responsibility to decide if child abuse has occurred, but it is your responsibility to act, however small your concern.

Your first step must be to inform the DSL who will take responsibility for seeking any additional advice and for contacting the local Social Services Department or the police who are trained to deal with such situations and have the necessary legal power to protect the child.

If a DSL is not available, or concerns for the child remain, then you must contact the local Care in Wales office, Social Services Department, the Police or the NSPCC yourself. It is a legal duty (Social Services and Well-being (Wales) Act 2014) to raise a concern if there is due cause to do so. There will be immunity from disciplinary action against staff for "whistle blowing" in good faith.

The agency receiving your referral will take responsibility for ensuring that appropriate investigations are undertaken and the child protected.

The DSL and the main School Office have the contact details of the South & West Wales Child Protection Board/CYSUR. The DSL liaises with the Designated Lead Officer for Safeguarding in Education (Pembrokeshire) and the central referral team as necessary.

Pembrokeshire Child Care Assessment Team: 01437 776444

Referrals

Referrals are made by the DSLs, the Deputy DSLs or by a Level 3 trained member of staff who has informed the DSL or Deputy DSL that they are going to make a referral.

All records are collated (internal referral forms; conversation records and any other relevant information).

In most instances a preliminary discussion will be held between the DSL and the appropriate Children's Services agency. This is to ensure that the correct information that is required, is shared.

A multi-agency referral form will be filled out and submitted. A copy will be held securely in the pupil's safeguarding file, alongside all subsequent documentation.

The DSL or person making the referral may attend strategy meetings relevant to the case. Minutes of these meetings will be taken by a nominated minute-taker and a record will be kept on the pupil's safeguarding file.

Supporting Pupils at Risk

The School will support pupils at risk through:

- The curriculum to encourage self-esteem and self-motivation.
- The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- The implementation of a good behaviour policy.
- A consistent approach which will ensure the pupil knows that some behaviour is unacceptable but that they are always valued.
- A commitment to develop productive, supportive relationships with parents.
- The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- Recognition 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 behavioural problems will need to be particularly sensitive to signs of abuse.
- Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children are vulnerable and in need of considerable support and/or protection.

Safeguarding Information for Pupils

All pupils in our school are aware of staff whom they can talk to and are sensitively encouraged to share their concerns. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

The curriculum, circle time and form time support pupils by informing them of their rights as well as opportunities to share their thoughts and feelings. The school displays Childline posters to enable pupils to access help outside of the school.

The school has a quiet room where support and counselling are provided.

The school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth or view the world as a positive place. School may be the only stable, secure and

predictable element in the lives of children at risk. Nevertheless, whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

Conduct (staff)

The school has outlined in the Appendix C, staff conduct & guidelines on the prevention of allegations of abuse.

Records and Record Keeping

All establishments, organisations and services in Pembrokeshire are required to maintain accurate and relevant child protection/safeguarding records. These records must be kept in a secure place and separate from all other records pertaining to the child. These Child Protection Records should be accessed and maintained by the designated person/s only. Records should be clear, accurate, timed and dated with all actions and decisions recorded.

Information sharing and the transfer of sensitive records is required from time to time, for example when a child transfers to the school or to another school. Secure delivery is used as appropriate and, in some cases, 'in person' delivery where necessary for the proper security of the information being transferred. Each situation is risk-assessed.

Well-kept records are essential in situations where it is suspected that a child may be at risk of harm. The school will:

- Keep written records of concerns about children in line with the Significant Event Record, even where there is no need to refer the matter to social services immediately.
- Ensure all records are kept secure and in locked locations, and that children's files are kept individually in line with the Pupil Information Record system when dealing with an allegation against a member of staff or adult (Appendix E).
- Concerns will be shared with relevant professionals involved with the child, but records will not be available without the authority of the Designate or the Head teacher.
- When a pupil on the Child Protection Register, or a pupil known to Social Services leaves, we will transfer all Safeguarding information to the new school immediately and inform Social Services of the pupil's transfer. The Designated Lead will ensure that the receiving school is fully aware of any Safeguarding concerns and that the file is transferred in a secure appropriate manner. The transfer of records will comply with requirements of the Pembrokeshire LA Retention and Transfer of Safeguarding Records Guidance.
- Adhere to the procedures set out in the Welsh Assembly Government guidance.
- Ensure that recruitment and selection procedures are made in accordance with Welsh Assembly Government guidance circular 34/2002 "Child Protection: Preventing Unsuitable People from working with Children in the Education Sector".

Low-Level Concerns

A *low-level concern* arises where a member of staff's conduct does not reach the threshold of "harm" but nevertheless appears inconsistent with the school's code of conduct or the professional standards expected of adults working at Redhill. It is essential that such concerns are shared promptly. Early reporting helps to:

- Maintain an open and transparent culture that reflects the ethos and values of the school.
- Ensure all adults consistently uphold professional boundaries.

- Allow potentially inappropriate or problematic behaviour to be identified and addressed before it escalates, reducing the risk of abuse.

How concerns should be raised:

- Staff should share low-level concerns with the Designated Safeguarding Lead (DSL) or directly with the Head.
- Where the DSL receives the concern, they must inform the Head without delay.
- Any concerns relating to the Head must be reported to the Proprietor.
- Staff are also encouraged to self-report, for example if they realise that their actions might have been misinterpreted or reflect on an incident where their behaviour may not have aligned with the school's professional standards.
- Concerns about supply staff or contractors will be passed on to their employers so that repeated or emerging patterns of behaviour can be monitored across different settings.

The Head (or a nominated deputy) will look into each concern. This may involve speaking with the person who raised the concern, the staff member involved, and any relevant witnesses.

- Where there is uncertainty about whether the behaviour meets the harm threshold, advice will be sought from the Local Authority Designated Officer (LADO).
- The school may also seek guidance from external safeguarding specialists if required.
- Decisions on next steps will be proportionate to the nature of the concern, whether it can be substantiated, and whether there are indications of a wider pattern of behaviour.
- Support will be offered to staff where needed, with the aim of enabling them to adjust their practice and maintain the standards expected.

The Head will ensure that all low-level concerns are recorded in writing. Each record will include:

- A description of the concern.
- The context in which it arose.
- The name of the individual reporting it (anonymity will be respected where reasonably possible).
- The action taken and the rationale behind this response.

These records will be reviewed on a regular basis to:

- Identify possible patterns of concerning or inappropriate behaviour.
- Decide on further action, including referral to the LADO if the harm threshold is reached.
- Consider whether the records highlight any cultural or systemic issues within the school that require action, such as amendments to policies or staff guidance.

