

Child Protection Policy for the Lifelong Learning Service, Isle of Anglesey County Council

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This document clarifies the procedures for Child Protection in education establishments on the Isle of Anglesey. This **does not** supersede the All Wales Child Protection Procedures 2008.

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Key telephone numbers

Duty desk (9am to 5pm Monday to Friday) 01248 752722

Out of Hours 01248 353551

Introduction

Safeguarding children is a prime responsibility of all agencies.

- The needs of the child are paramount and should underpin all child protection work
- and resolve any conflict of interests.
- All children deserve the opportunity to achieve their full potential.
- All children have the right to be safeguarded from harm and exploitation, whatever their:
 - race, religion, first language or ethnicity
 - gender or sexuality
 - age
 - health or disability
 - location or placement
 - any criminal behaviour
 - political or immigration status
- Responsibility for protection of children must be shared because children are safeguarded only when all relevant agencies and individuals accept responsibility and co-operate with one another.
- Statements about or allegations of abuse or neglect made by children must always be taken seriously.
- The well-being and welfare of the child is of prime concern and it is incumbent upon all those working with children to ensure that their needs are continually monitored and reviewed.

This policy and the associated procedures and guidance provide consistent advice on dealing with potential safeguarding issues.

This policy and the associated procedures and guidance apply to all education staff employed by Isle of Anglesey Lifelong Learning department:

- School based staff
- Department based staff in Parc Mownt
- Education welfare Services
- Peripatetic staff employed by the Department for Lifelong Learning

Key principles for good practice in the care of children and young people

The key principles that underpin this safeguarding policy and guidance for children are found in the Human Rights Act 1998 and the Children Act 2004. They are explained in the documents 'Safeguarding Children: Working Together under the Children Act 2004' and the 'UN Convention on the rights of the child', to which the United Kingdom is a signatory.

The key principles are listed below.

Children:

All children deserve the opportunity to achieve their full potential. They should be enabled to:

- be as physically and mentally healthy as possible;
 - gain the maximum benefit possible from good-quality education opportunities;
 - live in a safe environment and be protected from harm;
 - experience emotional wellbeing;
 - feel loved and valued, and supported by a network of reliable and affectionate relationships;
 - become competent in looking after themselves and coping with everyday living;
 - have a positive image of themselves and a secure sense of identity, including cultural and racial identity; and
 - develop good interpersonal skills and confidence in social situations.
- All staff working with children should:
- treat children's welfare with utmost importance;
 - be alert to potential indicators of abuse and neglect;
 - be alert to the risks which individual abusers, or potential abusers, may pose to
 - children;
 - be aware of the effects of abuse and neglect on children; and
 - contribute as necessary to all stages of the safeguarding process.

Policy Statement

The needs and interests of children and young people is of paramount importance on The Isle of Anglesey and therefore must be put above the needs and interests of all others. Hence, this policy and guidance must have priority over all other policies and advice. The Lifelong Learning Department shall play its part in the safeguarding of children and young people. We shall raise the awareness of our staff, through this guidance and through appropriate training, to potential abuse and neglect.

To implement this policy we will:

- ensure that, through training and development, all staff are aware of the need for safeguarding children, young people and vulnerable adults and are familiar with the procedures to follow when they have concerns;
- follow locally agreed safeguarding procedures and establish links with Local Safeguarding Children Boards (LSCB);
- ensure that staff take positive actions to respond to allegations, suspicions or incidents of abuse;
- ensure education establishments carry out their responsibilities in a manner which safeguards children and young people;
- ensure education establishments have safeguarding procedures in place and that these are both linked or built into locally agreed multi agency procedures; and
- actively work with other agencies to respond to national and local initiatives and to develop strategies that are designed to prevent and/or reduce the risk of abuse/inappropriate care from occurring

CHILD PROTECTION PROCEDURES



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CHILD PROTECTION PROCEDURES

EDUCATION STAFF

All staff in Education Services have an important role in recognising and referring alleged cases of abuse.

