

Llandovery College



Child Protection & Safeguarding Policy

2016-2017

CPO – Laura Jones – 01550723 023 / 07594246490

DEPUTY CPO –Gareth Bufton– 07594246490

GOVERNOR CPO (co-opted) – Debbie Rockey

UPDATED –January 2017

REVIEW –January 2018

Introduction

Information for parents/carers is published in the College Information Guide and in the Warden's letter:

"The College is committed to promoting the health and welfare of all pupils and if staff see signs that suggest that one of the pupils may have been the victim of abuse (or is at risk of abuse) staff will follow the procedures laid down by the School's Child Protection & safeguarding Policy 2015-16

N.B. Such action in no way implies that any parent/carer or other individual is being accused of wrongdoing."

Our school fully recognises the contribution it makes to protect children and support pupils in school and there are three main elements to our Child Protection policy;

- ❖ **Prevention:**
e.g. positive school atmosphere, good teaching, pastoral care and support to pupils.
- ❖ **Protection:**
By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns.
- ❖ **Support:**
To pupils and school staff and to children who may have been abused.

This policy **applies to all adults and children** in our school community.

All members of the school staff should be alert to the possible signs of abuse of a pupil. This booklet is designed to give advice, support and the necessary guidelines to any staff who find themselves in a position where they have to make a decision concerning the possible abuse of a pupil.

Whether a member of staff is working in the senior or preparatory part of the school, the procedure remains the same.

There are a range of documents, circulars and guidance for good practice which governs Child Protection work at Llandovery College. The key documents which inform this policy are:

- All Wales Child Protection Procedures.
- Keeping Learners Safe (Welsh Government)
- The Children Act 1989/2004.
- Safeguarding Children in Education: the role of local authorities and governing bodies in the Education Act 2002
- Working Together to Safeguard Children 2013 and 2015
- Revised Safeguarding Statutory Guidance number 2 'Framework for the assessment of children in need and their families'
- Keeping Children Safe in Education 2014
- The governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our College to identify, assess, and support those children who are suffering harm

Aims and Objectives (constructed using guidance from CSSIW and Carmarthenshire safeguarding Team)

This policy aims to **safeguard and promote** the welfare of the children in our care (in situations where child abuse is suspected, our paramount responsibility is to the child); to **develop awareness of Child Protection** issues among the staff; to enable pupils to access help and guidance; and to **inform parents of the school's Child Protection responsibilities**.

Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are also the responsibilities of the CSIW and the Independent Schools Inspectorate.

At Llandovery College we aim to:

- i) have an ethos in which **children feel secure**; their **viewpoints are valued**, they are **encouraged to talk and are listened to**;
- ii) provide suitable **support and guidance** so that pupils have a **range of appropriate adults** to whom they can turn if they are worried or in difficulties;
- iii) **work with parents** to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may **occasionally require the children to be referred to investigative agencies as a constructive and helpful measure**;
- iv) be vigilant in cases of suspected child abuse, **recognizing the signs and symptoms**, have **clear procedures** whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- v) **monitor children** who have been identified as **at risk**, keeping, *in a secure place*, **clear records** of pupils' progress, maintaining sound **policies on confidentiality**, providing information to other professionals, submitting reports to case conferences and attending court conferences.
- vi) *All teaching staff, school prefects, catering and cleaning staff are made aware of the college's Child Protection Policy and the procedure for reporting any child protection concerns as part of their induction training. Forms for reporting Child Protection concerns are available in the scruffery, deputy warden's office and can be downloaded from the school website. These forms contain reminders of the reporting procedure and useful contact numbers and details. The college requires all teaching staff and student leadership team to complete face to face level 1 Child Protection & Safeguarding training and insists all the catering, groundsmen/women and domestic staff does likewise.*
- vii) *All pupils are reminded of being aware of child protection concerns (including potential implications of bullying and pupil relationships and the potential for peer abuse) by means of school assemblies and encouraged to report any concerns to staff.*
- viii) *Volunteers and casual workers on site have to sign to state that they have read and understood the college's child protection procedures and are aware of the relevant reporting forms available.*
- ix) contribute to an inter-agency approach to child protection by developing effective and **supportive liaison with other agencies**;
- x) use the curriculum to **raise pupils' awareness** and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