Bullying

Redhill are committed to providing a friendly, caring environment for all our pupils and staff. We are committed to every person and our ethos is positive and inclusive. Bullying, in any form, is contrary to our principles and will not be tolerated. All members of the community have the right to work in a secure and

caring environment. They also have a responsibility to contribute to the protection and maintenance of such an environment.

The school operates a zero tolerance to bullying and carries out Anti Bullying Fortnight initiatives as well as pupil questionnaires, recording and analysis of any incidents. See Anti-Bullying Policies for further information.

Welsh Government guidance, Respect, Equality (2021) and *Keeping Learners Safe* provides information on tackling bullying in schools and the steps to be taken to support children and young people who report bullying outside school. It offers guidance on:

- Bullying around race, religion and culture.
- Bullying involving children with special educational needs and disabilities.
- Homophobic bullying.
- Sexist, sexual and transphobic bullying.
- Cyberbullying – advances in communication technologies, and access to them by children and young people, has required schools to be vigilant and innovative in finding solutions to their misuse (refer to separate cyberbullying policy).

Tackling Hate Crimes and Incidents: A Framework for Action was launched by the Welsh Government in May 2014. The Welsh Government has funded a children and young person's helpline through MEIC Cymru and a National Hate Crimes and incidents Centre through Victim Support Cymru.

Physical Intervention

See Physical Restraint Policies for further information:

As part of our effective Safeguarding procedures, we recognise that there may be rare occasions where physical intervention is necessary. Physical intervention should only ever be used to:

- Maintain the safety of pupils and staff
- Prevent serious breaches of school discipline
- Prevent serious damage to property

Corporal Punishment

Under no circumstances should any form of corporal punishment be used upon a pupil.

Reasonable Force

There may be occasions when circumstances warrant the restraining of a child – holding the child against their will. The law does not lay down precise acts of force which are deemed 'reasonable' in given circumstances. Its use will always depend upon the circumstances. The use of force can be minimised by:

- Creating a calm environment that minimises the risk of incidents
- De-escalating incidents if they do arise
- It is important to communicate calmly with the pupil, using non-threatening behaviour and language, ensuring the pupil can see a way out of a situation. Strategies might include going to a quiet room away from bystanders.
- Restraint is only used when the risks involved in doing so are outweighed by the risks involved in not using force.

Duty to Report Concerns About the Management of Safeguarding

At Redhill, we recognise that children cannot be expected to speak up in an environment where adults are unwilling to raise concerns themselves. All staff and volunteers therefore have a clear duty to report poor or unsafe practice or potential weaknesses in the school's safeguarding arrangements. They must also feel confident that such concerns will be taken seriously and dealt with appropriately.

This duty is part of Redhill's Staff Code of Conduct. Where a member of staff or volunteer reasonably believes there are safeguarding concerns or has worries about the way safeguarding is being managed, they are expected to raise these without delay.

- In most cases, concerns should be reported directly to the Headteacher, who is also the Designated Safeguarding Lead.
- If the concern relates to the Headteacher's own actions or inaction, it must be referred to the Proprietor.
- Any such concerns will be investigated as serious safeguarding matters, and staff will be given feedback on actions taken, as far as appropriate.

If a staff member believes that raising a concern internally is not suitable, or if they have done so and no action has been taken, they should report directly to the local authority's children's services or contact the NSPCC Whistleblowing Helpline for independent advice and support.

Whistleblowing

If they are not happy with how the school is reacting to their concerns, it is their duty to report this. Please refer to our Whistleblowing Policy for further information.

Monitoring and Review

At Redhill, the Headteacher is the Designated Safeguarding Lead (DSL) and has day-to-day responsibility for monitoring the operation of this policy. The DSL provides safeguarding updates to the Proprietor on a regular basis and submits an annual safeguarding report for review.

The Proprietor has overall responsibility for ensuring that safeguarding arrangements are effective. This includes reviewing safeguarding incidents that have arisen, how they were managed, and whether policies and procedures remain fit for purpose.

An annual review of this policy, and the effectiveness with which related duties have been discharged, will be undertaken by the Head and Proprietor. Any weaknesses or areas for improvement identified will be addressed without delay.

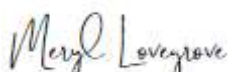
The Proprietor and Head will also consider whether any lessons learned point to wider cultural or procedural improvements, including updates to staff training, codes of conduct, or school policies.

This policy was last reviewed and updated in September 2025. It will be reviewed again by September 2026 at the latest, or earlier should there be significant changes in legislation, guidance, or school circumstances.

Date reviewed: September 2025

Date for next review: September 2026

Person responsible for this policy: Headmaster

Proprietor Signature: 

APPENDIX A

CHILD PROTECTION

CHECKLIST OF SIGNS AND SYMPTOMS OF ABUSE

1. Signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Untreated injuries
- Admitting to punishment that appears to be excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered during hot weather
- Fear of returning home
- Self-destructive tendencies
- Aggression towards others
- Running away

2. Signs of emotional and verbal abuse

- Physical, mental and emotional development lags behind that of others of a similar age
- Admitting to punishment that appears excessive
- Over-reaction to mistakes
- Continued self-depreciation
- Sudden speech disorders
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Running away
- Depression & anxiety
- Compulsive stealing, scavenging

2. Signs of neglect

- Constant hunger
- Poor personal hygiene

- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- No social relationships
- Running away
- Compulsive stealing or scavenging

3. Signs of sexual abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour (thumb-sucking, acting like a baby)
- Complaints of genital itching or pain
- Distrust of familiar adults
- Unexplained gifts (money or kind)
- Anxiety, depression, suicidal thoughts or withdrawal or apparent secrecy
- Wetting, day or night
- Sleep disturbances/nightmares
- Anorexia/bulimia
- Unexplained pregnancy
- Fear of undressing for PE, Games and in the boarding house
- Phobias or panic attacks