Local Authorities have a statutory duty under the Children Act 1989 section 47 (1) 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 (likely means there should be evidence of fact) to suffer significant harm.

SECTION 175 EDUCATION ACT

It is each individual education establishments' responsibility to raise awareness and to ensure staff receive appropriate training and induction. In schools the Designated Child Protection Teacher should take the lead.

The Education Services has a duty to monitor this in all maintained schools and establishments. It is the governors' duty in non-maintained schools, colleges and other establishments. Schools and all other establishments should have a Designated Child Protection Teacher and also a Designated Child Protection Governor to ensure that procedures are in place and are being followed.

All staff and volunteers have a duty to co-operate with other agencies in regards to child protection matters.

DEFINITION OF A CHILD

The Welsh Assembly Government (2007) document '[Safeguarding children: working together under the Children Act 2004](#)' explains that a **child** is anyone who has not yet reached their 18th birthday. 'Children' therefore means 'children and young people' throughout that document. The fact that a child has become sixteen years of age is living independently or is in Further Education, or is a member of the armed

forces, or is in hospital, or in prison or a young offenders institution does not change their status or their entitlement to services or protection under the Children Act.

DEFINITION OF CHILD ABUSE

A child is abused or neglected when somebody inflicts harm, or fails 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. The categories of abuse are as follows:-

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.

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, 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 children, though it may occur alone.

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 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.

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 carer 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 as a result of maternal substance misuse.

SECTION A – IMMEDIATE ACTION (see Appendix C)

ACTION TO BE TAKEN BY ALL SCHOOL BASED STAFF (INCLUDING NURSERIES)

If a member of staff suspects that a child is suffering or is likely to suffer (likely means there should be evidence of fact) to suffer significant harm, the headteacher (or deputy in his/her absence) must be immediately informed of the concern. If a pupil discloses to a member of staff that they are being abused then staff must ensure that they follow the Do's and Don'ts (Appendix D)

1. The headteacher or in his/her absence the deputy headteacher or designated child protection teacher, should inform by telephone without delay, the duty social worker at Children's Services Department.

2. It is important that the referral is made with reference to child protection.
3. Information should be provided about the child's name, address, date of birth, name and address of those with parental responsibility and reasons for the concern.
4. The referral should be confirmed in writing within two days using the form 'Ynys Môn Children's Services Referral Form' (Children's Services). A copy should be sent to the Designated LA Child Protection Officer Jane Marr, marked 'confidential'. If this is e-mailed then the document must be encrypted.
5. If the Education Welfare Officer or School Nurse is available, they may be able to assist with any immediate action required but it remains the headteacher's responsibility to ensure that the action outlined above is taken.
6. The Children's Services should advise what action will be initiated, and must advise the referrer in writing within 10 days, of their decision.
7. The referrer and an Education Services representative will normally be required to attend any resulting child protection conference and must provide a written report whether they are able to attend or not. The report must be based on fact and not opinion or rumour.

PARENTAL CONSENT

Obtaining parental consent should always be considered before making a referral concerning the child with other agencies.

EXCEPTIONS TO THIS INCLUDE

- Where such action may put the child at increased risk e.g. if the child has made an allegation about a parent/carer or other close family member.
- The possibility of threats or coercion.
- The loss of important evidence.
- The child requests that the parent/s are not informed.

Social Services and not the referrer will make the decision if parents should be informed. The reasons for the decision will be fully recorded.