- xi) provide **clear policy statements** for parents and staff on this and on both positive behaviour policies and the school's approach to bullying;
- xii) have a clear understanding of the various types of **bullying – physical, verbal, indirect and cyber (via internet)**, and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;
- xiii) have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all **staff are fully aware of the procedures** and that they are followed correctly at all times,
- xiv) *As a College we have a **separate staff recruitment policy** which is rooted in the College's responsibility to keep children safe, and in its principles of fairness and non-discrimination and is designed to achieve the best match between an individual and the requirements of the vacant position in order for the College to be successful through its staff.*
- xv) *Llandovery College is committed to safeguarding and promoting the welfare of children and young people and expects all staff (including volunteers) to act on their duty to actively share in this commitment. This policy follows the guidelines for safer children and safer recruitment for children identified by the Department for education (DfE), the National Minimum School Standards, and the Disclosure and Barring Service.*
- xvi) have a **written whole-school policy**, produced, owned and regularly reviewed by the school's staff and the governors and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

The Designated Member of Staff

Llandovery College has a designated member of staff to deal with child protection issues if they arise.

In both the Senior and preparatory school it is: **Mrs Laura Jones** and in her absence, **Mr Gareth Bufton**. Should both members of staff be absent then the matter should be referred to another senior member of staff.

All designated teaching staff have been appropriately trained. All new members of staff as part of their induction programme are given a child protection policy and training in child protection from the College CPO and or Educare. They are invited to ask the CPO any questions on arrival and are advised to speak to the CPO with any questions or issues regarding child protection.

At the start of the academic year all school prefects are given a presentation on child protection.

The role of the designated member of staff

- To ensure that all staff know who this member of staff is within their school (and in his/her absence a Designated Teacher) for Child Protection issues.
- To refer promptly all cases of suspected child abuse to the local social services department or the police child protection team. If a parent arrives to collect the child before the social worker has arrived then it must be remembered that we have no right to prevent the removal of the child. However, if there are clear signs of physical risk or threat, the Police should be called.
- To maintain and update as necessary the Child Protection Monitoring List.
- To organise regular training on Child Protection within the School.

- To ensure that all staff know about and have access to CSIW guidelines. (www.csiw.wales.gov.uk)
- To co-ordinate action where child abuse is suspected.
- To facilitate and support the development of a whole-school policy on Child Protection.
- To attend case conferences or nominate an appropriate member of staff to attend on his/her behalf.
- To maintain records of case conferences and other sensitive information in a secure confidential file and to disseminate information about the child only on a “need-to-know basis”.
- To pass on records and inform the key worker when a child who is on the Child Protection register leaves the school. The custodian of the register must also be informed.
- To raise staff awareness and confidence on child protection procedures and to ensure new staff are aware of these procedures.
- To keep up to date with current practice by participating in training opportunities wherever possible.
- To ensure that the Teaching Council of Wales is informed where a teacher has been dismissed or has resigned as a result of a child protection issue.
- That alternative accommodation is provided pending an enquiry that involves a residential member of staff subject to the case being resolved.

Llandovery College works within the terms of The Children Act (2004). Concerns over pupils’ safety will be properly investigated and appropriate action taken promptly whilst safeguarding pupils’ well-being and minimising distress and disruption.

Parents/guardians are strongly requested to advise the school of any problems or difficulties which might affect pupils’ work or behaviour at school so that staff may respond in the best way to ensure children’s continued safety and happiness.

Prevention

Watch points

Child abuse may come to the notice of staff in one of the following ways:

1. Disclosure from the abused child.
2. Reports from third parties.
3. Personal observation of physical injury or mental distress.
4. Observation of altered behaviour.

The following indicators, especially in combination, may alert you to the possibility that something is wrong:

1. Repeated evidence of physical injury.
2. Significant and seemingly inexplicable altered behaviour patterns.
3. Significant and otherwise inexplicable deterioration in school work.
4. Reluctance to go home.
5. Prolonged or frequent absences from school.
6. Self-inflicted wounds.
7. Distrust of adults.
8. Psychosomatic pains.
9. Reluctance to make friends.
10. Secretive, exclusive relationships with adults
11. Overeating or loss of appetite.
12. Signs of general neglect in feeding, clothing and cleaning
13. Tearfulness and isolation.
14. Inability to cope with everyday things.
15. Restlessness or agitation.
16. Disturbed sleep patterns.