Appendix B: To record and report a concern or an incident to the DSL

Recording Form for Safeguarding Concerns

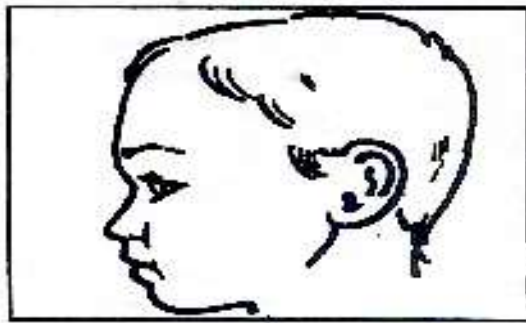
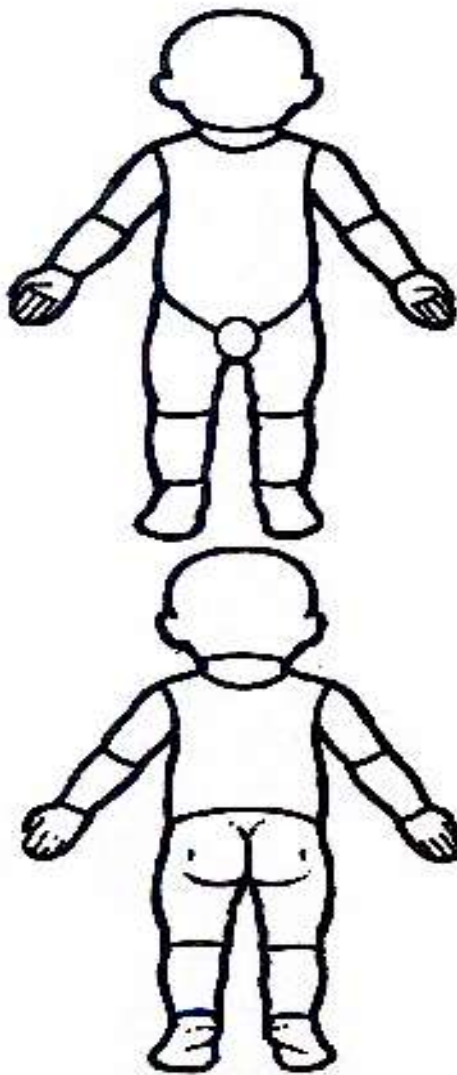
Staff, volunteers and regular visitors are required to complete this form and pass it to [Headteacher / DSL] if they have a safeguarding concern about a child in school.

Information Required	Enter Information Here
Full name of child	
Date of birth	
Class	
Your name and position in the school	
Nature of concern/disclosure <i>Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.</i> <i>[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]</i> <i>[Make it clear if you have a raised a concern about a similar issue previously]</i>	
Time & date of incident:	
Name and position of the person you are passing this information to.	
Your Signature	
Time and date form completed	
Time form received by DSL	
Action Taken by DSL	

Information Required	Enter Information Here
Referral made to Attendance Lead [yes/no, date and time]	
Referral made to police [yes/no, date and time]	
Referral made to CCA Team Pembs SS [yes/no, date and time]	
Referral Made to Other Agency [yes/no, date and time, name of organisation]	
Parents Informed [yes/no, date and time]	
Feedback given to Safeguarding team [yes/no, date and time]	
Feedback given to teacher [yes/no, date and time]	
Feedback given to child [yes/no, date and time]	
Feedback given to person who recorded disclosure [yes/no, date and time]	
Further Action Agreed	
Full Name of DSL	
Signature of DSL	
Date of Signature	

Body Map

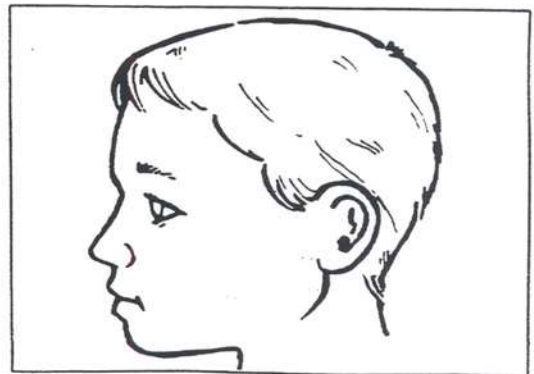
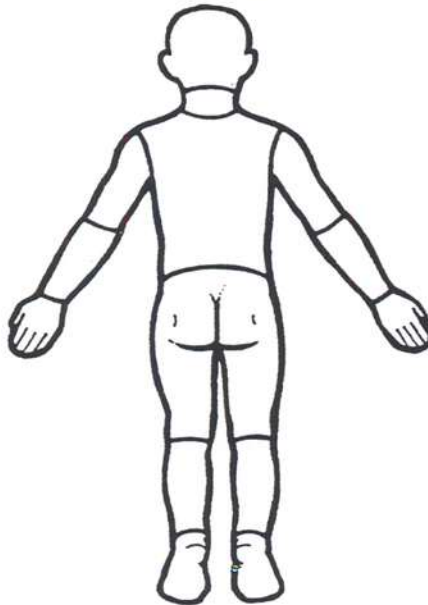
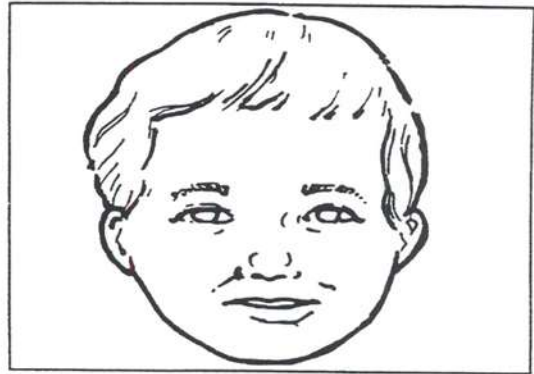
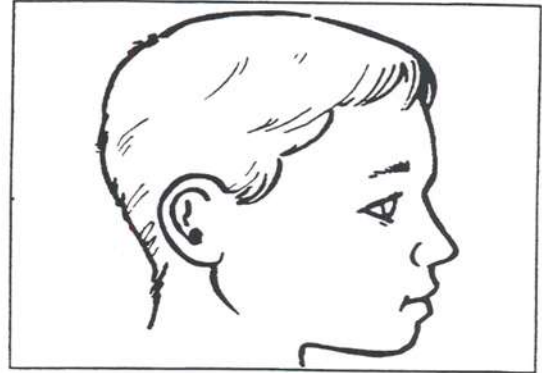
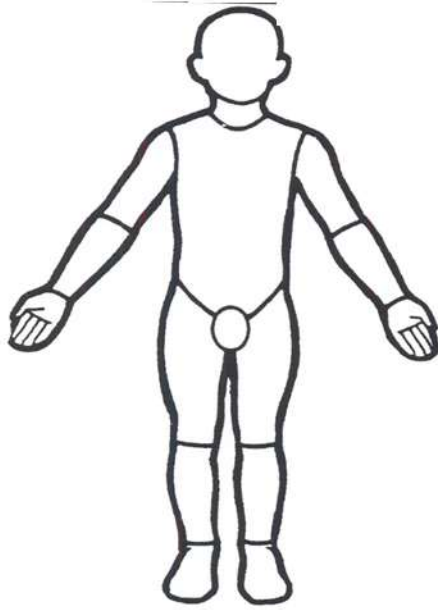
Young Child



Younger child:

Indicate clearly where the injury was seen and attach this to the referral form

Body Map



2

Older Child:

Indicate clearly where the injury was seen and attach this to the referral form.