ACTION TO BE TAKEN BY WORKERS IN THE YOUTH SERVICE

FULL TIME YOUTH WORKER

1. The youth worker faced with an emergency situation in relation to alleged child abuse (e.g. a distressed young person who alleges he/she has been abused and who may be a risk by returning home) is required to make a referral to Children's services requesting to speak to the duty social worker. It is important that the referral is made with reference to child protection. If the situation is outside of normal working hours (9-5 Mon-Fri) then the out of hours social service should be contacted 01248 353551.
2. It is important to give clear information including the child's name, date of birth, address, name of parent/carer or others with parental responsibility and clear details of the nature of the allegation.
3. Prior to making the referral the worker should discuss the concern with the named officer for child protection in the Youth Service but if unable to make contact, there should be no delay in referring to Social Services.
4. If the child or young person is likely to be placed at further risk by informing the parent of the allegation then parental permission to refer to Social Services must not be sought (see previous Section for advice).
5. Part 1. Section S1 of the Children Act 1989 states "that the welfare of the child is paramount". Thus removing the concept of confidentiality if a child is suffering, or is likely to suffer significant harm.
6. The initial telephone referral to the Children's Services Department must be followed up within two days with a written referral marked 'child protection' on the appropriate form and a copy sent to the principal youth officer with a copy to the Education Services child protection co-ordinator, if e-mailed then the document must be encrypted.
7. A written response is required from Children's Services and the referrer should expect to receive this back from Children's Services stating the outcome of the referral.
8. The relevant Youth Service representative may be requested to attend any resulting child protection case conference.

PART – TIME YOUTH LEADER AND YOUTH WORKERS/VOLUNTEERS

1. The youth leader faced with an emergency in relation to alleged child abuse should follow the same action as described in the previous section.
2. The local Social Services office has a recorded telephone message out of hours, giving the duty social worker contact number. The social worker will then initiate the appropriate action.

EDUCATION WELFARE OFFICERS, EDUCATION PSYCHOLOGISTS, INCLUSION TEACHERS, PERIPATETIC TEACHERS, TEACHING ASSISTANTS (TAs), SCHOOL VOLUNTEERS AND ANY OTHER EDUCATION STAFF NOT ATTACHED TO SCHOOLS.

1. If the disclosure or concern happens whilst in a school situation, the headteacher should be immediately informed and the school-based procedures should be followed (see Section A).
2. If the disclosure or concern is 'out of the school situation' and the headteacher or deputy headteacher is not available then the same procedures should be followed without delay as described in Section A.
3. The employee concerned should also inform his or her line manager of the action taken and send a copy of the referral form to the Designated LA Child Protection Officer.
4. The referrer should also, at the earliest opportunity, inform the headteacher of the details and action taken.

COLLEGES OF FURTHER EDUCATION

1. If a member of staff suspects that a young person under the age of 18 has been abused or may be at risk of abuse the Designated Child Protection Teacher or deputy in his/her absence must immediately be informed of the concern.

2. The designated child protection teacher should contact the local Children's Services Department (see procedures as for headteacher/designated person for child protection in schools on Section A).
3. In the case of a student still of statutory school age attending the college, the designated person for child protection should contact the local Children's services and then follow the phone call with a written referral on the form 'Ynys Môn Children's Services Referral Form' . A copy of this form should be sent to the Designated LA Child Protection Officer, Anglesey Lifelong Learning Services and also a copy sent to the pupil's residing school.

SECTION B – WHERE IT IS ALLEGED ABUSE HAS TAKEN PLACE INVOLVING A STAFF MEMBER OF A SCHOOL, COLLEGE, ANY OTHER EDUCATIONAL ESTABLISHMENT OR STAFF OF THE EDUCATION SERVICES

1. When it is alleged or suspected that a pupil has been abused by a member of staff, the following procedures should be taken.
2. The headteacher/manager/ or deputy of the Service in his/her absence should be informed immediately.
3. All suspected or alleged abuse must be reported to Children's Services or the Police.
4. **“Agencies must not undertake their own internal enquiries but must refer on as described above. Agencies must not make their own decision about whether a concern that involves a particular member of their own staff is a disciplinary issue or a child protection issue. Such complex considerations should only take place with the involvement of Social Services and the Police”** (All Wales Child Protection Procedures, Part 4)

Advice should also be sought in the first instance from the designated LA Child Protection Officer Jane Marr (01248 752906). If the designated officer is not available then escalate according to the list provided on page 15.