N.B. These symptoms may be present when there is no abuse. Do not be tempted to diagnose.

Depression

Depression in young people may begin more slowly and less noticeably than among adults. Particularly for young people up to 18 years, it often involves irritability rather than sadness. Depression is usually accompanied by other disorders, and young people with depression may also have problems with family, friends, relationships and difficulties with academic work. Depression is the strongest risk factor for suicide. If you suspect a young person may be depressed, please refer them to the Counsellor or their GP.

Types of child abuse and their symptoms

Child abuse can be categorised into distinct types, i.e.

Physical Abuse
Sexual Abuse
Emotional Abuse
Neglect
Grave concerns

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes. Each of the five categories will now be explored in more detail.

1. Physical Abuse:

This involves physical injury to a child, including deliberate poisoning, where there is definite knowledge or a reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Typical signs of Physical Abuse are:

- **bruises and abrasions** - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.
- **slap marks** — these may be visible on cheeks or buttocks.
- **twin bruises on either side of the mouth or cheeks** - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking.
- **bruising on both sides of the ear** — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- **grip marks on arms or trunk** - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.

- **black eyes** – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. **NB.** A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- **damage to the mouth** – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- **bite marks**
- **fractures**
- **poisoning or other misuse of drugs** – e.g. overuse of sedatives.
- **burns and/or scalds** – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as ‘dipping scalds’ are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast, a child who has been deliberately ‘dipped’ in a hot bath will not have splash marks.

2. Sexual Abuse:

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles.

Typical signs of Sexual Abuse are:

- **a detailed sexual knowledge inappropriate to the age of the child.**
- **behaviour that is excessively affectionate or sexual towards other children or adults.**
- **attempts to inform** by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.
- **a fear of medical examinations.**
- **a fear of being alone** - this applies to friends/family/neighbours/baby-sitters, etc.
- **a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.**
- **excessive masturbation is especially worrying when it takes place in public.**
- **promiscuity.**

- **sexual approaches or assaults** - on other children or adults.
- **urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- **bruising** to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- **discomfort or pain** particularly in the **genital or anal areas**.
- the drawing of **pornographic or sexually explicit images**.

3. **Emotional Abuse:**

The severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection

All abuse involves some emotional ill treatment - this category should be used where it is the main or sole form of abuse.

4. **Neglect:**

The persistent or severe neglect of a child (for example, by exposure to any kind of danger, including cold and starvation) which results in serious impairment of the child's health or development, including non-organic failure to thrive

Persistent stomach aches, feeling unwell and apparent anorexia can be associated with Physical neglect. However, typical signs of Physical Neglect are:

- **Underweight** — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip.

Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.

- **Inadequately clad** - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedure in the case of neglect where the child's

5. Grave Concern/at risk:

This is not a separate category of child abuse as such but covers a number of situations where a child may be at risk. It deals with children whose situations do not currently fit the above categories but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- there is a known child abuser in the family;
- another child in the family is known to have been abused;
- the parents are involved with pornographic material to an unusual degree;
- there is an adult in the family with a history of violent behaviour;
- the child is exposed to potential risk or exploitation via the Internet e.g. pornographic material or chat rooms.

The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if the child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration and a fall-off in school performance;
- aggressive or hostile behaviour;
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences;
- difficulties in relationships with peers;
- regression to more immature forms of behaviour, e.g. thumb sucking;
- self harming or suicidal behaviour;
- low self esteem;
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual physical abuse;
- disturbed sleep;
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- a sudden change in school performance.

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries;
- unwillingness to seek appropriate medical treatment for injuries;
- injured child kept away from school until injuries have healed without adequate reason;
- a high level of expressed hostility to the child;
- grossly unrealistic assumptions about child development;
- general dislike of child-like behaviour;
- inappropriate labelling of child's behaviour as bad or naughty;
- leaving children unsupervised when they are too young to be left unattended.

Prevention

School procedures – to be followed in all cases of suspected abuse.

As a member of staff, what should I do?