Appendix B2: To be used in the event of needing to make a risk assessment



Confidential Pupil Risk Assessment

Pupil	
Date and author of assessment (including review dates and frequency)	
Form Tutor	
Parental and key agency contacts	
Overview of concerns (to include child's comments verbatim, clearly list the situation, task being undertaken at the time, how many others present and any environmental factors that contributed, other adults present, how was the incident/event concluded, comments made to the child)	
Who needs to be aware?	
How are these people informed?	
Strategies and support in place	

APPENDIX C – STAFF CONDUCT & GUIDELINES ON THE PREVENTION OF ALLEGATIONS OF ABUSE

This should be read in conjunction with the Employee Handbook

1. Context

Staff working in education settings have a crucial role to play in shaping the lives of young people. They have a unique opportunity to interact with children and young people in ways that are both affirming and inspiring. This guidance has been produced to help adults establish the safest possible learning and working environments which safeguard children and young people and reduce the risk of adults working with them being falsely accused of improper or unprofessional conduct.

This means that these guidelines:

- Apply to all adults working in education settings whatever their position, role or responsibilities.
- May provide guidance where an individual's suitability to work with pupils has been called into question.

2. Curriculum

Staff should be aware that curriculum content can sometimes include subject matter which is sexually explicit or of an otherwise sensitive nature. Care should be taken to ensure that curriculum materials cannot be misinterpreted and clearly relate to the learning outcomes identified for that lesson. Schemes of work should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter which is sexually explicit, or of an otherwise

sensitive nature. Responding to pupils' questions may require careful judgement and staff may wish to take guidance in these circumstances. This means that staff should not enter into or encourage inappropriate or offensive discussion about sexual activity.

Care should also be taken to abide by the School's policy on sex education and the wishes of parents who have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction).

This means that all adults should:

- Have clear written lessons plans.
- Take care when encouraging pupils to use self-expression, not to overstep personal and professional boundaries.
- Be able to justify all curriculum materials and relate these to clearly identifiable lessons plans.
- This means that all adults should not enter into or encourage inappropriate discussions about sexual activity or any behaviours which may offend or harm others.

3. Physical Education and other activities, which require physical contact

a. Some staff, those who teach PE and games or who offer music tuition, for example, will on occasions have to initiate physical contact with pupils to support a child so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's, usually verbal, agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity. This means that staff should:

- consider alternatives where it is anticipated that a pupil might misinterpret any such contact perhaps involving another member of staff or a less vulnerable pupil in the demonstration.
- always explain to a pupil the reason why contact is necessary and what form that contact will take.
- Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Staff must remember:

- Never to touch a child in a way which may be considered indecent.
- To always be prepared to explain actions and accept that all physical contact should be open to scrutiny.
- Never to indulge in horseplay, tickling or fun fights.
- They should not use an object, such as a stick, to make physical contact.
- Physical contact should never be secretive, or for the gratification of staff, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded in writing as soon as possible and given to the Headteacher with a copy placed on the child's file.

This means that adults should:

- Be aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described.
- Never touch a child in a way which may be considered indecent.
- Always be prepared to report and explain actions and accept that all physical contact should be open to scrutiny.
- Not indulge in horseplay.
- Always encourage children, where possible, to undertake self-care tasks independently.
- Work within health and safety regulations.
- Be aware of cultural or religious views about touching and always be sensitive to issues of gender.
- Understand that physical contact in some circumstances can be easily misinterpreted.

4. Trips and off-site visits

These guidelines must apply to residential/non-residential visits. Aspects of Child Protection must be included in the Risk Assessment where appropriate. Always refer to Keeping Learners Safe, 2021.

Particular attention must be paid to:

- When pupils are staying with host families, staff must be aware of any vetting process that goes on in-country and by the local school/agent.
- When pupils are staying in a residential centre/hostel/hotel. Pupils must only stay in accredited, official and recognised venues and must seek assurance that appropriate child protection checks are in place.

5. Internet use

Members of staff are permitted to use portable devices appropriately. The school has clear policies and an Acceptable Users Policy about access to and the use of the internet. Under no circumstances should staff in school access inappropriate images.

Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is behaviour that, if proven, will invariably result in the individual being barred from work with children and young people.

In general a person's private activities, including use of the internet, that does not involve child pornography or other illegal material, will not impinge on his or her suitability to work with children. However, using school or college equipment to access other inappropriate or indecent material, including adult pornography, will give grave cause for concern, particularly if as a result pupils might be exposed to inappropriate or indecent material. Staff should be aware that this would be construed as gross misconduct under the school's normal disciplinary procedures.

No pupil should use a member of staff's personal portable device or have access to the staff shared area.

This means that The School should:

- Have clear e-safety policies in place about access to and use of the internet.
- Make guidance available to both adults and pupils about appropriate usage.

This means that all adults should:

Follow their school's guidance on the use of portable devices.

Ensure that children are not exposed to unsuitable material on the internet.

Ensure that any films or material shown to pupils are age appropriate.

6. One-to-one situations

Every organisation working with or on behalf of children and young people should consider one-to-one situations when drawing up their policies. This includes schools and other education settings.

It is not realistic to state that one-to-one situations should never take place. It is, however, appropriate to state that where there is a need, agreed with a senior manager and/or parents/carers, for an adult to be alone with a child or young person, certain procedures and explicit safeguards must be in place. Adults should be offered training and guidance in the use of any areas of the workplace which may place themselves or children in vulnerable situations.

One-to-one situations have the potential to make a child/young person more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with pupils may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when one-to-one situations are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of pupils and the adults who work with them.

There are occasions where managers will need to undertake a risk assessment in relation to the specific nature and implications of one-to-one work. These assessments should take into account the individual needs of the child/young person and the individual worker and any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent and the Headteacher or other senior colleague with delegated authority.

This means that adults should:

- Ensure that when lone working is an integral part of their role, full and appropriate risk assessments have been conducted and agreed.
- Avoid meetings with a child or young person in remote, secluded areas.
- Always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by.
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create and opportunity for secrecy or the interpretation of secrecy.
- Always report any situation where a child becomes distressed or angry to a senior colleague.
- Carefully consider the needs and circumstances of the child/children when in one-to-one situations.