SECTION C – ACTION TO BE TAKEN BY EDUCATION STAFF AND STAFF IN SCHOOLS, COLLEGES OR OTHER EDUCATIONAL ESTABLISHMENTS WHEN CONCERNED ABOUT SITUATIONS NOT COVERED BY SECTION A AND B

1. Occasions may arise when staff are concerned that the normal procedures may not apply or be followed, e.g. if it is alleged that the abuse involves a headteacher, manager or senior member of staff.

In such situations follow then escalate according to the list provided on page 15.

PROFESSIONAL ANONIMITY

Professionals cannot remain anonymous when making referrals, although members of the public are able to request this.

Sir Ronald Waterhouse, in his report 'Lost in Care,' highlights the responsibility of all professionals in respect of child protection :-

“If a child suffers harm and it is found that a member of staff or volunteer had a previous knowledge of that harm or likelihood of harm and failed to report it, then disciplinary action should be considered”.

Contact Procedures

The school needs to ensure that all staff are aware of the procedures for referring and who to contact in different scenarios. Examples are listed below:

Concern regarding a pupil being abused by non school staff

Pupils should be able to approach any member of staff

Member of staff to refer to designated child protection teacher (DCPT).

If DCPT is not available, then Head teacher should be informed, if Headteacher is not available then contact Duty Team Children's services 01248 752722

Concern regarding a pupil being abused by a member of staff

Member of staff with the concern to refer to Designated Child Protection Teacher

If they are not available, then Head teacher should be informed.

If the Headteacher is not available then Designated LA Child Protection Officer Jane Marr 01407 767782/01248 752936 (emergency 07824695240) should be informed and Chair of Governors.

If Designated LA officer not available then escalate your concern:

Senior Officer for standards and inclusion Bethan Morris Jones 07770642817

Head of Learning Delyth Molyneux 01248 752922 (emergency 07917395837)

However this process should not delay the promptness of referring.

Concern regarding a pupil being abused by the DCPT

Member of staff with the concern to refer to the Head teacher

If the Headteacher is not available then Designated LA Child Protection Officer Jane Marr 01407 767782/01248 752936 (emergency 07919003925) should be informed and Chair of Governors.

If Designated LA officer not available then escalate your concern:

Senior Officer for standards and inclusion Bethan Morris Jones 07770642817

Head of Learning Delyth Molyneux 01248 752922 (emergency 07917395837)

However this process should not delay the promptness of referring.

Concern regarding a pupil being abused by the Headteacher

Member of staff with the concern to refer to Designated Child Protection Teacher

If they are not available, then contact the Designated LA Child Protection Officer Jane Marr 01407 767782/01248 752936 (emergency 07919003925) should be informed and Chair of Governors.

If Designated LA officer not available then escalate your concern:

Senior Officer for standards and inclusion Bethan Morris Jones 07770642817

Head of Learning Delyth Molyneux 01248 752922 (emergency 07917395837)

However this process should not delay the promptness of referring.

Concern regarding a pupil being abused by the Headteacher and DCPT

Designated LA Child Protection Officer Jane Marr 01407 767782/01248 752936 (emergency 07919003925) should be informed and Chair of Governors.

If Designated LA officer not available then escalate your concern:

Senior Officer for standards and inclusion Bethan Morris Jones 07770642817

Head of Learning Delyth Molyneux 01248 752922 (emergency 07917395837)

However this process should not delay the promptness of referring.

Duty Team Children's services 01248 752722

The overriding principle is that children should not be placed at risk by discussing with those implemented in the referral. Individual cases are escalated as appropriate. Any situation where there is an immediate risk of significant harm to a child, and where it is deemed that immediate action is required, should be referred to the Police.

APPENDIX A

ROLE OF THE CHILD PROTECTION CO-ORDINATOR/DESIGNATED TEACHER/ DESIGNATED MEMBER OF STAFF

Circular 52/95, 'Protecting children from abuse: The role of the Education Service'

Makes it clear that all schools and colleges should have a designated member of staff responsible for co-ordinating child protection issues and in particular liaison with other agencies. This person also has a key role in monitoring the implementation of Child Protection plans (post child protection registration), in the context of their school facility.

In order to assist schools and other education establishments in defining more clearly the responsibilities expected of the designated person the following details have been outlined. The information is not meant to be conclusive and should be considered within the wider context outlined in Circular 52/95, the ('Working Together' under the Children Act 2004 document). The All Wales Child Protection Procedures and Local Safeguarding Children's Board Local Protocols.

GENERAL CONSIDERATION

Child protection is a serious issue, particularly for those who may be victims, potential victims or involved in support. Frequently situations do not appear to be 'black or white' and tensions often exists between agencies.

It is essential therefore that the person nominated or appointed should have ;

- a) A clear understanding of the importance of child protection and the role of the school or facility in this process.
- b) The ability to communicate effectively with other agencies and the ability to appreciate all relevant perspectives.

- c) The ability to relate well to pupils, parents and colleagues in order to gain their confidence.
- d) Sufficient seniority or recognition within the school/facility in order to act on behalf of the organisation and in some instances bring about change if required.
- e) A willingness to develop awareness of child protection matters, particularly through training and via information available in existing and future guidance.

Specifically the role of the co-ordinator/designated person should include :

Having received training in how to identify abuse and know when it is appropriate to refer a case, together with having a working knowledge of how local children's safeguarding boards will operate and the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so;

Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's services and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff;

Make themselves (and any deputies) known to all members of school staff and ensure those members of staff have had training in child protection relevant to their needs and are able to identify and report any concerns they have to the designated teacher immediately they arise;

Ensure each member of staff has access to and understands the school's Child Protection Policy. This is essential in respect of staff that are perhaps part time or work with more than one school for example Gyrfa Cymru personal advisors or trainee teachers;

Liaise with Headteacher (where this role is not filled by the Headteacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for their role;

Ensure the schools Child Protection Policy is updated and reviewed annually and work with the governing body regarding this;

Preparing an annual monitoring report for the school Governor's and the LA (report form available from the LA Child Protection Co-ordinator)

Be able to keep detailed accurate secure written records of referrals/concerns;

Ensure parents see copies of the Child Protection Policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later;

Obtain access to resources and attend any relevant or refresher training courses and be allowed the necessary time to fulfil this role;

Where children leave school roll ensure that their child protection file is transferred to new school as soon as possible and is kept separate from main school file.

Liaison with other agencies over cases of alleged abuse and through co-operative working including attendance at multi-agency child protection conferences.

Ensuring that the designated child protection Education Service officer is aware of any breakdown in communication or problems with the implementation of local procedures.

Ensuring that ongoing monitoring arrangements exist for children who have been the subject of child abuse concerns and whose names have been placed on the child protection register. This should include notifying children's services and Education Welfare Service of a pupil on the child protection register who is excluded from school or if there is an unexplained absence of more than two days duration from school (or one day following a weekend)

APPENDIX B

ROLE OF THE LEA DESIGNATED CHILD PROTECTION OFFICER

Each LEA is required to have a designated Child Protection Officer – this is currently the Secondary Schools Officer Jane Marr.

This officer is responsible for:

- Being a member of the LSCB sub groups to ensure that information is disseminated to Educational establishments and they are aware of any updates to policies and protocols.
- Arranging training for all education staff
- Supporting schools and offering guidance on any child protection issues
- Monitoring schools in accordance with the WG Guidance

Safeguarding Children in Education - The role of local authorities and governing bodies under the Education Act 2002 (April 2008)

Guidance Circular No: 05/2008

Broad Areas of Responsibility for Designated Local Authority Child Protection Officer.

Monitoring

- procedures and policies compliance in each school;
- schools' designated individuals together with their training record;
- schools' designated governor together with their training record;
- contribution to work of LSCB and quality assurance groups; referrals to Social Services Department (numbers, quality and response);
- level of child protection activity within schools and links to training received;
- attendance at case conferences;
- children on the child protection register;
- compliance with Welsh Assembly Government guidance, LSCB procedures or standards;
- implementation of recommendations of Serious Case Reviews or similar; and
- use of restraint.

APPENDIX D - DISCLOSURE / ALLEGATION OF ABUSE

Should a young person disclose that s/he has been or is being abused, this information must be passed on. If a young person discloses abuse, the staff member should:

DO	DON'T
Listen to the child/young person rather than directly questioning him/her.	Stop a child who is freely recalling significant events.
Encourage the child/young person to allow another person to be present.	Show shock or disquiet.
Reassure the young person that they are not to blame and are right to tell.	Guarantee confidentiality
Inform the child/young person that you will have to pass the information on.	Put words into the child/young person's mouth.
Make a written record of the discussion taking care to record the timing, setting, personnel/other staff as well as what was said.	Be afraid to seek support for yourself from the line manager. However, it is not appropriate because of the high standard of confidentiality that must be maintained in child protection to discuss individual cases with personal friends or acquaintances, who may be able to identify the family concerned.
Be clear about your own position, you work for a Department that has a responsibility to protect children and young people.	Interrupt the child/young person.
Keep any drawings, paintings etc, that the child/young person may do to show what happened to him or her.	Expose the child/young person to mass examination by staff to verify injuries but remain calm and reassuring. Question the child, remember, this task must be undertaken by specially trained professionals.

APPENDIX E

Additional information from the All Wales Child Protection Procedures 2008:

- During the course of an initial assessment, if the Safeguarding team establish that a school age child is not attending school, they should alert the Education/Children's Services Department, and ensure that in the interim, the child is subject to adequate daytime care and supervision arrangements.
- Where a teacher or other member of staff has cause to believe that a child is at risk from, or is the subject of, fabricated or induced illness, the teacher with designated responsibility for child protection should be immediately informed. As with all forms of suspected harm, the *All Wales Child Protection Procedures*' will apply and the designated teacher will take responsibility for making an appropriate referral to Safeguarding team. All evidence relating to the concern should be kept safely as it may be needed to inform decision making or contribute to any consequent investigation.
- Teachers and other school staff should not carry out their own investigations or discuss the matter with the child's parent/caregiver.

APPENDIX F

Documentation from which we should be working:

- The All Wales Child Protection Procedures 2008 distributed by the LEA.
- "Safeguarding Children: Working Together Under the Children Act 2004"
- "Safeguarding Children in Education" Circular 005/2008 April 2008
- All Wales Attendance Framework
- Safeguarding Vulnerable Groups Act 2006: Controlled Activities Wales;
- In Safe Hands: Implementing adult protection procedures in Wales, 2000;
- National Assembly for Wales Circular 34/02 Child Protection: Preventing unsuitable people from working with children and young people in the education service;
- Circular 52/95, 'Protecting children from abuse: The role of the Education Service'

Other relevant policies:

Isle of Anglesey County Council Criminal Records Policy 2011 (Department staff)

Criminal Records Disclosure Policy Isle of Anglesey County Council 2011

(School staff)

Whistleblowing policy 2010

Training programme

The training programme followed by staff within the Education establishments and Lifelong Learning department, of Anglesey County Council is in line with Gwynedd and Mon LSCB guidelines on Continued Professional development (see Appendix 2).

Universal training is currently provided through the use of an e-learning package provide by Educare in conjunction with the NSPCC – Child Protection Awareness Programme which contains four modules:

- Understanding the basics
- Recognising child abuse
- Reporting child abuse
- Good Practice issues

Targeted training for Designated teachers is provided for them every two years by the designated solicitor for child protection (Legal department), the child protection co-ordinator (Children's services) and the duty team leader (Children's services). The main emphasis here is on the law, referral procedures, case conferences, allegations against staff and case studies and what can be learnt.

Staff may also gain access to training offered by the LSCB on more specialist areas if there are spaces available for Education.

Governors have access to yearly training which follows a similar format to the designated Child Protection teacher training.

Appendix 1

MODEL CHILD PROTECTION POLICY FOR SCHOOLS

Child Protection Policy

(School name)...fully recognises its responsibilities for child protection.

Our policy applies to all staff, governors and to volunteers who work with children.

There are six main elements to our policy:

- Ensuring that we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues by ensuring that all staff are fully trained and aware of the procedures to be followed when referring
- Equipping children with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and referring cases, or concerns about abuse.
- Supporting pupils who have been abused in accordance with their agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of their day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to express themselves, and where they are listened to.
- Ensure that the children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

The school will follow the procedures set out in the “All Wales Child Protection Procedures 2008” document:

- Ensure that we have a designated teacher for child protection who has received training and support.
- Ensure that we have a nominated governor for child protection.
- Ensure that every member of staff, volunteer and governor knows the name of the designated teacher for child protection.
- Ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher for child protection.
- Recognise the right of every member of staff and volunteer to “whistleblow” by including clear references to this procedure in training and school documentation.

- Ensure that parents are aware of the responsibility placed on schools and staff in child protection matters by setting out its obligations in the school prospectus.
- Develop effective links with the relevant agencies and co-operate as required with their child protection enquiries.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure records are kept under locked conditions, separately from the pupil's educational records.
- Follow the relevant procedures when an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that pupils who are abused or witness abuse may find it difficult to develop a sense of self-worth. They may feel despair, humiliation or blame. School may be the only stable element in a child's life. When at school their behaviour may be challenging or withdrawn. The school will endeavour to support the pupil through:

- The curriculum
- The school ethos, which promotes a positive, supportive and safe environment, which values the pupil as an individual.
- The school behaviour policy, which is aimed at supporting pupils at risk. The school will ensure that the pupil knows that some types of behaviour are unacceptable but that they are valued and not to be blamed for any abuse.
- Liaison with other agencies that support the pupil.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately, and that the child's social worker is informed.

This policy is reviewed annually.

Signature of Chair of
Governors.....

Date.....

Appendix 2

Categories of Safeguarding Training.

This will be dependent on staff roles and responsibilities within their organisation. They will fall within one or more of the following categories.

Induction.

As part of their induction all staff should receive information on safeguarding issues. Training will alert employees to the definition of the four types of abuse, main signs and indicators, staff obligations and personal responsibility to safeguard children and the procedures to be followed if any worker has concerns.

Universal Safeguarding. (Previously known as Level 1/ basic training).

Each individual organisation is responsible for providing Learning and Development Training to their staff and volunteers. All learning and development training should meet the required standards and content. The depth in which each area will be covered may vary within the different agencies.

Each agency shall decide the most appropriate format for the delivery of the training. Although safeguarding information should be included in general induction programmes, Universal Safeguarding (Level 1) child protection training is required for all staff who have direct/indirect contact with children.

Outcomes of Universal Safeguarding Training.

The following learning outcomes should be met through the delivery of Universal safeguarding training. It is envisaged by the end of the course participants will be able to:

- Challenge myths and stereotypes associated with child abuse and the process of safeguarding children.
- Recognise the signs and indicators that may raise child protection concerns.
- Be aware of the legislative framework and local procedures as they relate to safeguarding children.
- Understand their roles, responsibilities and duty in relation to recording and referring child protection concerns.
- Ensure the voice and rights of the child are paramount.

Targeted Safeguarding. (Previously known as Level 2/enhanced).

This targeted training develops knowledge, skills and the ability to work together on the processes for safeguarding and promoting the welfare of children. Provides an opportunity for colleagues from different agencies to learn together and explore professional boundaries and dilemmas that may inhibit effective working together. People training at this level will have a greater degree of role accountability and responsibility for safeguarding children.

Each agency has a duty to ensure that appropriate update training and refresher training is available. Each staff member has a responsibility for their own continued professional development.

Outcomes of Targeted Safeguarding Training.

The following learning outcomes should be met through the delivery of Targeted safeguarding training. It is envisaged by the end of the course participants will be able to:

- Challenge myths and stereotypes associated with child abuse and the process of safeguarding children.
- Recognise the signs and indicators that may raise child protection concerns.
- Be aware of the legislative framework and local procedures as they relate to safeguarding children.
- Understand their roles, responsibilities and duty in relation to recording and referring child protection concerns.
- Ensure the voice and rights of the child are paramount.
- This Group should have a higher level of expertise and an understanding of how to work together to identify and assess concerns, and also to plan, undertake and review interventions.

Specialist Safeguarding. (Previously known as Level 3/4).

Specialist training is relevant for practitioners who work directly/indirectly with children and/or their parents. It is aimed at staff whom must have a thorough understanding of working together to safeguard and promote the welfare of children, including in complex or serious situations.

Some training at this level is for those staff who supervise others and professionals working with children and young people. It also includes training around the implications of Serious Case Reviews.

Outcomes for Specialist Safeguarding training?

- Challenge myths and stereotypes associated with child abuse and the process of safeguarding children.
- Recognise the signs and indicators that may raise child protection concerns.
- Be aware of the legislative framework and local procedures as they relate to safeguarding children.
- Understand their roles, responsibilities and duty in relation to recording and referring child protection concerns.
- Ensure the voice and rights of the child are paramount.
- This Group should have a higher level of expertise and an understanding of how to work together to identify and assess concerns, and also to plan, undertake and review interventions.
- Detailed and advanced level of understanding, knowledge and skills to safeguard children to meet the requirements of their roles and responsibility within their own organisation.

Why we do this?

As a workforce we have a duty to work together to promote and safeguard the welfare of children.

Education.

<u>Staff.</u>	<u>Level.</u>
School transport drivers / escorts	U
Assistants (behavioural Support)	U
Support staff. (Canteen, Cleaners etc)	U
Classroom Assistants	U
School Governors	U
Educational Advisors. (Cynnal)	U / T
Teachers	U / T
Advisory Teachers (S.E.N. Joint Board)	U / T
School counsellors	T
Peripatetic Teachers (behaviour support)	T
Educational Psychologists. (S.E.N. Joint Board)	T
Management of Alternative Learning Centres	T
Designated Governors (Safeguarding)	T
School Head teachers / Designated Staff (Safeguarding)	T / S
Education Welfare Officers.	T / S
Senior Education Management and Quality Improvement	S

Appendix 3 - Guidance Notes for School Governors

SAFEGUARDING CHILDREN CHILD PROTECTION GOVERNOR

Section 175 of the Education Act 2002 states that: “*The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school*”.

Governors must:

- Ensure a safe school environment
- Ensure safe recruitment of staff
- Ensure all staff and volunteers have Safeguarding/Child Protection training at the appropriate level
- Ensure the school has an active child protection policy
- Monitor and review their safeguarding policy, practice and procedures.

Each governing body must have a nominated governor for Child Protection to promote the importance of Child Protection and safeguarding children within the governing body.

Suggested duties

- Ensure that governors know where to find information on safeguarding e.g. All Wales Child Protection Procedures 2008 and Safeguarding Children: Working Together Under the Children Act 2004
- Be familiar with current guidelines, on child protection and safer recruitment, and be aware of changes to the regulations.
- Undertake appropriate training on child protection and understand the different types of child abuse
- Liaise regularly with the designated teacher for child protection (often the Headteacher), about procedures in the school.
- Ensure that the school has an active Child Protection Policy, that Governors and staff are familiar with and that it is reviewed regularly.
- Report back to the full Governing Body at least annually, however, individual cases should **not** be discussed by the full governing body.
- Ensure that accurate records are being kept by the school and that the Child Protection file is up to date.
- **Ensure that all staff and governors know what to do if they suspect that a child is being abused.**

The Child Protection Governor should understand that they will not necessarily be given details of individual cases.

Training

Training is available from the LA and the Child Protection Governor should encourage and promote training for all staff at the appropriate level. Attending any training updates will ensure that governors are kept up to date with current legislation.

Website links www.anglesey.gov.uk/safeguarding-children-board
www.governorswales.org.uk