Any member of staff with an issue or concern relating to Child Protection should immediately inform the Designated Member of Staff. It should be made clear to students that **CONFIDENTIALITY CANNOT BE GUARANTEED IN RESPECT OF CHILD PROTECTION ISSUES**. Allegations of child abuse must always be given the highest priority.

The Designated Member of Staff will then decide on an appropriate course of action.

Parents are informed of the school's responsibilities to follow procedures as laid down by school policy.

Allegations against members of staff

Teachers must protect themselves especially when meeting on a one-to-one basis with students and staff should bear in mind that even perfectly innocent actions could sometimes be misconstrued.

If an allegation is made against a member of staff, there is an obvious need to act immediately and with utmost discretion. The informant should be told that the matter will be referred in confidence to the appropriate people. This must be done, and a written record passed to the designated member of staff on the same day.

Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Warden. The circumstances should be kept strictly confidential until the Warden has been able to judge whether or not an allegation or concern indicates possible abuse. If it is deemed likely, the next step is to inform the Chairman of Governors and Governors that are responsible for Child Protection. If the allegation is against the Warden it should be taken directly to the Deputy Warden and through them to the Chairman of Governors and Governors that are responsible for Child protection.

The Prevent Duty

The Counter-Terrorism and Security Act (July 2015) requires the proprietors of schools to "have due regard, in the exercise of their functions, to prevent people from being drawn into terrorism". This is known as the 'Prevent Duty'.

The definition of radical or extreme ideology is "a set of ideas which could justify vilification or violence against individuals, groups or self".

Aims

- To ensure all staff understand the risks of radicalisation within our College and how this risk may change from time to time.
- To ensure staff are aware of the Prevent Strategy and are able to protect children and young people who are vulnerable or may be at risk of being radicalised.
- Whilst following the Prevent Strategy the College also maintains its mission for diversity to be a core part of all that it does.

The College places a strong emphasis on the common values that all communities share such as self-respect, understanding, tolerance and the sanctity of life. Pupils are taught to respect and value diversity as well as understanding how to make safe, well-considered decisions.

Vulnerability to radicalisation or extreme view points from the internet.

The College recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the electronic information available through the internet.

The School will therefore aim to do the following:

- Educate pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material including that which is illegal under the Counter terrorism Act.
- Ensure that pupils are unable to access any inappropriate internet sites whilst using the school computers / laptops through the use of appropriate filtering, firewalls and security settings.
- Educate pupils through lessons and assemblies on the concepts of radicalisation and extreme ideology using the Prevent Duty framework.
- Inform pupils on the importance of Internet Safety both through the ICT curriculum and Wellbeing education.

Visitors to the School

In order to safeguard pupils from visitors to the School who may have extreme or radical views the School will:

- Ensure all visitors to the School are carefully vetted and take immediate action if any individual or group is perceived to be attempting to influence members of the School community, either physically or electronically.
- „Open source“ check any organisations which wish to have relationships with the School, particularly those in the voluntary sector.

Prevent Duty Staff Training

In order to fulfil the requirements of the Prevent Duty the School will:

- Ensure the Designated Safeguarding Lead (DSL) undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Ensure staff are trained to be vigilant in spotting signs of extremist views and behaviours and that they always report anything to the DSL which may suggest a pupil, another staff member or a visitor is expressing opinions which may cause concern. Staff should follow the usual reporting procedures as for any other safeguarding concern.

Prevent Lead: Laura Jones: DSL/CPO. Governor Lead: Debbie Rockey.

General advice

TRUST YOUR JUDGEMENT rather than fear over-reaction.

The consequences of reporting suspected child abuse and being wrong can be difficult.

The consequences of not reporting suspected child abuse could be fatal! (Victoria Climbié 2003; 12 opportunities missed by numerous agencies to save her life)

The Designated Member of Staff will decide in each case what to divulge and to whom of the teaching and non teaching staff.

The Designated Member of Staff and the senior leaders shall provide support and counselling for staff involved in an abuse case.