7. Transporting pupils

In certain situations, e.g., out of school activities or medical emergencies, staff or volunteers may be required to transport children. The Headteacher should be notified of any journeys.

- Staff should not transport children alone, whenever practicable.
- Children should sit in the back of a car only, with seatbelts on.
- This means that the School should have appropriate policies for transporting pupils.

This means that adults should:

- Ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/or ability to drive.
- Be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carer.
- Record details of the journey in accordance with agreed procedures.
- Ensure that their behaviour is always appropriate.
- Ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven.
- Ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned.

8. First Aid and administration of medication

Only staff who are trained should administer First Aid. When administering First Aid, staff should ensure that other adults or children are present, or aware of the action being taken, even in extreme emergency circumstances, whenever possible. Parents should always be informed when First Aid has been administered.

This means that staff should:

- Make other staff aware of the task being undertaken.
- Explain to the child what is happening.
- Ideally, first aid and administration of medicine should be carried out by the medical centre staff. The school adheres to the policies and agreed procedures of its medical centre staff regarding the administration of medication.

This means that school should:

- Ensure staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention.
- Ensure there are trained and named individuals to undertake first aid responsibilities.
- Ensure training is regularly monitored and updated.
- Always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication.

9. Photography, video and other creative arts

Many school activities involve the taking of images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.

Using images of children for publicity purposes will require the consent of either the individual concerned or in the case of under-age pupils, their legal guardians. This means that images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.

This means that staff should:

- Be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded.
- Ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- Ensure that all images are available for scrutiny to screen for acceptability.
- Be able to justify images of children in their possession.
- Avoid making images in one-to-one situations.
- Where possible use school equipment.

It is recommended that when using a photograph the following rules should be followed:

- If the photograph is used, avoid naming the pupil, unless the photograph is to be used by the local press and permission has been given.
- If the pupil is named, avoid using his/her photograph.
- The school establishes whether the image will be retained for further use.
- Images are securely stored and used only by those authorised to do so.
- This means that staff should not take or distribute images of children unless they have the consent of both the child and parents.

This means that adults should:

- Be clear about the purpose of the activity and about what will happen to the images when the activity is concluded.
- Be able to justify images of children in their possession.
- Avoid making images in one-to-one situations or which show a single child with no surrounding context.
- Ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.
- Only use equipment provided or authorised by the school.
- Report any concerns about any inappropriate or intrusive photographs found.
- Always ensure they have parental permission to take and/or display photographs.

10. Showers and changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be a required level of supervision to safeguard young people and satisfy health and safety considerations and to ensure that bullying or teasing does not occur. The supervision will need to be appropriate to the needs, age and gender of the young people concerned. Staff, therefore, need to be vigilant about their own behaviour.

This means that staff should:

- Announce their intention of entering changing rooms.
- Avoid remaining in changing rooms unless a pupil's needs require it.
- Avoid any physical contact when children are in a state of undress.
- Avoid any visually intrusive behaviour.
- Not change in the same place as children.
-
- Not shower with children.

11. Communication with pupils

Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, personal emails, digital cameras, videos, webcams, websites and blogs.

Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with children to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.

They should not give their personal contact details to pupils including personal email, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers.

Personal email or text communications between an adult and a child/young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through websites.

This means that adults should:

- Ensure that personal social networking sites are set as private and pupils (past & present) are never accepted as approved contacts.
- Never use or access social networking sites of pupils.
- Not give their personal contact details to pupils, including their mobile telephone number.
- Only use equipment, e.g., mobile phones, provided by school/service to communicate with children, making sure that parents have given permission for this form of communication to be used.
- Only contact children for professional reasons and in accordance with any school/service policy.
- Recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible.
- Not use internet or web-based communication channels to send personal messages to a child/young person.

12. Social contact

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship, pursuing or strengthening a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that contact could be misconstrued.

This means that staff should:

- Always approve any planned social contact with senior colleagues.
- Advise senior management when regular social contact occurs through activities not linked to school.
- Report and record any situation which, they feel, might compromise the school or their own professional standing.

13. Pupils in distress

There may be occasions when a distressed pupil needs comfort and reassurance. This may include appropriate physical contact. Staff should always remain self-aware to ensure that their contact is not threatening or intrusive and not subject to misinterpretation.

This means that staff should:

- Consider the way in which they offer comfort to a distressed pupil.
- Always tell a colleague when and how they offered comfort to a distressed child.
- Record any situation which may give rise to concern.

14. Intimate Care

This should not be carried out other than by a qualified member of staff.

15. Sexual contact with young people

A young person is classified as under 18 years of age or in full-time (secondary/tertiary) education. Sexual contact with a pupil in school, regardless of age, is a criminal offence as it constitutes a breach of our duty-of-care. Activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Adult behaviour may also involve 'grooming' a child. This can involve an adult conferring special attention and favour upon a child with the intent of sexually abusing him/her at a future point.

This means that staff should not pursue sexual relationships with children and young people either in or out of school.

Avoid any form of communication with a child or young person which could be misinterpreted as sexually suggestive or provocative, i.e., verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact. Sexual behaviour towards and/or developing a sexual relationship between a member of staff with any young person is inappropriate and illegal. This behaviour is considered as gross misconduct and will result in immediate suspension pending investigation.

16. Gifts

Receiving of gifts is essentially inadvisable as it may be inappropriate and in some cases constitute a criminal offence. Of course, there are occasions when children wish to pass small tokens of appreciation to staff at Christmas time or as a thank-you gift. In the context of creating safe working practices it is also inadvisable to give or receive gifts regularly or of any value to individual young people. This could be misinterpreted by the pupil, their parents/carers or other adults. It can be misconstrued as a gesture either to bribe or single out the young person and it might be perceived that a 'favour' of some kind is expected in return. Please see the Staff Code of Conduct for more detail on this area.

This means that staff should:

- Ensure that gifts received or given in situations which may be misconstrued should be declared.
- Not give preferential treatment to any individual young person on a regular basis.
- Ensure that any gifts given as a part of a reward system are small and an accepted part of school practice.

17. Infatuation

Staff need to be aware that it is not uncommon for a pupil to develop an infatuation for a member of staff. Staff should be aware that pupils can be strongly attracted to a member of staff and may develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff. A member of staff who becomes aware that a pupil may have developed an infatuation (for themselves or a colleague) should discuss this at the earliest opportunity with a member of the SLT so that appropriate action can be taken, where necessary.

