



Policy Document F01-25

Safeguarding Children

1. INTRODUCTION

1.1 The school's primary responsibility is to keep children safe. This policy therefore applies to all staff, governors and volunteers working in the school.

2. AIMS

2.1 This policy aims to:

- a. Prevent abuse through teaching and pastoral support offered to pupils.
- b. Set out procedures for identifying and reporting cases, or suspected cases, of abuse.
- c. Describe the support to pupils who may have been abused.

3. DEFINITIONS

3.1 The definitions of abuse are found in the All Wales Child Protection Procedures and given in Appendix C.

4. THE LAW

4.1 Children's rights at St Teilo's are underpinned by the articles of the United Nations Convention on the Rights of the Child.

4.2 Welsh Government Guidance document no: 275/2021 Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002.

4.3 All registered members must adhere to the Education Workforce Council's 'Code of Professional Conduct'. The Code of Professional Conduct can be accessed online at <https://www.ewc.wales/>.

5. RIGHTS OF THE CHILD

5.1 This policy has its basis in the following missional rights of the child:

- a. Right I - The right to accurate knowledge and information.

- b. Right II - The right to a broad, balanced and purposeful education.
- c. Right III - The right to one's own thoughts and beliefs.
- d. Right IV - The right to independent advice about one's life and future.
- e. Right VI - The right to be as healthy and happy as possible.
- f. Right IX - The right to be safe around adults and other young people.
- g. Right X - The right to be listened to and taken seriously.
- h. Right XI - The right to be treated fairly and not in a cruel way.
- i. Right XII - The right to keep some things private.

6. CONFIDENTIALITY

6.1 Issues of confidentiality need to be understood if a child divulges information about abuse. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, all staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when there are child welfare concerns.

6.2 It is important that each member of staff deals with such matters sensitively and explains to the child that they must inform the appropriate person who will act to keep them safe. Children can be reassured, however, that they will only tell those who need to know in order to be able to help; their situation will not become common knowledge within the school. Be aware that it may have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

6.3 Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the Designated Senior Person and the headteacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file.

7. PREVENTION

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

- a. Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- b. Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- c. Include in the curriculum activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.
- d. Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

8. PROCEDURES

8.1 These procedures should be followed in the event of a child protection disclosure or concern.

8.2 We will follow the All Wales Child Protection Procedures that have been endorsed by the Local Safeguarding Children Board. The school will:

8.3 Ensure it has a Designated Senior Person for child protection who has undertaken the appropriate training. These people are Ms M Matthews (DSP), Miss E Penson (Safeguarding Officer) Mr P Joyce (Safeguarding Officer) and Mr I Loynd (Deputy DSP).

8.4 Recognise the role of the Designated Senior Person and arrange support and training (see Appendix A).

8.5 Ensure every member of staff and every governor knows:

- a. The name of the Designated Senior Person and the designated governor for child protection and their roles.
- b. That they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board.
- c. How to take forward those concerns where the Designated Senior Person is unavailable

8.6 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.

8.7 Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website.

8.8 Ensure all staff undertake any agreed local authority child protection training relevant to their role.

8.9 Provide annual training and verbal reminders as required to all staff, so that they know:

- a. Their personal responsibility
- b. The agreed local procedures
- c. The need to be vigilant in identifying cases of abuse
- d. How to support a child who discloses abuse
- e. Any new child protection issues or changes in procedures

8.10 Notify local social services if:

- a. A pupil on the child protection register is excluded either for a fixed term or permanently
- b. If there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)

8.11 Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters; including attendance at strategy meetings, initial/review child protection conferences and core group meetings together with the submission of written reports to the conferences.

8.12 Keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately.

8.13 Ensure all records are kept secure and in locked locations.

8.14 Adhere to the procedures set out in the Welsh Government circular <http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>

8.15 Ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance 'Keeping Learners Safe' <https://gov.wales/sites/default/files/publications/2022-04/220401-keepinglearners-safe.pdf>

8.16 Designate a governor for child protection who will oversee the school child protection policy and practice (see Appendix B).

8.17 The Headteacher (and, as their authorised representative, the DSP) has a statutory power to undertake searches and confiscations which are reasonable to safeguard children. The school must be mindful that children have a right to respect for their private life under Article 8 of the European Convention on Human Rights. However, the right under Article 8 is not absolute; it can be interfered with, but any interference with this right by the Headteacher (or DSP) must be justified and proportionate. The powers to search and confiscate in the Education Act 1996 are compatible with Article 8 therefore limited searches and confiscations (including of mobile telephones) may be undertaken only when justified and proportionate.

9. MAKING A CHILD PROTECTION REFERRAL

9.1 The DSP (or other such appropriate person) shall telephone:

- a. Cardiff Multi-Agency Safeguarding Hub (MASH) on 02920 536490 in the first instance
- b. Emergency Duty Team (EDT) on 02920788570 out of hours
- c. Cardiff Intake and Assessment (I&A) on 02920 536400 for cases already allocated
- d. Police on 101 in a non-emergency or 999 in an emergency

9.2 The DSP (or other such appropriate person) shall submit a written referral using the Cardiff Multi-Agency Referral Form for Children and Families (Form CP1(MA)) as soon as possible and within 48 hours.

10. DEALING WITH A DISCLOSURE MADE BY A CHILD

10.1 Receive:

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

10.2 Reassure:

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

10.3 React:

- a. You can ask questions and may need to in certain instances. However this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making. Any questions must be open and not leading.
- b. Do not criticise the perpetrator as the pupil may still have a positive emotional attachment to this person.
- c. Do not ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it they may feel that they are not being believed and/or their recollection of what happened may change.

10.4 Record:

- a. Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not rewrite them into the way that adults speak or try to make sense of the structure of what was said. Do not be offended by any offensive language or words used to describe the abuse.
- b. Time and date your notes and do not destroy them in case they are required by a court.
- c. If you are able to do so then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.
- d. Record statements and observable things, rather than your interpretations or assumptions. Distinguish between fact and opinion.

10.5 Final Steps:

- a. Once you have followed the above guidelines, pass the information on verbally immediately to the Designated Senior Person or, in their absence, to the Deputy Designated Senior Person. They will then have a number of options open to

them including contacting the local Social Services Team to seek their advice as to what should happen next.

- b. The Designated Senior Person will be the key contact for Social Services and other statutory partners, such as police. In their absence, the Deputy Designated Senior Person will resume this role. Members of staff should not routinely contact these services independently of the DSP.

11. MANAGING ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN

11.1 In the event of a child protection allegation being made against a member of staff, the person in receipt of that allegation must immediately pass details of the concern to the DSP, who will work with the Headteacher, or in their absence a member of staff with Headteacher responsibilities. The Headteacher will then contact MASH to discuss the next steps in accordance with local arrangements.

11.2 If a potential child protection allegation is made against the Headteacher the member of staff in receipt of that allegation must contact the DSP who, in turn, will contact the Chair of Governors. The Chair of Governors will then contact MASH to discuss the next steps in accordance with local arrangements.

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

12. SUPPORTING THE PUPIL AT RISK

12.1 Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. 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 will endeavour to support the pupil through:

- a. Taking all suspicions and disclosures seriously.
- b. Nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest.
- c. Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- d. Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- e. Keeping records and notifying Social Services as soon as there is a recurrence of a concern.
- f. Storing records securely.

- g. Offering details of helplines, counselling or other avenues of external support.
- h. Cooperating fully with relevant statutory agencies.

12.2 The school will promote positive behaviour strategies aimed at supporting vulnerable pupils in the school. We recognise that some children adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

12.3 The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth.

12.4 The school will liaise with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and advocacy services.

12.5 When a pupil on the Child Protection Register leaves the school, in addition to the standard transfer of information to the new school, the Designated Senior Person for Child Protection will make immediate contact with the Designated Senior Person for Child Protection in the new school in order to inform them that the child is on the Child Protection register and will seek urgent agreement from the Child Protection Conference Chair for the transfer of minutes of Child Protection Conference meetings and Core Groups, together with other relevant Child Protection information, to the new school.

13. REVIEW

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

- a. Changes to Child Protection procedures.
- b. Training undertaken by all staff and governors in the preceding 12 months.
- c. The number of incidents of a Child Protection nature which arose in the school within the preceding 12 months (without details or names).
- d. Where and how Child Protection and Safeguarding appear in the curriculum.
- e. Lessons learned from cases.

STATUS: LIVE

LAST REVIEWED: AUTUMN 2025

APPENDIX A: RESPONSIBILITIES OF THE DESIGNATED SENIOR PERSON (DSP) FOR CHILD PROTECTION

A1 Each school should identify a Designated Senior Person (DSP) with lead responsibility for managing child protection issues and cases. The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant investigating agencies. The role involves providing advice and support to other staff, making referrals to and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the head teacher informed of all child protection issues in the establishment.

A2 The DSP need not be a teacher, but must be a senior member of the school's leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to child protection matters, and where appropriate directing other staff. Dealing with individual cases may be a responsibility of the education welfare officer or other supports, but it is important that a senior member of staff takes responsibility for this area of work.

A3 In many schools a single Designated Senior Person will be sufficient, but a deputy should be available to act in their absence. In establishments which are organised on different sites or with separate management structures, there should be a Designated Senior Person for each part or site. In large organisations, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

A4 The establishment must also make arrangements to cover the role of the DSP when that person is unavailable. In many cases, there will be a deputy DSP in place and larger schools may have a team of staff working together.

A5 The DSP does not have to be an expert in child protection but will take responsibility for the establishment's child protection practice, policy, procedures and professional development working with other agencies as necessary. The head teacher should ensure that the DSP:

- a. Is given sufficient time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description
- b. Has access to required levels of training and support to undertake the role
- c. Has time to attend and provide reports and advice to case conferences and other interagency meetings as required.

Referrals

A6 The DSP should act as a point of contact and a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.

A7 The DSP is responsible for making referrals about allegations of suspected abuse to the relevant investigating agencies. Where these relate to cases of suspected abuse or allegations of abuse against staff, the process is set out in Disciplinary and

Dismissal Procedures for School Staff (002/2013) and Safeguarding children in education: handling allegations of abuse against teachers and other staff (009/2014), published in April 2014.

Record keeping

A8 It is the responsibility of the DSP to keep detailed, accurate and secure written records of children where there are safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails. The school will use MyConcern software to carry out this function effectively and to allow for the transfer of records efficiently to other educational settings.

A9 Where children leave the establishment, the DSP should ensure their child protection file is copied to the new establishment as soon as possible but transferred separately from the main pupil file.

A10 Where children join the establishment, the DSP should ensure their child protection file is received from the previous establishment as soon as possible and will write to the establishment to confirm arrangements.

Raising awareness

A11 The DSP is responsible for ensuring that parents or carers see copies of the child protection policy. This avoids potential for later conflict by alerting them to the role of the establishment and the fact that referrals may be made. Many schools include information about this at induction meetings for new parents and on their website.

A12 It is good practice for the DSP to provide an annual briefing and regular updates at staff meetings on any new child protection issues or changes in local procedures. This ensures that all staff are kept up-to-date and are regularly reminded of their responsibilities, and the school's policies and procedures. The DSP and Safeguarding Officers will discuss safeguarding matters at relevant staff meetings so that awareness remains high.

A13 The DSP should liaise with the Designated Governor for child protection, so that the Designated Governor can report on safeguarding issues to the governing body. Reports to the governing body should not be about specific child protection cases, but should review the safeguarding policies and procedures. It is good practice for the nominated governor and the DSP to present the report together.

A14 The DSP should ensure the establishment's child protection policy is updated and reviewed annually, and work with the governing body or proprietor regarding this. Policy review

A15 As well as the school policy for child protection, there are other policies which have relevance to safeguarding and the DSP may be involved in monitoring the effectiveness of these other policies to ensure the school safeguards its pupils. Other relevant policies include, for example:

- a. Attendance
- b. Behaviour
- c. Staff code of conduct
- d. Anti-bullying
- e. Recruitment and selection

A16 Further support and guidance on the role of the DSP may be obtained from the local authority. The NSPCC also provides helpful resources and guidance.

Child protection and multi-agency training

A17 It is the role of the DSP, working with the head teacher, to ensure all staff and volunteers:

- a. Have access to and understand the school's child protection policy especially new or part-time staff who may work with different educational establishments
- b. Have induction and refresher training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect
- c. Are able to recognise the signs and indicators of abuse
- d. Know how to respond effectively when they have concerns
- e. Know how to respond to a disclosure appropriately
- f. Know that they have a responsibility to report any concerns immediately as they arise

A18 Records should be kept by the DSP of the dates of the training, details of the provider and a record of staff attendance at the training.

A19 In addition to the requirement for the Chair of Governors and the Designated Governor to undertake child protection training, all governors should be given access to safeguarding and child protection training (not just the Designated Governor for child protection) to ensure a basic and consistent level of awareness. Governing bodies are responsible for ensuring the school's policies and procedures for child protection meet statutory requirements and all governors should know what to do if they have concerns about a child.

A20 Teachers should receive training in child protection as part of the course of training leading to Qualified Teaching Status (QTS), but this will need to be reinforced by further training, or refresher training, when they are first appointed. The QTS Standards are a set of outcome statements that trainee teachers have to meet which are linked to other publications and statutory requirements as appropriate. Trainees must be able to evidence that they establish a purposeful learning environment for all children where learners feel secure and confident.

A21 Trainees are also required to demonstrate professionalism to ensure that relationships with learners are built on mutual trust and respect, and to recognise that this will help maximise their learning potential. Trainees are expected to evidence this standard by being able to demonstrate knowledge and awareness of the rights and entitlements of all learners, as laid out in the United Nations Convention on the Rights of the Child (UNCRC) and key Welsh Government policies.

A22 Other staff and governors should receive training when they are first appointed. All staff who do not have designated responsibility for child protection, including teachers, should undertake suitable refresher training at regular and appropriate intervals thereafter, to keep their knowledge and skills up-to-date.

A23 Individual agencies are responsible for ensuring that staff have the competence and confidence to carry out their responsibilities for safeguarding and promoting children's welfare. The LSCB will be able to provide advice on the minimum levels of training required by staff to ensure they are able to comply with locally agreed procedures.

A24 Further information on inter-agency training and development is set out in chapter 11 of Safeguarding Children: Working Together Under the Children Act 2004.

A25 The purpose of multi-agency training is to achieve better outcomes for children and young people including:

- a. A shared understanding of the tasks, processes, principles, and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare
- b. More effective and integrated services at both the strategic and individual case level
- c. Improved communications between professionals including a common understanding of key terms, definitions, and thresholds for action
- d. Effective working relationships, including an ability to work in multidisciplinary groups or teams
- e. Sound decision-making based on information sharing, thorough assessment, critical analysis, and professional judgement.

A26 The DSP should receive prompt training in inter-agency procedures that enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfil their responsibilities. They should also undertake refresher training to keep their knowledge and skills up-to-date.

A27 Other staff should receive training when they are first appointed and undertake suitable refresher training to keep their knowledge and skills up to date.

A28 The revised Becoming a Qualified Teacher: Handbook of Guidance was published by the Welsh Government in January 2014. This reflected recent changes to the initial teacher training (ITT) entry requirements in Section 2 of the document – Requirements for the Provision of ITT Courses. This section provides information for ITT providers on the latest guidance on safeguarding children in education.

A29 To be aware of the school's responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the Prevent Duty Guidance) to safeguard pupils at risk of radicalisation.

A30 To know how to complete a Prevent referral and a Channel Panel referral and how to work in partnership with statutory and non-statutory agencies to seek support for the young person.

APPENDIX B: RESPONSIBILITIES OF GOVERNING BODIES

B1 Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children in accordance with this guidance, and monitoring its compliance with them.

B2 Governing bodies of maintained schools and proprietors of independent schools should ensure that their respective organisations:

- a. Have effective child protection policies and procedures in place that are:
 - i. in accordance with local authority guidance and locally agreed interagency procedures
 - ii. inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.)
 - iii. reviewed at least annually
 - iv. made available to parents or carers on request
 - v. provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs
- b. Operate safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out on new staff and unsupervised volunteers who will work with children, including relevant DBS checks
- c. Ensure that the head teacher and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively, which is kept up-to date by refresher training
- d. Give clear guidance to temporary staff and volunteers providing cover during short term absences and who will be working with children and young people on the organisation's arrangements for child protection and their responsibilities
- e. Ensure that the governing body remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention
- f. Ensure that the designated senior person (DSP) for child protection, the designated governor and the chair of governors undertakes training in interagency working that is provided by, or to standards agreed by, the LSCB and refresher training to keep their knowledge and skills up to date, in addition to basic child protection training.

Designated governor

B3 Identify a Designated Governor for child protection to:

- a. Take responsibility for child protection matters
- b. Ensure the governing body reviews the school's policies and procedures annually
- c. Be the designated governor to maintain contact with the statutory authorities in relation to child protection staff disciplinary cases as set out in Welsh Government guidance Disciplinary and Dismissal Procedures for School Staff (002/2013)

- d. Ensure that the governing body/proprietor undertakes an annual review of safeguarding policies and procedures and how the above duties have been discharged.

B4 While governing bodies have a role in exercising their disciplinary functions in respect of child protection allegations against a member of staff, they do not have a role in the consideration of individual cases which will be investigated under arrangements set out in Safeguarding children in education: handling allegations of professional abuse against teachers and other staff (Welsh Government circular 009/2014 published in April 2014).

B5 Whether the governing body acts collectively or an individual member takes the lead, for the governing body to have an effective policy in place and for the Designated Governor to have confidence in their role, it is helpful if all members of governing bodies undertake relevant child protection training. This ensures they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities. Other useful information on the role of governors in child protection can also be found on the Governors Wales website.

APPENDIX C: DEFINITIONS AND INDICATORS OF CHILD ABUSE

What is child abuse?

C1 Abuse and neglect are forms of maltreatments of a child. A child is abused and neglected when someone inflicts significant harm, or fails to act to prevent harm.

C2 Children may be abused in a family, or in an institutional or community setting, by those known to them, or more rarely, by a stranger. A child is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently does not change their status or their entitlement to services or protection under the Children Act, 1989.

C3 Significant harm is defined in legislation as serious ill treatment or the impairment of health and development of a child, compared with that which could be reasonably expected of a similar child.

C4 Everybody should:

- a. Be alert to potential indicators of abuse or neglect.
- b. Be alert to the risks that abusers may pose to children.
- c. Share their concerns so that information can be gathered to assist in the assessment of the child's needs and circumstances.
- d. Work with agencies to contribute to actions that are needed to safeguard and promote the child's welfare.
- e. Continue to support the child and their family.

Classifications of Abuse

Physical abuse

C5 Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated or induced illness.

C6 Indicators of Physical Abuse:

- a. Unexplained bruising, marks or injuries on any part of the body
- b. Multiple bruises - in clusters, often on the upper arm, outside of the thigh
- c. Cigarette burns
- d. Human bite marks
- e. Broken bones
- f. Scalds, with upward splash marks,
- g. Multiple burns with a clearly demarcated edge.

C7 Changes in behaviour that can also indicate physical abuse:

- a. Fear of parents being approached for an explanation
- b. Aggressive behaviour or severe temper outbursts
- c. Flinching when approached or touched
- d. Reluctance to get changed, for example in hot weather
- e. Depression
- f. Withdrawn behaviour
- g. Running away from home.

Sexual abuse

C8 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

C9 Indicators of Sexual Abuse:

- a. Pain or itching in the genital area
- b. Bruising or bleeding near genital area
- c. Sexually transmitted disease
- d. Vaginal discharge or infection
- e. Stomach pains
- f. Discomfort when walking or sitting down
- g. Pregnancy

C10 Changes in behaviour which can also indicate sexual abuse include:

- a. Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- b. Fear of being left with a specific person or group of people
- c. Having nightmares
- d. Running away from home sexual knowledge which is beyond their age, or developmental level
- e. Sexual drawings or language
- f. Eating problems such as overeating or anorexia
- g. Self-harm or mutilation, sometimes leading to suicide attempts
- h. Saying they have secrets they cannot tell anyone about
- i. Not allowed to have friends (particularly in adolescence)
- j. Acting in a sexually explicit way towards adults

Emotional abuse

C11 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 children that they are worthless or unloved, inadequate, or valued only insofar 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, or the exploitation or corruption of a child.

C12 Indicators of Emotional Abuse:

- a. Neurotic behaviour e.g. sulking, hair twisting, rocking
- b. Being unable to play
- c. Fear of making mistakes
- d. Sudden speech disorders
- e. Self-harm
- f. Fear of parent being approached regarding their behaviour
- g. Developmental delay in terms of emotional progress

C13 Changes in behaviour which can also indicate neglect may include:

- a. Extremes of passivity or aggression
- b. Overreaction to mistakes
- c. Self-depreciation ('I'm stupid, ugly, worthless, etc')
- d. Inappropriate response to pain ('I deserve this')

Neglect

C14 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.

C15 Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; not ensuring adequate supervision (including the use of inadequate care-givers); or failing to provide access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

C16 Indicators of Neglect:

- a. Constant hunger, sometimes stealing food from other children
- b. Constantly dirty or 'smelly'
- c. Loss of weight, or being constantly underweight
- d. Inappropriate clothing for the conditions.

C17 Changes in behaviour which can also indicate neglect may include:

- a. Complaining of being tired all the time
- b. Not requesting medical assistance and/or failing to attend appointments

- c. Having few friends
- d. Mentioning being left alone or unsupervised.

Financial abuse

C18 This category will be less prevalent for a child but indicators could be:

- a. Not meeting their needs for care and support which are provided through direct payments
- a. Complaints that personal property is missing

APPENDIX D: ABUSE OF TRUST

D1 Welsh Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

D2 In the Education Service, all relationships between staff and pupils are founded on trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of trust or influence over the other, by virtue of their work or the nature of their activity. The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power it gives them over those they care for and the responsibility they must exercise as a consequence.

D3 While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal in a relationship of trust, and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.

D4 The Sexual Offences (Amendment) Act, 2000, set out a series of occupations to which the Abuse of Position of Trust laws apply. This includes anyone working in an educational institution.

D5 The primary purpose of the Abuse of Trust provisions is to provide protection for young people aged 16 and 17, who are considered particularly vulnerable to exploitation by those who hold a position of trust or authority in their lives.

D6 Subject to a number of limited definitions, it is a criminal offence for a person, in a position of trust, to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis of their relationship is consensual.

D7 A relationship exists where a member of staff or volunteer is in a position of power or influence over young people aged 16 or 17 by virtue of the work or nature of the activity being undertaken.

D8 The principles apply irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. They apply equally to all, without regard to gender, race, religion, sexual orientation or disability. This is an area where it is very important to avoid any sexual or other stereotyping. In addition, it is important to recognise that women as well as men may abuse a position of trust.

D9 All staff should ensure that their relationships with young people are appropriate to their age and gender, and take care that their language and conduct does not give rise

to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

Whistleblowing

D10 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff must be aware of their duty to report allegations or concerns about colleagues.

APPENDIX E:

GUIDANCE RELATED TO SHARING NUDES AND SEMI NUDES

Taken from: Welsh Government (2020) 'Sharing Nudes and Semi-Nudes, Responding to Incidents and Safeguarding Children and Young People', Guidance 266/2020

Defining 'sharing nudes and semi-nudes'

E1 The terms nude and semi-nudes are used to mean the creation and/or sharing of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps, forums or offline mechanisms, for example: Apple's AirDrop. This may also be referred to as 'youth produced sexual imagery'.

E2 The legal term used to define nude or semi-nude images of children and young people under the age of 18 is 'indecent images of children.' The relevant legislation is captured in the Protection of Children Act 1978 and is amended in the Sexual Offences Act 2003.

E3 There are many forms and motivations for the sharing of such media. Not all motivations are sexually or criminally motivated. Children and young people can be groomed or coerced into sending nude or semi-nude images; however, nude and semi-nude images may be created and shared within consensual relationships or may be received unsolicited.

Contextual considerations

E4 The guidance calls for 'situations to be considered on a case-by-case context, considering what is known about the children or young people involved and whether there is immediate risk of harm' as children should not be 'unnecessarily criminalised' (p.7). Response to such incidents should be guided by 'the principle of proportionality' where the primary concern should be protecting and safeguarding the welfare of all children and young people involved (p. 11).

E5 The National Police Chiefs' Council (NPCC) has made it clear that incidents involving sharing nudes and semi-nudes should be treated primarily as a safeguarding issue, thereby educational settings may respond to incidents without involving the police. However, the police will need to be involved where there is an abuse or aggravating factors and can be accessed via MASH.

E6 The school may use Annex D of the Guidance, which depicts a flowchart for responding to incidents, to guide its practice.

Assessing Behaviour

E7 When considering appropriate action, the DSP will take into account the age and context of the children, using their professional judgement to determine action taken.

E8 Alongside their professional judgement, the DSP will utilise the 'Harmful Sexual Behaviour framework' which considers the spectrum of adolescent sexual behaviours (NSPCC, 2019).

E9 It is important to note that children under 13 are given extra protections from sexual abuse under the Sexual Offences Act, 2003.

APPENDIX F: SIGNS OF EXPLOITATION

F1 Whilst Child Sexual Abuse (CSA), Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are not new concepts, quite the opposite, exploitative practices have adapted to the modern generation, making them more vulnerable to the influence of others who seek to utilise children as a commodity for their own gains. Whilst victims of CSE often have high status and conform to ideals of 'the perfect victim' in that they are viewed as lacking autonomy, being powerless, often female and unwilling, victims of CCE are seen as the opposite and are often viewed by professionals and the media as being complicit or willing participants in their exploitation.

F2 Being alert to early signs of exploitation can prevent significant harm to young people. It is incorrect to assume that only girls are victims of CSE, or that boys are victims of CCE, likewise the indicators of exploitation are not indicative to either gender or form, with the exception of pregnancy.

F3 Barnardo's identify four stages within the grooming and exploitation process on what they term as 'the grooming line':

- i. The targeting stage: The groomer will identify some type of vulnerability within the intended victim. Children with less involved caregivers are seen as more desirable, although all young people are potential victims.
- ii. Friendship forming stage: The groomer gains the victim's trust by gathering information about the child, their needs and how to fill them. They make the child feel understood and valued.
- iii. Loving relationships stage: The groomer may use this phase to fill the void. They may provide alcohol, drugs, somewhere to stay, thoughtful gifts etc. but most significantly, they will make the child feel loved and special.
- iv. Abusive relationship: The groomer will encourage the child to sever protective contacts with family and friends, assuming an protective and understanding position. At this point, when the emotional attachment and trust of the child has been obtained, the groomer will progressively exploit the relationship – whether sexually or through illegal activities.

F4 Signs of exploitation may include the following, but note that they can also be indicative of other forms of abuse:

- a. Missing from home and/or education – often without explanation
- b. Unexplained acquisition of money, clothes, items or high-end branded goods that are atypical
- c. Possession of more than one mobile phone, where the other is significantly older/less functional and/or receipt of excessive texts or phone calls that the child feels they must answer
- d. Reference to 'elders' – older peers – who offer protection, feelings of safety or seem to have a significant amount of influence that you would consider to be controlling.

- e. Reference to staying out overnight in public places, hotels, flats where it is thought there has not been adult supervision. This may include reference to transportation via taxi, with older peers via car or by train
- f. Unexplained hotel key cards, train tickets or references to travel out of the local area without family
- g. Cautious language in relation to discussing friends or locations
- h. Carrying weapons
- i. Substance use: drugs or alcohol
- j. Deterioration in physical presentation – looking unkempt
- k. Reference to sexual, gang, drug or violence related language that is atypical or not age appropriate
- l. Increasingly agitated
- m. Sudden changes in character – becoming very withdrawn or particularly loud or confident
- n. Unexplained injuries – such as bruising or cuts
- o. References to hot spots within the locality
- p. Being fearful or frightened of some people
- q. Reference to elder peers in the community who are known for being exploited or known for peer-on-peer abuse
- r. Inappropriate sexual behaviour or language for the age range
- s. Sexually transmitted infections or pregnancy

APPENDIX H: DEFINITIONS

Exploitation

H1 Child Exploitation Child exploitation is the coercion or manipulation of children and young people into taking part in activities. For example Child Sexual Abuse (CSA), Child Criminal Exploitation (CCE) or Child Sexual Exploitation (CSE).

H2 It is a form of abuse involving an exchange of some form of payment which can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection.

H3 The vulnerability of the young person and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent.

H4 Exploitation includes:

- a. abuse through exchange of sexual activity for some form of payment or gift
- b. abuse through the production of indecent images and/or any other indecent material involving children whether photographs, films or other technologies
- c. abuse through grooming whether via direct contact or the use of technologies such as mobile phones and the internet
- d. abuse through trafficking for sexual or criminal purposes
- e. abuse through taking ownership of individuals property (cuckooing).

H5 Peer-on-Peer Abuse Describes abuse where the victim and the perpetrator of abuse are both young people under the age of 18.

Extremism and the Prevent Agenda

H6 The Channel Panel is a multi-agency panel consisting of Prevent staff from both Cardiff Council and statutory partners including Education, Health, Social Services & a host of other partners.

H7 Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist activity.

H8 Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- a. Identifying individuals at risk
- b. Assessing the nature and extent of that risk
- c. Developing the most appropriate support plan for the individuals concerned

H9 Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental shared 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

H10 Prevent is part of the UK's counter terrorism strategy (CONTEST), to safeguard and support those vulnerable to radicalisation and to stop them becoming involved in terrorism or supporting terrorism.

H11 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

H12 Terrorism the threat or use of serious violence against a person, serious damage to a property, endangering a person's life, creating a serious risk to the health and safety of the public, or serious disruption to the electronic network.

Violence

H13 Domestic Violence is physical, sexual, psychological, emotional or financial abuse where the victim is associated with the abuser.

H14 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ("the 2003 Act"). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

H15 Gender-based violence is violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation, female genital mutilation and forced marriage.

H16 Operation Encompass is an initiative where schools will be contacted by colleagues from the Local Authority Education Department advising of incidents of Domestic Abuse/Domestic Violence within 24 hours.