Dealing with disclosures of abuse

The procedure for dealing with disclosure remains the same across both schools. If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- Stay calm and be available to listen. Convey this through words and action; reassure the child that you are taking seriously what they have to say.
- Inform the child that any information may need to be passed on. Make sure they feel secure, and explain what you will do next. It should be explained to them that secrets cannot and should not be kept if keeping them means that they, or others, will continue to be harmed.
- Listen with the utmost care to what the child is saying. Allow the child to finish without directly questioning or stopping them. Let them tell you what they want and no more. They may need to disclose to a specialist later and too much detail now may interfere with later investigation. Question normally without pressurising but please do not make any leading questions.
- Don't put words into the child's mouth but note the main points carefully.
- Reassure the child and let them know they were right to inform us.
- Immediately inform the Designated Member of Staff.

- Keep a full record – date, time, what the child did, said, etc. Write down notes and sign them. Record as much as you can remember, as soon as possible (preferably immediately) afterwards using the pupil's own words. Then pass this onto the Designated Member of Staff.
- Under such circumstances, staff may themselves feel distressed after a disclosure. This is quite normal. If a member of staff does experience such emotions, one of the designated teachers in the school will always be available to listen and talk.
- **Check list for immediate action when concerns arise:**
 - ❖ STAY CALM
 - ❖ BELIEVE THE CHILD
 - ❖ REASSURE THE CHILD WHILST ALWAYS EXPLAINING THAT YOU MAY HAVE TO PASS INFORMATION ONTO THE RELEVANT AGENCY
 - ❖ ALLOW THE CHILD TO TALK/FINISH THE STORY
 - ❖ REPORT THE INCIDENT - IMMEDIATELY TO THE DESIGNATED TEACHER
 - ❖ IT IS IMPORTANT TO STRESS THAT DISCRETION AND CONFIDENTIALITY ARE A CRITICAL PART OF THIS PROCESS AND STAFF MUST NOT DISCLOSE THIS INFORMATION TO ANY OTHER PERSON(S). THE CPO AND SOCIAL SERVICES ARE THE ONLY PEOPLE WHO WOULD 'NEED TO KNOW' THE INFORMATION AT THE POINT OF DISCLOSURE. SCHOOLS SHOULD NOT BE INVESTIGATING BUT RATHER GATHERING INFORMATION FROM THE CHILD AND THEN PASS IT ON.

Monitoring and record keeping

It is essential that **accurate records** be kept where there are concerns about the welfare of a child. These records should then be kept in **secure, confidential files**, which are separate from the child's school records. **It is important to recognise that regulations published in 2004 do not authorise or require the disclosure to parents of any written information relating to Child Protection.** However, once the matter is referred to Social Services, they will inform the parents of the origin of the allegation. Parents will be informed of and agree to any referral being made **UNLESS THIS WOULD PUT THE CHILD AT RISK OF FURTHER SIGNIFICANT HARM** (unless it relates to Sexual Abuse).

If a staff member has a concern that a child might be at risk, they should immediately inform the Designated Member of Staff who will inform the Warden. The following list offers examples that may help those concerned to make a decision as to whether to take further action:

- poor attendance & punctuality
- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about pupil on pupil abuse (including serious bullying)

If the decision is taken to bring this to the attention of the Designated Member of Staff, a full written record should be maintained of all concerns.

When there is suspicion of significant harm to a child and a referral is made, as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently records and reports should be:

- factual (no opinions)
- non-judgemental (no assumptions)
- clear
- accurate
- relevant

Making a referral

Checklist of information required:

Child's Details:

- Child's full name
- Date of Birth
- Gender
- Current address, including postcode and telephone number
- Home address (if different)
- Name of G.P.
- Name of others in household, their D of B and relationship to subject child
- Significant others, their D of B and relationship to subject child
- Ethnicity
- Other agencies/disciplines involved
- Safety issues to consider for Social Services worker

Referral Information Required:

- Reason for referral
- Child's health/education
- Parent and environmental factors
- Assessment of immediate level of risk
- The action already taken and your continuing involvement
- The expected outcome of this referral

SUPPORT

The college will provide transport for pupils to attend meetings with outside agencies and rooms within the college for meetings that will respect the need for privacy. Individual welfare plans to support pupils in college will be drawn up by the CPO in co-operation with any external agencies involved should the need arise.

Contact numbers

The first named person is the Designated Safeguarding Lead – Laura Jones. The second named is the member of staff to whom to report in their absence.