18. Dress and appearance

It is necessary and wise for staff to consider the manner of dress and appearance appropriate to their professional role as opposed to that which may be adopted in their personal life.

This means that staff should wear clothing which:

- Promotes a positive and professional image.
- Is appropriate to their role.
- May not be viewed as offensive, revealing, or sexually provocative.
- Does not distract, cause embarrassment or give rise to misunderstanding.
- Is absent of any slogans.

Staff who dress or appear in a manner which could be considered as inappropriate or offensive, could render themselves vulnerable to criticism or allegation and should expect guidance from senior staff.

19. Searching

If an investigation or an allegation leads to a decision to search a pupil, her clothes, bags or locks, two staff members must be present while the search is conducted.

Pupils must be asked to empty pockets and bags themselves.

20. Personal Care

Young people are always entitled to respect and privacy and especially when in a state of undress, changing clothes, bathing or undertaking any form of personal care. There are occasions when there will be a need for an appropriate level of supervision to safeguard young people and/or satisfy health and safety considerations. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Adults need to be vigilant about their own behaviour; ensure they follow agreed guidelines and be mindful of the needs of the pupils with whom they work.

This means that all adults should:

- Avoid any physical contact when children are in a state of undress.
- Avoid any visually intrusive behaviour.
- Announce their intention of entering where there are changing rooms.

This means that adults should not:

- Change in the same place as children.
- Shower or bathe with children.
- Assist with any personal care task which a child or young person can undertake by himself/herself.

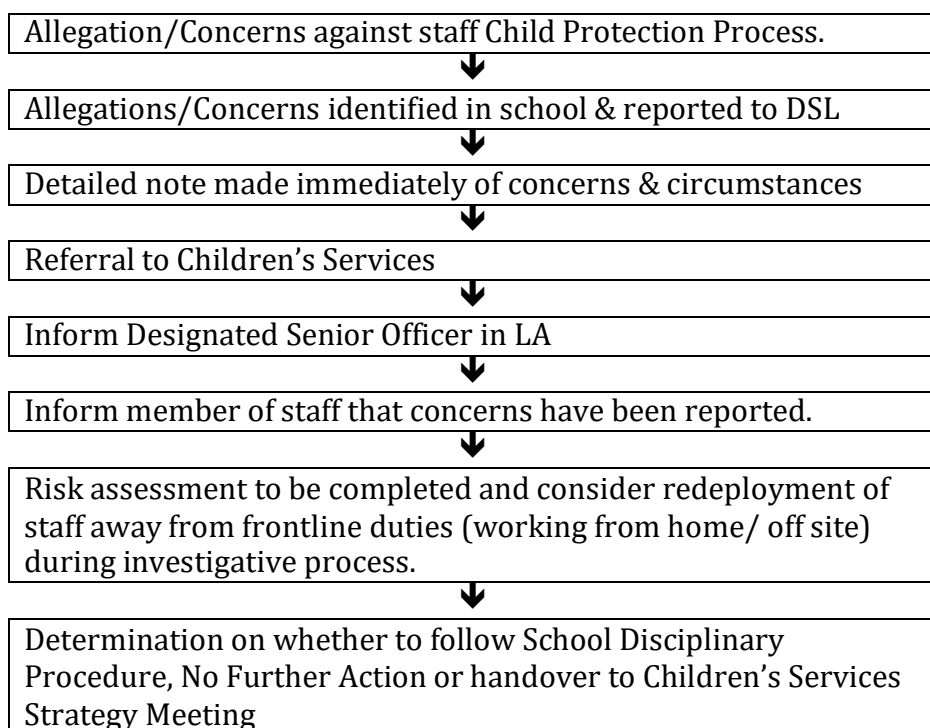
APPENDIX D

DEALING WITH AN ALLEGATION AGAINST A MEMBER OF STAFF OR ADULT

This flowchart should be used as a brief checklist of procedure in the event of an allegation against a professional in school.

Detailed procedures to follow are outlined in All Wales Child Protection Procedures 2008, Section 4. The school also has regard to the guidance contained in the national publication "Disciplinary and dismissal procedures for school staff" Refs 002/2013 & 176/2015.

Responsibilities are outlined in *Safeguarding Children: Working together under the Children Act 2004* – Welsh Government 2007. See also 5.2 v *Safeguarding Children in Education Handling Allegations* and 3.38 *Keeping Learners Safe 2021*



APPENDIX E

Safeguarding Pupil Information Record



Safeguarding Pupil Information Record

Name:

DOB:

Address:

Primary PR Holder:(Parent or Social Services)

Parent's Name:

Parent's Address:

Parent's contact number:

Carer's name (if not residing with Parents)

Carer's Address:

Carer's contact number:

Date of CP Registration:

Date ceased CP Registration:

Child Protection Register Category:

Social Worker:

Contact Number:

Social Services Team Manager:

Additional Notes / Emergency Information:

(e.g. early alert files, files for children causing concern, restrictions on contact, hazards, allergies, medical information or special family arrangements)

1.1 DEFINITIONS OF CHILD ABUSE AND NEGLECT**All Wales Child Protection Procedures 2008**

A child is abused or neglected when somebody inflicts harm or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

1.1.1 Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child whom they are looking after.

Induced or Fabricated Illness may involve exaggerating real illness and symptoms, fabrication of symptoms for example sleep apnoea, seizures, asthma attacks and allergy. Other possible signs include:

- Falsifying signs, tests and records, for example addition of blood or sugar to urine, false temperature records;
- Inducing physical illness, for example poisoning, suffocation, starvation or inappropriate diet;
- Sudden unexpected death of infant or child;
- False allegations of abuse;
- Encouraging or requiring the child to appear disabled, including learning disability and/or obtaining unnecessary specialist treatments or equipment for the child.

1.1.2 Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

1.1.3 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or no penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

1.1.4 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition, neglect may occur during pregnancy because of maternal substance misuse.

1.1.5 Identifying significant harm

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life to protect children. Significant harm is defined in the legislation as ill treatment or the impairment of health and development. It describes the effects of sexual, physical, emotional abuse or neglect, or a combination of different types. Local authorities have a statutory duty under the Children Act 1989 section 47 (1) (b) to make enquiries, or cause enquiries to be made, where they have reasonable cause to suspect that a child who lives, or is found in their area is suffering, or likely to suffer, significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. A single, serious event of abuse, such as an incident of sexual abuse or violent assault, might be the cause of significant harm to a child. However, more frequently significant harm occurs as a result of a longstanding compilation of events, which interrupt, change or damage a child's physical and psychological development. The significant harm resulting from the corrosive effect of long-term abuse is likely to have a profound impact on the future outcomes for the child.

At the time of referral it might not be clear whether a child is in need or is suffering significant harm. The initial assessment should ensure that sufficient information is obtained by social services to make a judgment about the nature of the need and/or harm and what action is required. This requires the sharing of information between agencies, structured assessment and analysis, including taking into account the child's own view about his/her circumstances according to his/her age and understanding. A good assessment is an essential basis for deciding what are the concerns for the child; what needs to change; and which services and interventions are needed to achieve the planned changes.

To understand and establish significant harm, it is necessary to consider:

- The family context.
- The child's development within the context of their family and wider social and cultural environment.
- Any special needs, such as medical condition, communication difficulty or disability that may affect the child's development and care within the family.
- The nature of harm, in terms of ill treatment or the failure to provide adequate care.
- The impact on the child's health and development; and
- The adequacy of parental care.

STAFF GUIDANCE

Guidance for 'The First Step if adult suspects abuse'.

- Where teachers see signs that cause them concern they should seek some clarification from the child (only if age appropriate), with tact and understanding.
- Where another member of the school staff sees signs, he or she should immediately bring them to the attention of the designated teacher/manager so that the necessary clarification can be carried out by the teacher/manager.
- Care must be taken in asking and interpreting the child's responses to questions about indication of abuse.
- Staff should be aware that the way in which they talk to a child could have an effect on the evidence, which may be put forward if there are subsequent criminal proceedings.

Guidance for 'When a Child Tells'

If a child in our care makes a disclosure it is very important for us to make a sensitive and positive response:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is said - abused children rarely lie about the abuse as they have been constantly threatened.
- Reassure the child that they have done the right thing, tell them they are not to blame.
- Listen but leave further questions to the social worker and police.
- Do not ask leading questions.
- Ask open questions, like, "Is there anything else you want to say?"
- Do not criticise the perpetrator; the child may love him/her.
- Empathise but don't tell the child how they feel.
- Explain to the child what happens next and to whom you must talk to.
- Always act on suspicions.
- Keep a written record (verbatim of what has just been said by the child).

Guidelines For Questioning a child/young person

- Never ask leading questions, as this can later be interpreted as putting ideas into the child's mind.
- Do not ask questions that would encourage the child to change his or her version of events in any way or which would impose your own assumptions e.g. "Tell me what happened" as opposed to "Did they do X to you?".
- Listen to the child. Do not interrupt if he or she is freely recalling significant events. Make a note of the discussion to pass on to the designated teacher. The note should record time, date, place and people who were present and what was said. Signs of physical injury observed should be described in detail or sketched. Under no circumstances should a child's clothing be removed.
- Any comment by the child, or subsequently by a parent or other adult, about how an injury occurred should be written down as soon as possible afterwards, preferably quoting words used. Do not give the child undertakings of confidentiality but reassure the child that information will only be disclosed to those professionals who need to know.
- Notes of the discussion may need to be used in any subsequent court proceedings.
- Be sensitive to what a child says, treat it seriously and value what they say.

GUIDANCE - Suggested Safeguarding File Composition

The following guidance from Education Safeguarding is regarding the storage of information in School on vulnerable children and those involved with Social Services. Each child should have an individual file and all information should be in date order with the most recent first, in the following sections:

Safeguarding School File

1.Safeguarding Pupil Information record

2.Chronology of school concerns

3. Correspondence

4. Social Services Minutes – Conference/Core Group Minutes, LAC Review Meetings, Child in Need Planning Meetings

5. School reports for Social Services Meetings – i.e. Case Conference Meetings, LAC Reviews, Core Groups

6. Attendance Data – Registration sheets, EWO involvement

7. Academic Assessment Information – Key Stage Assessments, end of year testing

8. School based additional information e.g. Involvement with Educational Psychology Service, Behaviour Support Service, Additional Learning Needs Service. Copies of Statement of Special Educational Needs, IEP, IBP, PEP, HEART/Restraint

9. School Report

10. Any other information – copies of referrals to other agencies

When a child leaves your school, this confidential information must be securely transferred to the new school and signed for by the new Head Teacher or Designate Teacher. The receiving school must be made aware of the existence of a Safeguarding file prior to the child transferring.

Significant Event Record – factual Observations to include child's comments verbatim

Child's Comments – What did they say, quote their words, do not put asterix instead of swear/difficult words. If you cannot remember exact words, do not use speech marks and state you are being approximate.

Situation and task being undertaken – Where was the incident, what was the child supposed to be doing, was this a usual task/situation for the child to be in, was this something the child would not have experienced before. Were clear instructions given to the child about the expected task/situation.

Others present – How many other children were present, were any involved, what was their contribution to the incident.

Environmental factors – Was there anything about the child's physical surroundings that effected their behaviour?

Other adults present – Do you need to cross reference your account of the incident with anyone else's?

Event/incident conclusion – How did the matter end, what was the child's behaviour like at the end of and after the incident

Adults comments to the child – What words were actually spoken to the child at the end of the incident/event

Not all items above will be relevant for all recordings, just be mindful of the headings and record information that is available, do not feel compelled to 'tick every box'. Recording must be;

Timely – within the same working day, if child protection as soon as practically possible.

Factual – Do not record your opinion, imagine you are a video camera watching the incident, and write a narrative that is descriptive but not overly complicated.

APPENDIX G



Daily Contractor Log

*CP info given to contractors should include name and location of CP designate teacher, and immediate actions required in reporting concerns.

Date

Time In

Time Out

Name

Signature

Company

Reason for Visit

CP info given * (please tick)

Risk Assessment of Contractor (must be completed)

Valid DBS

Disclosure number

Will be accompanied whilst on school site.

Not in areas where lone pupils are.

APPENDIX H

Useful Links and Help lines

Child Care Assessment Team	01437 776444
Out of Hours	0300 333 2222
Adult Protection Coordinator	01437 776651
NSPCC Wales Child Protection Helpline	0808 800 5000
Adult Referrals about Historical Child Abuse Police Public Protection Unit	101 0845 330 2000
Domestic Abuse Helpline (public)	0808 2000 247
All Wales Child Protection Procedures	www.childreninwales.org.uk/areasofwork/safeguardingchildren/awcporg/index.html
Safeguarding Children: working Together under the Children Act 2004	http://new.wales.gov.uk/topics/childrenyoungpeople/publications/guidance/1297522?lang=en
For support/advice on policy and procedure for children in need, child protection, looked after children and training:	Advice only. Safeguarding in Education Manager Cheryl Loughlin 01437 776549 cheryl.loughlin@pembrokeshire.gov.uk

Dates of Staff training and details of course title and training provider

Whole school	Designated Safeguarding Lead	Deputy Designated Senior Person
Child Protection Tier 1 Louise Barrington - Sept 2024 Ashleigh Willars - July 2023 Victoria Hammett - Feb 2025 Lauren Clee - May 2023 Joanne Morris - July 2023 Nina Stewart - Feb 2023 Tatiana Sheremeta - Sept 2024 Glen Stewart - Oct 2024 Lydia Curtis - Nov 2022 Lawrence Wild - Sept 2023 Stephanie Brown - Sept 2024 Amanda Leahy - Sept 2024 Philippa Parry - Nursery Stephanie Hughes - Sept 2023 Heulwen Morse - Jul 2023 Hannah Taylor - May 2023 Sharon Morris - Feb 2025 Scarlet Morris - Apr 2023 Andrea Price - Oct 2022 Child Protection Tier 2 Nina Stewart - Feb 2023 Nursery Tina Annis - Feb 2023 Laura Lewin - Feb 2025	School Adrian Thomas Level 3 Trained Updated 2018 Advanced (Group C) Update Training October 2021 Advanced (Group C) Updated December 2024 Nursery Karen Deluca - April 2025 (Advanced)	Safeguarding Proprietor: Meryl Lovegrove - June 2025 (Advanced) School Deputy: Kate Morgan Advanced Safeguarding Feb 2025 Tier 3 Modules A – Reporting to and attending Child Protection. Jan 2016 B – Safeguarding – Think you know CEOP. Feb 2015 D- Safe Guarding and understanding sex offenders. Nov 2014

Providers of Training – PAVS (Pembrokeshire Association of Voluntary Services) and Pembrokeshire LEA. CPD also through WISC (Welsh Independent School Council).

All staff, teaching and non-teaching, are trained Tier 1.

Induction of volunteers, students sign to confirm the reading of this policy.

All parents are invited to attend Tier 1 training.

See also CPD file

Child protection contact numbers

DUTY SOCIAL WORKER 01437 766444 or 776325 or 776325 OUT OF HOURS 0300 33 2222

If you are unhappy with your response ask for:

The Duty Officer on ext: 6444

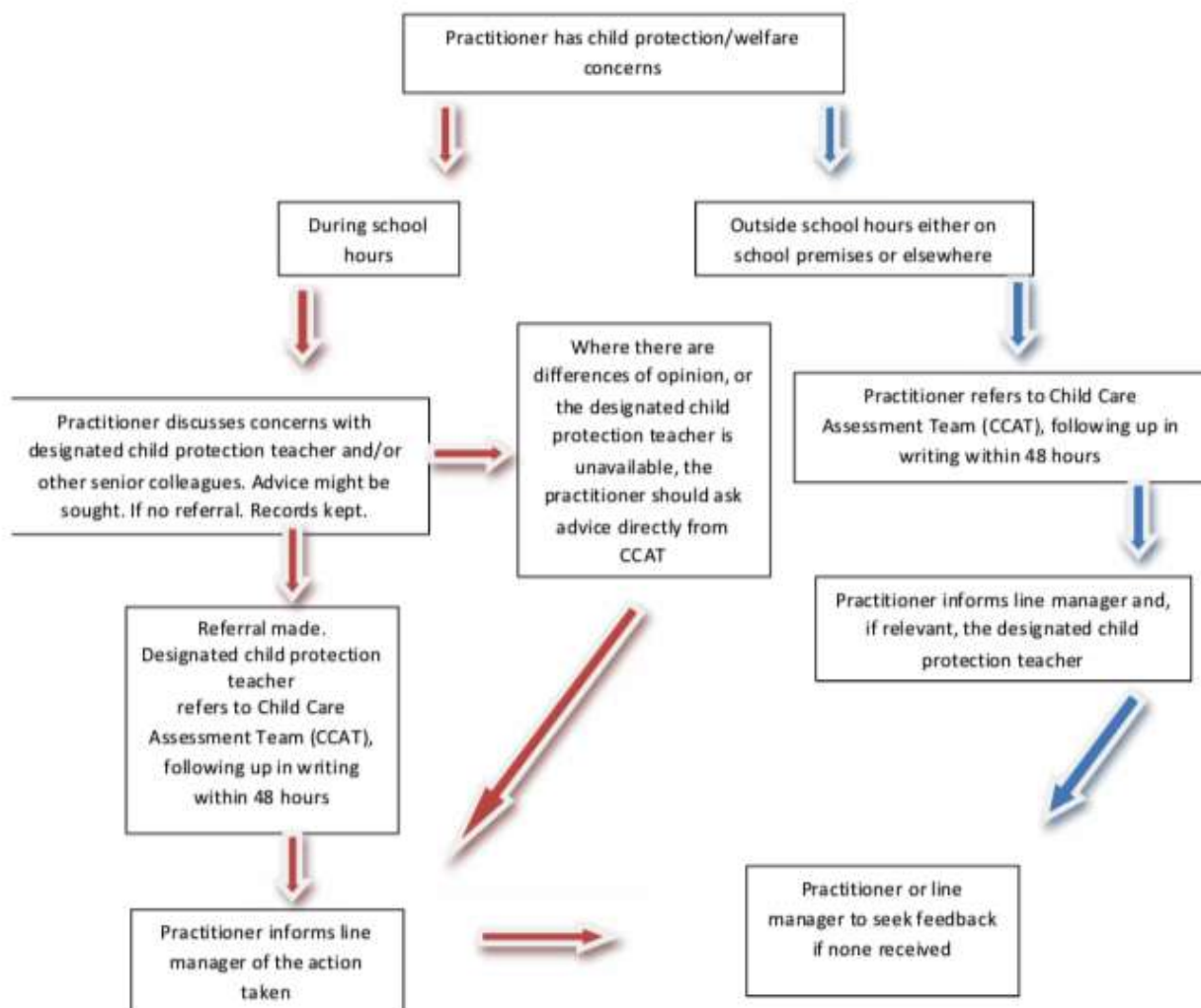
The Duty Managers, on ext: **6688** or on ext: **6324**

The Manager of the Child Care Assessment Team on ext: **6330**

NB: If an instant response is required you need to ring the above extensions direct.

POLICE (Public protection Unit – PPU)

Dial 101 and ask for the Public Protection Unit



Referral routes for child protection