CPO – Laura Jones – 01550723 023 / 07594246490

DEPUTY CPO –Gareth Bufton– 07594246490

GOVERNOR CPO –(Co-opted) Debbie Rockey

Please act promptly. It can be very difficult to investigate concerns if there is a delay as some signs of abuse can disappear quite quickly. If you are unsure you may first like to discuss your concerns with someone who works with children and families, e.g. health visitor, social worker, school nurse or teacher (all schools have a teacher responsible for child protection).

Referrals can be made via Carmarthenshire Local Safeguarding Children Board:

During Office Hours - Llanelli Assessment Team

(extending as far as Kidwelly and Cross Hands, and bordering Swansea):

Tel: 01554 742322

Fax: 01554 742176

Office opening times: 8.45am - 5.00pm Monday to Thursday, 8.45am - 4.30pm Friday

Personal callers are welcome during office hours at Ty Elwyn.

During Office Hours – Carmarthen/Dinefwr Assessment Team

(bordering Pembrokeshire, Ceredigion and Neath Port Talbot):

Tel: 01558 825485

Fax: 01554 825482

Office opening times: 8.45am - 5.00pm Monday to Thursday, 8.45am - 4.30pm Friday

Personal callers are welcome during office hours at The Old Library, Ammanford.

Outside of Office Hours - Emergency Duty Team:

During the evening, at weekends or over a Bank Holiday.

Tel: 01558 824283

Alternatively, you can contact the Police on 101 and ask to be put through to your local Police Station if you consider there is a risk of harm.

In an emergency only, dial 999

Other useful numbers:

Childline

A free 24 hour advice line offering counselling and support to young people suffering from abuse. The call won't show up on your phone bill.

0800 11 11

www.childline.org.uk

NSPCC

A free phone line offering support and advice to young people in abusive or difficult situations. The lines are open 24 hours a day and the calls won't show up on your phone bill.

0808 800 5000

www.nspcc.org.uk

Funky Dragon

Funky Dragon is a peer-led organisation that aims to make sure the views of 0-25 year olds are heard, particularly by the Welsh Assembly Government.

www.funkydragon.org.uk

Children's Commissioner for Wales

Children's Champion – Independent human rights institution for children.

0808 801 1000 the lines are open from 9 am to 5 pm (Monday to Friday)

www.childcom.org.uk

Clic

The National Information and Advice Service for young people in Wales 11 to 25.

www.cliconline.co.uk

Samaritans

Free and confidential advice and support

08457 90 90 90

www.samaritans.org.uk

Barnardo's

Barnardo's works with vulnerable children and young people, helping them and their families to overcome problems like abuse, homelessness and poverty.

020 8550 8822 (national rate, 8am-6pm Mon-Fri)

www.barnardos.org.uk

BBC One Life

This website provides advice on children and young people's rights, what to do if they are being abused and how to get help.

www.bbc.co.uk/surgery

Kidscape

Kidscape works with children and young people under the age of 16, their parents/carers and those who work with them to prevent bullying and child sexual abuse.

08451 205 204

www.kidscape.org.uk

Get Connected

Get Connected provides a free, confidential helpline that gives young people in difficult situations support and information.

0808 808 4994

www.getconnected.org

Bullying Online

Bullying Online is a website that provides information and support for a wide range of parents, pupils, teachers and youth organisations.

www.bullying.co.uk

Stop it Now! Wales

Aims to prevent child sexual abuse through adult awareness raising and education. The free phone number is available to any adult concerned about their own sexual thoughts or behaviour; to any adult concerned about another adult's behaviour; and to any adult concerned about a child's sexual behaviour towards other children. All callers receive information, support and advice to help them take action to protect a child or to prevent abuse from continuing.

0808 1000 900

Wise Kids

Wise Kids is a website that provides information and support internet literacy, proficiency and knowledge of the internet and related technologies.

www.wisekids.org.uk

CEOPS : <https://www.ceop.police.uk/>

Child online Exploitation Services

Social workers within the teams provide services to children and families, following an assessment under the National Assessment Framework. They protect children from significant harm.

Important Guidance:

Keeping learners safe: Updated January 2015

<http://gov.wales/topics/educationandskills/publications/guidance/keeping-learners-safe/?lang=en>

Prevent Duty June 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf