

Ysgol Gynradd Llandeilo Primary School



Safeguarding Policy Polisi Diogelu

Our Vision at Ysgol Llandeilo

We pride ourselves on putting all pupils and staff at the heart of inquiry-based learning at Llandeilo Primary School.

We encourage everyone to become thinkers who:

- Let inspiration and curiosity lead their learning,
- Make connections between their thinking, understanding and skills,
- Take action to make meaningful changes with the local community and wider world.
- Are influential in developing all aspects of school life
- Understand how health & nutrition impact on learner assets

It is a place where Healthy relationships support everyone to regulate emotions and feelings, create an environment of safety, connection and compassion at all times.

Real life experiences develop all learners to become Ambitious Capable Learners, Healthy Confident Individuals, Enterprising Contributors, and Ethical Informed Citizens to become the best that they can be, and seek the best in others.

Chair of the Governing Body :

Signed: CA Bleasdale Date: 4/2/23

Head Teacher:

Signed: KTowns Date: 4/2/23



EICH CYNGOR arleinamdani
www.sirgar.llyw.cymru

YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

INTRODUCTION

'It takes a Village to raise a child'

At Llandeilo Primary we believe that it takes many people to provide a safe, healthy environment for our pupils to develop, flourish and be able to realise their hopes and dreams.

It requires an environment which doesn't over stimulate their young brains, where their voices are listened to and acted upon, where multiple people including parents, siblings, carers, teachers, health professionals, community members and policy makers direct care to the pupil and/or support the parents/carers in looking after them.

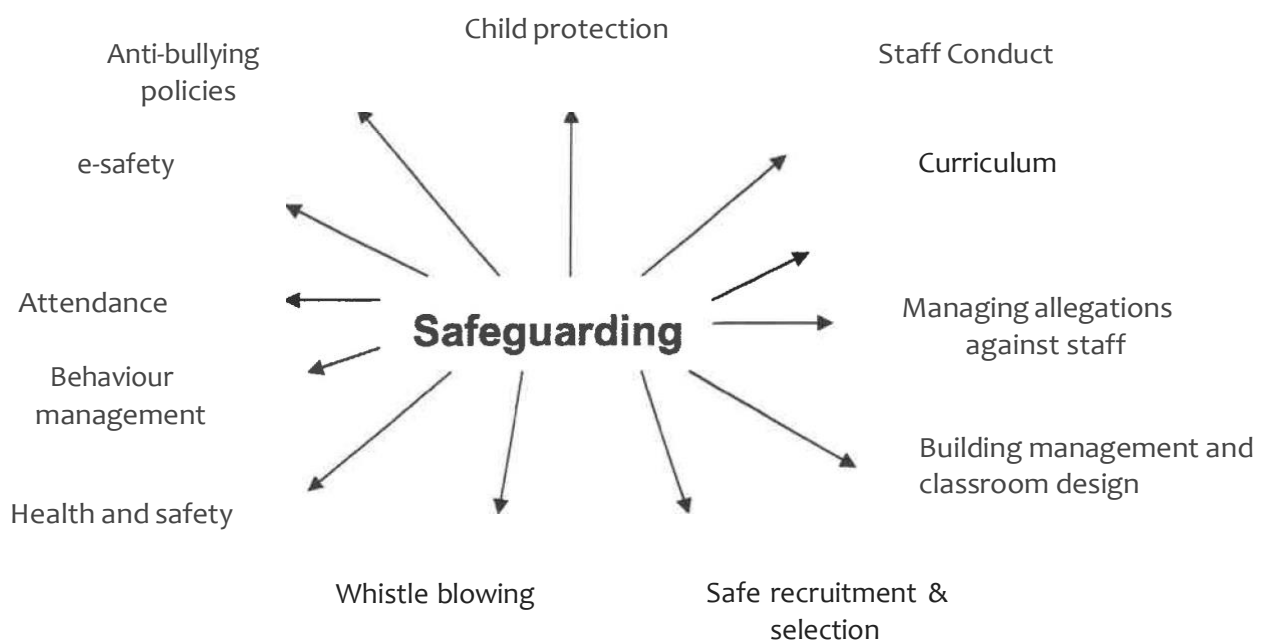
This policy applies to all adults, including volunteers, working in or on behalf of the school.

'Everyone working in or for our school shares an objective to help keep children & adults safe by contributing to:

- providing a safe environment for children and adults to learn and develop in our school
- identifying children and adults who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school

SCHOOL COMMITMENT

Llandeilo Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a Trauma informed approach to support all of our pupils.



Roles and Responsibilities for Safeguarding and child protection across the school

Our Governing Body will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;
- the school's *Headteacher, Mrs. K Towns, Assistant Headteacher* is designated to take lead responsibility as DSP for child protection with, *Mrs. V Davies being the deputy DSP & ALNCO Mrs. C Holker taking the lead should both the Head and Assistant Head be away from school.*
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Head Teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.

Our Head Teacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard
- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support, advice and expertise within the educational establishment;
- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- ensure that all staff have access to and understand the school's child protection policy;
- ensure that staff have induction training;
- keep detailed accurate secure written records and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

Safeguarding Information for pupils (Article 19 – Right to be protected)

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff and pupils are of respect, confidence and trust which can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g., worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g., living in a household with children present)

Responding to Disclosure

Refer to Child protection policy

Safeguarding information Article 19 Right to be protected/safe

All pupils in our school are aware of a number of staff who they can talk to. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their Right to be listened to and heard
Right to be heard Article 12

every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

Pupils know how to use 'Speakr' to type a message to any staff members letting them know what's on their mind. It helps teachers to understand underlying causes of behaviour, and helps the school leadership teams identify and evidence appropriate interventions.

Online safety

The internet is a positive and valuable resource, but must be used in a safe way. The school is protected by 'firewalls' set by the LA, and is secured through an internet provider.

Staff remind pupils daily of online safety in lessons.

The school operates in compliance with the agreed acceptable use policy. Please refer to the school's policy

Our Digital leaders play a big part in communicating messages to pupils through assemblies and as individual members of their classrooms.

Staff reinforce online safety messages during our daily teaching and learning

Staff to refer to Hwb Repository for resources to support online safety

Police liaison officer – share safety messages with pupils and offer sessions for parents/carers

Our AOLE lead has mapped out a teaching and assessment excel document which has been shared across the authority as good practice.

Pupils who display a lack of safety online are recorded onto MyConcern, we share the concerns we have with parents/carers and incidences may be shared with the police if we feel the pupil's safety has been compromised.

Fire evacuation

The school practices fire drills termly, which are timed and any issues detected are reviewed and amended as necessary. On occasion the fire alarm sounds e.g., someone burning toast and this allows us to take part in a real situation. All are recorded.

Due regard is taken with pupils who have personalised evacuation plans.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Safer Recruitment and Selection. What does safe recruitment practice mean?

'Safe recruitment' means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the recruitment process.

It starts with the process of planning the recruitment exercise and ensuring that the job advertisement makes clear the organisation's commitment to safeguarding and promoting the welfare of children.

It requires a consistent and thorough process of scrutinising applicants by:

- verifying identity and any academic or vocational qualifications
- obtaining professional and character references
- checking previous employment history
- ensuring that a candidate has the health and physical capacity for the job
- undertaking a face-to-face interview
- undertaking any mandatory vetting and barring checks including where appropriate a DBS and enhanced regulated activity check

For more information see:

[Safeguarding Children and Safer Recruitment in Education \(Wales focused guidance\)](#)
& [Welsh Government's School Governor's Guide to the Law](#)

The school pays full regard to current DCSF guidance 'Safeguarding Children and Safer Recruitment in Education'. We ensure that appropriate measure is applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g., volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Records Bureau checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- a CRB Enhanced Disclosure is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA

- Staff and Governors below will be *involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services)*.
- The Appointments panel of the Governing body, Mrs. C Bleasdale (Chair of Governors) Mrs. K Towns (Head Teacher), Mrs. V Davies (Assistant Headteacher), Mrs. R James (Business Manager)

SAFE PRACTICE

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Partnership with Parents/Carers

We are committed to working with parents/ carers positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect carers/parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. We encourage parents to discuss any concerns they may have with class teachers and/or senior leaders.

The school communicates with families via the *Myschoolapp* and we collect views of parents/carers via surveys and act upon the outcomes.

We involve parents/carers in school life in the following ways:

- Parents evenings
- Open mornings
- Volunteers
- As school governors
- Helping to run the shop at Bocs Bwyd
- Join parenting group with Plant Dewi on Tuesday mornings
- Join in cookery sessions with their child to develop healthy eating habits at home
- Work with staff to help their child to attend school if they have early signs of Emotionally based school avoidance
- Meet with parents/cares to discuss curriculum concept being taught to take account of religious or cultural backgrounds
- Developing positive relationships and connections from the time their child begins school
- Drawing on the specialist knowledge parents/carers may have to share with the school, to enhance a concept being taught in the classroom.

Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies (e.g., Social Services Dept., Police, LEA, Educational Welfare Officer, Local Health Service etc.) There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. The school is very successful in working with outside agencies.

School Training and Staff Induction

The school's senior members of staff with designated responsibility for child protection undertakes DSP child protection training. All school staff, including non-teaching staff, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

Prior to starting at Llandeilo Primary we set an eLearning module to be completed on child protection using a system we purchase for training called *Noodle Now*.

Fire safety arrangements are also covered.

Pupil Information & privacy policy

Our school will endeavor to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g., Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child The school will collate, store and agree access to this information.

Data Protection

Our school collects information about pupils and their parents or legal guardians when they enroll at the school. Our school will also collect information at other key times during the school year as and when it is required or necessary to do so. When a pupil joins our school from another school their personal information will be provided to us. Should a pupil leave our school or transfer to another secondary school, we will transfer the pupil's personal information and that of any parents or legal guardians, to the new school.

Any personal or sensitive information shared with us will be used to provide your child with education services and any statutory duties the school is required to fulfil.

For Data Protection purposes, the processing of your personal data is necessary for the performance of a task carried out in the public interest, in the exercise of official authority vested in our school, vital interests of your child or a third party in emergency situations and the child's or parent's consent for photographs or images to be used in social media or our prospectus. Further details on this can be found on our Privacy statement on the website.

Health and Safety Policy

The school has a H&S policy which is available on the school website and on request from the school office.

Each term there is a fire drill that practices efficient evacuation from the school building. Some ALN pupils have a Personalised evacuation plan.

Health and safety are an item discussed in governing body and staff meeting. Health & safety site walks take place termly but staff are asked to record issues they may come across that need maintenance with the Business manager who arranges for the works to be authorised.

Risk assessments for areas of the school are completed and shared with relevant persons

First Aid

In school there are members of staff who oversee first aid procedures. Staff have been trained as first aiders and some as paediatric first aiders.

First aid kits are available throughout the school and the contents are monitored by the Assistant Head and first aiders. The school reports accidents onto the First Aid school app. This is done through an app on the staff members phone, sending an email to the parents notifying them of an accident their child received during the day.

More serious accidents are recorded on the app plus a phone is made to the parent/carer, sometimes requiring the parents to collect and monitor or to seek further medical advice.

An ambulance will be contacted for emergencies

Protocol on the yard for a child falling:

A child falls/has an accident

The child is comforted and reassured

A trained first aider is consulted

The child is treated as advised

The First aid app is completed to send a message to parent

Parents may be contacted

Emergency 999 may be required

Intimate care

At times pupils may enter the school wearing nappies for a medical need or maybe be developmentally delayed. We are an inclusive school and will always accept pupils at this stage or with a medical condition.

Please see intimate care policy.

Site security

Llandeilo primary provides a secure site which is controlled by electronic keyfobs and gate keys.

During the morning opening times the gates are manned by senior staff and a Teaching assistant.

Visitors must enter through the main gate and the front door where they will be asked to sign in at the office. Visitors will be asked to wear visitor badges so the pupils know they have been signed in and are safe to enter the school.

If a parent/carer wishes to collect a child during school hours they need to arrange a suitable collection time with the school office. Headteacher and class teacher are to be notified and the pupil signed out on the electronic system when leaving the premises (and signed back in if they return)

Should a pupil leave the school premises without permission then staff are never to chase after the pupil, but rather immediately contact the headteacher or assistant head and let the office know. The Headteacher or member of the leadership team will walk slowly outside the school site to see if the pupil can remain in sight. Parents will be phoned and the police will be informed of the circumstances.

At the end of the day, if there are any pupils who has not been collected after 10 minutes, the teacher reports to the school office and parents are contacted. A member of the leadership team is to be informed.

If parents/carer do not collect, all family members/ friend on the contact list will be called. Leadership staff are to remain with the pupil until the situation has been resolved. If no-one collects the child within the hour then social services are informed.

At the end of the day all gates, windows and doors are closed. The key holder, Mrs. C Morgan will lock the school site after the cleaners have left. Mrs. Morgan opens the school site at approximately 7.30am.

Attendance

Attendance of 95% and above is expected of all pupils. When pupils are unwell, it is expected that parents/carers either ring to confirm absence by telephone or use the school app.

The school works closely with the Local authority Education Welfare officer whenever a child's attendance and punctuality are a cause for concern.

Positive measures are put in place to encourage pupils to attend regularly and punctually. The school dogs are a great incentive to encourage pupils to come to school and have responsibilities for filling the dogs water bowls etc. Having responsibilities for a variety of 'jobs', using the positive system of 'pebbles in the jar' and using cooking and eating food! This become an incentive within the nurture base and we were surprised at its impact!

NB: ABSENCE CAN BE AN INDICATOR OF OTHER ISSUES, INCLUDING THOSE AROUND SAFEGUARDING.

Finally, The Local Authority safeguarding officers may consider legal action in some cases if attendance is persistently low, and all avenues for support have been exhausted.

Children missing from school

The Education and Inspectors Act 2006 places a legal duty on local authorities to establish the identities of missing children from education.

The school will investigate as a priority to see where the child may be through phone calls to parents, family members or friends.

It is also reported to MIS (Teachers Centre system for registration of all pupils) and Carmarthenshire's senior social worker Rhona Evans who will guide the school through the process involving police and social services.

Volunteers/visitors

Induction of volunteers

Volunteers must have full DBS clearance before starting at the school

Volunteers meet with the Headteacher for an induction which covers safeguarding, confidentiality, fire evacuation etc.

Volunteers who come through an 'back to work' government agency – Headteacher meets with the volunteer's key worker as well as the volunteer. Full risk assessment completed by the agency and school.

The volunteer is deployed within the school based on their experience and areas of interest to best suit the pupils and staff members.

Welcoming visitors

It is the responsibility of the employing statutory agency of the professional personal visiting the schools to ensure that their staff have the correct level of DBS to attend our school. Visitors will be asked for photographic ID if they are a new visitor to the school.

Once signed into the electronic system, we ensure that they are aware of the safeguarding statement and Fire procedure.

People undertaking work on site who may not have an enhanced DBS as it is not pertinent to their employment, will have accompanied access at all times e.g., roofer, plumber etc.

School visits

Out-of-school activities are important both educationally and in terms of wider personal development. They add to the curriculum, develop curiosity, deepen conceptual knowledge, build confidence and increase skills.

Children will always be encouraged to take part in school visits. In certain circumstance parents/carers may attend the visit if the child has special care arrangements/medication, however the school is confident it can manage all pupils away from the school site. If parents/carers attend will be 1:1 with their child and not have any 1:1 contact with other pupils on the trip. All trips/sporting events are to be authorised by the Headteacher. Risk assessments form part of this process.

Sporting Activities

All pupils will be encouraged to take part in sporting events and weekly physical education sessions. It is of benefit for the child's social, mental and physical health.

If there are any restrictions on a pupil's ability to participate in PE, parents / carers must inform the school where reasonable adjustments can be made.

Sporting events off site will require parental consent, risk assessment and authorisation from the Head.

The Design of the curriculum and Extra curriculum Agenda

Welsh Government has empowered schools to design a curriculum for the pupils and the community it serves.

In terms of safeguarding the curriculum Health and Wellbeing Area of Learning offers a wide opportunity to teach personal wellbeing, safety and health, online safety and use the Empathy lab program to develop resilience and self-esteem in pupils and aim to reduce vulnerability.

Secondly the curriculum is designed so that safety issues within areas of learning are discussed and safe practices are taught such as using real tools in the allotment and outdoor learning sessions such as saws, hammers etc. Risk assessments are carried out by staff with this level of training and shared with the Head. There must be appropriate levels of staffing at all times however, extra care must be taking when teaching these sessions and the staffing must be appropriate for the age of the pupils.

At times visitors are welcomed into the school with specialist knowledge to share with the pupils. These visits are very welcomed but must have an enhanced DBS and or a risk assessment with accompanying adult at all times.

Positive Relationships

Restorative and Trauma informed approaches

Good behaviour is essential in any community, and at Llandeilo we have high expectations. We take into account each child's needs including those who may have suffered trauma which impacts of the types of behaviours they may display. We remain positive at all times and show understanding & empathy.

Specialist intervention from the nurture base is available to any child who finds it difficult to regulate, make friends and stay on task in class.

Our encouragement system develops a *working together attitude* for class Golden time and enrichment, and at the end of each term a whole school achievement e.g., extra playtime, afternoon at the local park, interactive dinosaur to visit school etc. The children often play a part in deciding the end goal!

Anti-bullying policy

Our definition of bullying:

Bullying is when someone deliberately hurts another or makes them feel unhappy. Bullying behaviour will be repeated over a period of time and be difficult for victims to defend themselves against.

We recognise that even a one-off incident can leave a learner traumatised and nervous of future recurrence.

Several Times and On Purpose = STOP
= Start Telling Other People

Adults must be informed immediately so that the school can act swiftly with the process of investigation, Restorative practice and Trauma informed practices if required.

Our policy is available within the Relationships policy.

Diversity and Equality

Racial tolerance

Everyone is treated fairly at Llandeilo primary. All children are given equal access to the school and its Curriculum. Every measure is taken to make sure all pupils can take a full part in every lesson.

Please refer to our equality policy

Pupils at Llandeilo primary will be prepared for an ethnically diverse society. Pupils are taught diversity concepts within Areas of learning. We cover Black, Asian and minority ethnic histories and experiences. Racism is tackled through many areas of the curriculum including RSV & Health and wellbeing where discussions are designed to evoke deeper thinking and empathy.

Photographing and videoing

We seek permission from parents/carers to photograph/video individual pupils. The forms are sent out every September or whenever pupils start at the school.

At times organization such as the BBC, Royal Albert Hall, Swansea university may be recording good practice at our school. Separate parental/carers permission is required.

Pupils whose parents do not agree, are often asked to be the camera person so the child does not feel left out when this happens.

Whistle blowing or allegations made against a member of staff

Any member of staff or visitor to the school who has concerns about a member of staff and their suitability, should notify the Head or Assistant Head immediately.

Please see our Whistle blowing policy.

At Llandeilo primary we take safeguarding very seriously. If you have any questions regarding safeguarding or anything else, please arrange to speak with Mrs. Towns our Head teacher.



Child Protection Policy

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Real life experiences develop all learners to become Ambitious Capable Learners, Healthy Confident Individuals, Enterprising Contributors, and Ethical Informed Citizens to become the best that they can be, and seek the best in others.

The Designated Senior Person(s) for child protection in this school is:

Mrs Karen Towns – Head Teacher

Tel: 07967809405

The Deputy Designated Senior Person is:

Mrs Vicki Davies

Tel: 07779984210

The Designated Person for child protection within the Governing body is:

Mrs Catherine Bleasdale

Tel: 07773023275

Chair of the Governing Body :

Signed: CABleasdale Date: 4/2/23

Head Teacher:

Signed: KTowns

Date: 4/2/23

Child Protection Policy for Ysgol Gynradd Llandeilo

Introduction

Ysgol Gynradd Llandeilo fully recognises the contribution it makes to child protection.

There are three main elements to our policy:

- **Prevention** through the teaching and pastoral support offered to pupils, and the use of preventative services, such as Team Around the Family (TAF) in schools
- **Procedures** for identifying and reporting cases, or suspected cases, of abuse or harm. Because of our day-to-day contact with children school staff are well placed to observe the outward signs of abuse,
- **Support** to pupils who are in need or who may have been abused.

Our policy applies to **all** staff, governors, agency staff and volunteers working in the school. Learning support assistants, mid-day supervisors, caretakers, Business Managers, admin. assistants as well as teachers can be the first point of disclosure for a child.

Our school will annually review the policy and is committed to following any new guidance received from Carmarthenshire County Council or Welsh Government.

The Designated Senior Person(s) for child protection in this school is:

Mrs Karen Towns – HeadTeacher

Tel: 07967809405

The Deputy Designated Senior Person is:

Mrs Vicki Davies

Tel:07779984210

The Designated Person for child protection within the Governing body is:

Mrs Catherine bleasdale

Tel: 07773023275

Prevention (Safeguarding)

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

Our objective is to bring about a whole school cultural shift where the wellbeing of all is the highest priority.

We ensure the relational and emotional health of all through:

Nurturing our pupils to feel safe, Emotion Coaching , Trauma informed practices, Restorative practices and a 'School built on Love'.

The school will therefore:

- Make it a priority to ensure all our learners feel safe, and have emotionally available adults around whom they can approach if they are worried or in difficulty
- Establish and maintain an ethos where children and staff make connections, are encouraged to talk, and are listened to
- Include all pupils in the curriculum, activities and opportunities for relationships and sexuality education which equips children with the skills they need to stay safe from abuse and to know to whom to turn for help
- Include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Build relationships with other agencies to ensure early and appropriate referrals are made for support and intervention before risks escalate
- Take a whole-school approach to well-being which will incorporate safeguarding and preventative measures to support children and families

Procedures (Child Protection)

These should be followed in the event of a child protection disclosure/concern

We will follow the Wales Safeguarding Procedures that have been endorsed by the Local Safeguarding Children Board

<https://www.safeguarding.wales/en/>

The school will:

- Ensure it has a Designated Senior Person for child protection who has undertaken the appropriate training.
- Recognise the role of the DSP and arrange support and training
- Training for the DSP:
- Safeguarding and Child Protection Carmarthenshire
- Designated Safeguarding Person training with Carmarthenshire
- Designated Safeguarding Senior person - eLearning Noodle Training
- <https://elearning.noodlenow.co.uk/>

Ensure every member of staff and every governor knows:

- the name of the DSP and their role, the local authority point of contact and the designated governor for safeguarding

The Designated Senior Person(s) for child protection in this school is:
Mrs Karen Towns – HeadTeacher - Tel: 07967809405 Email:
Karen.towns@llandeilo.ysgolccc.cymru

The local authority point of contact - Mrs Rhona Evans [Tel:01554742369](tel:01554742369)
Email: RhoEvans@Carmarthenhire.gov.uk

The Designated Person for child protection within the Governng body is:
Mrs Catherine bleasdale Tel: 07773023275
Email: Catharine.bleasdale@llandeilo.ysgolccc.cymru

- that they as staff have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board how to take forward those concerns when the DSP is unavailable
- Ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect.

Dealing with a disclosure made by a child

Listen (Recognise the child, connect).

- Listen carefully to what is being said, without displaying shock or disbelief.
- 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.
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

Reassure

Provide the child with plenty of re-assurance. 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".

- Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
- Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

React

- 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 eg TED

- T- Tell me, E-explain, D-describe.
- Do not criticise the alleged perpetrator as the pupil may still have a positive emotional attachment to this person.
- 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.

Record

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate 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).
- Time and date your notes and do not destroy them in case they are required by a court.
- Where possible, indicate the position of any bruising or injury but do not ask the child to remove any clothing for this purpose.
- Record statements and observable things, rather than your interpretations or assumptions.

Refer

Final Steps

- Once you have followed the above guidelines, pass the information on **immediately** to the Designated Senior Person or the Deputy Senior person with responsibility for Child Protection. They will then have several options open to them, including contacting Children's Services to seek their advice as to what should happen next

Supporting the pupil at risk

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, 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:

- The content of the curriculum to encourage self-esteem and self-motivation
- Use of the Nurture base and the specialist provision it offers
- the school ethos which: promotes a positive, supportive and secure environment, gives learners the knowledge that he/she is valued

- The school's setting's Relationship policy(behaviour), which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- Liaising with other agencies who support the learner such as local authority officers – for example the educational psychology service, Behaviour support services or the School Safeguarding and Attendance Team – child and adolescent mental health services, and advocacy services keeping records and notifying the local authority as soon as there is a recurrence of a concern.
- Taking all suspicions and disclosures seriously
- 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.
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support
- Cooperating fully with relevant statutory agencies, including working with Police and children's services in line with the Operation Encompass and Operation Endeavour protocol (see below).

OPERATION ENCOMPASS

The school participates in **Operation Encompass and Operation Endeavour**. Operation Encompass was created to support children experience domestic abuse through timely information-sharing between police and schools. The purpose of Operation Encompass is to enable support to be given to child victims of domestic abuse. Through Operation Encompass schools can help children understand what is happening at home and how to best protect themselves both physically and emotionally. The information a school receives also enables them to prepare for the child at school and ensure they have the support they need.

The purpose of Operation Endeavour is to safeguard and support those children and young people who have been reported missing from home. It is thought that approximately 25% of children and young people that go missing are at risk of serious harm. There are particular concerns about the links between children running away and the risks of sexual exploitation.

Operation Endeavour aims to ensure that a Designated Safeguarding Person (DSP) is made aware of the incidents at the earliest opportunity in order to provide timely and tailored support to children and young people at the start of, and during the school day.

Confidentiality

With regards to child protection, the duty of confidentiality is not absolute and may be breached where this is in the best interests of the child and in the wider public interest. If professionals judge that disclosure is necessary to protect the child or other children from a risk of serious harm, confidentiality may be breached. Staff should refer to the Local Authority guidance "Guidance for Schools: Consent for referrals to Children's Services / Team Around the Family".

Where those in education settings judge that there is a need to share confidential information with children's social services or the police:

- they should attempt to support the child
- they may initially discuss the case anonymously with other relevant colleagues, such as the DSP or another colleague with suitable competence in safeguarding or with children's social services.
- the child should be informed of the professional's need to share confidential information, unless to do so might put them at further risk
- any decision to share information or not should be properly documented.

Decisions in this area need to be made by, or with the advice of, people with suitable safeguarding competence, such as the named designated professionals.

Ensure every member of staff and every governor knows continued:

- Ensure that members of staff who are EWC registrants are aware of the *Code of Professional Conduct and Practice for registrants with the Education Workforce Council* (see www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content
- Ensure that parents/carers have an understanding of the responsibility placed on the school setting and staff for safeguarding and child protection by setting out its obligations in the school prospectus

Provide training for all staff so that they:

- understand their personal responsibility
- know the agreed local procedures and their duty to respond
- are aware of the need to be vigilant in identifying cases of abuse and neglect
- know how to support a child who discloses abuse or neglect
- understand the role online behaviours may have in each of the above

Staff training record available.

- **Notify the local authority's social services team if:**

- a learner on the child protection register is excluded, either for a fixed term or permanently
- there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend)
- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences
- 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 the local authority immediately
- Report on the system called *MY CONCERN*
- ensure all records are kept secure and in locked locations
- adhere to the procedures set out in the Welsh Government 's *Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies*. See:

gov.wales/disciplinary-and-dismissal-procedures-school-staff

- ensure that recruitment and selection procedures are made in accordance with Welsh Government 's ***Keeping learners' safe guidance***

<https://www.gov.wales/keeping-learners-safe>

- designate a governor for safeguarding who will oversee the school's Child Protection policy and practice.

- **The Designated Person for child protection within the Governing body is:**

Mrs Catherine bleasdale Tel: 07773023275

Email: Catharine.bleasdale@llandeilo.ysgolccc.cymru

Supporting those at risk.

We recognise that children/young people who are at risk, suffer abuse or experience violence may be deeply affected by this.

This school/college/education setting may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school/college/education setting their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavor to support the learner through:

- the content of the curriculum to encourage self-esteem and self-motivation
- the school/college ethos which:
 - – promotes a positive, supportive and secure environment
 - – gives learners a sense of being valued (see section 2 on Prevention)
- the school's behaviour policy, which is aimed at supporting all pupils including the most vulnerable pupils in the school.
- All staff have on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth.
- The school will endeavor to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred
- liaison with other agencies who support the learner such as local authority officers – for example the educational psychology service, behaviour support services or the Education Welfare Service – child and adolescent mental health services, and advocacy services
- keeping records and notifying the local authority as soon as there is a recurrence of a concern.
- Local authorities, governing bodies and proprietors also need to be able to show they have considered whether children, including individual children, in their area has any specific safeguarding needs in addition to those covered by guidance. If so, they must have policies and procedures in place to meet those needs.

When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform social services.

Contacts

All child protection referrals go to the;
Central Referral Team-

☎ 01554 742322 📧 CRTChildren@carmarthenshire.gov.uk
Out of Hours- ☎ 0300 333 2222.

Contacts to seek advice:

School Safeguarding Officer Rhona Evans
Email : Rhoevans@carmarthenhire.gov.uk
☎ 01554 742369 (extension2197) / 07785716992

Local Authority Designated Officer Rebecca Copp
Email: Rcopp@carmarthenshire.gov.uk
☎01267 246595

Anti-Bullying.

Please see our Relationships policy

Physical Intervention

Our policy on Physical intervention is set out in a separate document and is reviewed annually by the governing body, and is consistent with the Welsh Government's guidance *Safe and effective intervention – use of reasonable force and searching for weapons*. Please ask the office for a copy. It will soon be uploaded to our new platform on the website

<https://www.gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>

Children with Additional Learning needs.

We recognise that statistically children with additional learning needs are most at risk of abuse. Staff who work with children with an additional learning need, such as a profound and multiple disability, sensory impairment or emotional and behavioural problem, need to be particularly sensitive to signs of abuse.

The school provides its own nurture base provision called 'Y Cwtch' Staff assigned to this area of the school have experience in building specialist emotionally available relationships with the pupils.

Managing allegations against adults who work with children

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 Headteacher or in their absence a member of staff with Headteacher responsibilities. The Headteacher will then contact the Chair of Governors and Central Referral Team to discuss the next steps in accordance with local arrangements. Staff should not confront the person the allegation is against or share information with anyone else.

Central Referral Team will guide the school through the next steps.

If a potential child protection allegation is made against the Headteacher, the member of staff in receipt of that allegation must contact the Chair of Governors. The Chair of Governors will then contact The Central Referral Team to discuss the next steps in accordance with local arrangements. If the Chair of Governors is unavailable, the member of staff can seek advice from The Central referral Team.

Abuse of position of trust

Welsh Government guidance ("Keeping Learners Safe" 2020) indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. 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.

Review

Senior Person for Child Protection may wish to provide the Governing Body with information on the following: -

- changes to Child Protection procedures;
- training undertaken by all staff and governors in the preceding 12 months;
- the number of incidents of a Child Protection nature which arose in the school within the preceding 12 months (without details or names);
- where and how Child Protection and Safeguarding appear in the curriculum;
- lessons learned from cases.

Appendix Recognising Abuse

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

By understanding the warning signs, you can respond to problems as early as possible. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

There are a number of warning indicators which might suggest that a child may be being abused or neglected. expand the sections below to find out more.

Physical abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

Signs of physical abuse

Some of the following signs may be indicators of physical abuse:

- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones
- Children with unexplained:
 - bruises or cuts
 - burns or scalds
 - bite marks

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities.

Signs of emotional abuse

Some of the following signs may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'.
- Parents or carers blaming their problems on their child.
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual abuse

Sexual abuse is any sexual activity with a child. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

Signs of sexual abuse

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age.
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have.
- Children who ask others to behave sexually or play sexual games.
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

The Home Office definition of CSE is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even

if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Signs of child sexual exploitation

Some of the following signs may be indicators of Child Sexual Exploitation:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late.
- Children who regularly miss school or education or don't take part in education.

Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action.

Whilst you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Signs of neglect

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe.
- Children who are left hungry or dirty.
- Children who are left without adequate clothing, e.g. not having a winter coat.
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence.
- Children who are often angry, aggressive or self-harm.
- Children who fail to receive basic health care.
- Parents who fail to seek medical treatment when their children are ill or are injured.

Female Genital Mutilation (FGM)

Female genital mutilation, also sometimes referred to as female genital cutting or female circumcision, refers to procedures that intentionally alter or cause injury to the genital organs for non-medical reasons. There are no health benefits, it causes severe pain and significant long-term psychological and physical problems.

The practice is illegal in the UK and it is also illegal to arrange for a child to be taken abroad for FGM. Since 31 October 2015 all registered healthcare professionals and teachers in England and Wales have a mandatory duty to report FGM cases to the police.

Signs of FGM

Some of the following signs may be indicators that a girl or woman is at risk of FGM or experienced FGM:

- One or both parents come from an ethnic group that traditionally practices FGM.
- An older sister or female cousins have undergone FGM.
- Parents express views which show that they value the practice.
- A girl is withdrawn from all teaching classes on personal, Social or Health Education.
- A girl is withdrawn from school to allow for an extended holiday, or a girl talks about a long trip planned during the school summer holidays.
- A girl may talk about “something special happening”, or that there will be “a big party” or “she is going to be a woman soon”.
- A girl may have difficulty walking, sitting or standing.
- A girl may spend longer than normal in the bathroom or toilet.
- A girl may have unusual behaviour after an absence from school or college.
- A girl may be particularly reluctant to undergo normal medical examinations.
- A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.
-

Harmful Sexual Behaviour

Sexual behaviour between children is considered harmful if the child is being coerced or threatened or if one of the children is older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't. When establishing if a child's sexual behaviour is harmful, it is important to not only take their age into account but also their physical, intellectual and emotional development.

Children and young people who display harmful sexual behaviour are likely to have considerable levels of unmet need themselves. Evidence suggests that children and young people who harm others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to Physical Abuse or Sexual Abuse, have problems in their educational development and

may have committed other offences. Such children are likely to be children in need; some will have suffered Significant Harm and may be in need of protection themselves.

Signs of Harmful Sexual Behaviour

Some of the following signs may be indicators of harmful sexual behaviour:

- Children use sexually explicit words and phrases.
- Children use sexual violence or threats.
- Children inappropriately touch themselves or others.
- Children have penetrative sex with other children or adults.

Child Trafficking

Child trafficking is a crime involving the movement of children for the purpose of their exploitation, for example sexual exploitation or forced labour. Children can be trafficked within their own countries and across international borders.

Signs of child trafficking

Some of the following signs may be indicators of child trafficking:

- Children are living away from their family, often in unregulated private foster care.
- Children have no access to their parents or guardians.
- Children are not sure what county, city or town they are in.
- Children are unable or reluctant to provide personal information or details about their living arrangements.
- Children have no documents or their documentation is falsified.
- Children have no freedom of movement.
- Children possess unaccounted for money or goods or required to earn a minimum amount of money every day, or pay off an extortionate debt.
- Children are seen in inappropriate places or venues for example brothels or factories.
- Children may not be registered with a school or with health professionals.

Domestic abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between people in a relationship - intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

Signs of domestic abuse

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around. The following signs may be indicators of witnessing domestic abuse:

- Children become aggressive and or display anti-social behaviour.
- Children experience depression or anxiety.
- Children do not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Online Abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

Children can be at risk of online abuse from people they know, as well as from strangers. Due to abusers being able to contact children at anytime and in their safe places like bedrooms, children can often feel like there is no escape from online abuse.

Signs of online abuse

- Children spending much more or much less time online, texting, gaming or using social media.
- Children are withdrawn, upset or angry after using the internet or texting.
- Children are secretive about who they are in contact with and / or what they are doing online or on their mobile phone.
- Children have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.
-

Radicalisation

Radicalisation is a form of grooming that focuses on promoting extremist violent ideology and terrorism. Radicalisation is a safeguarding matter as it places children and young people at the risk of significant harm.

There is no such thing as a 'typical' young person when it comes to radicalisation and those involved in extremism come from a range of backgrounds and experiences.

Signs of radicalisation

Some of the following signs may be indicators of radicalisation:

- Children making significant changes to their appearance or demonstrating behaviours which are out of character.

- Children accessing violent extremist websites and social networks.
- Children using extremist narratives and a global ideology to explain personal disadvantage.
- Children justifying the use of violence to solve societal issues.
- Children articulating support for violent extremism.
- Children associating with others believed to be at risk of radicalisation.
- Children having contact with extremist recruiters.

Forced Marriage and Honour Based Violence

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Honour-based violence (abuse) relates to any practice used to control behaviour within families to protect perceived cultural and religious beliefs or honour. The Children Act 1989 does not specifically mention honour-based violence and there is no specific offence of 'honour-based crime'. This is because HBV is an umbrella term which encompasses various offences which there are already laws in place for example: sexual or physical assault or kidnapping or false imprisonment. However, such crimes almost always constitute a form of child abuse because the risk of significant harm that it causes the young victims.

Signs of forced marriage and honour-based violence

Some of the following signs may be indicators of HBV and forced marriage:

- Poor attendance and performance at school or work.
- Being withdrawn from school or banned from working.
- Depression, self-harm, attempted suicide, eating disorders and substance misuse.
- Other family members going missing, forced to marry early or running away from home.
- Domestic violence, unreasonable restrictions e.g. 'house arrest'.

Warning

A potential victim may only have one chance to ask for help. Do not underestimate the risk to life that can be posed to individuals experiencing honour-based violence. If the young person is allowed to walk out of the door without the support that one chance might be lost.

Self-Harm and suicide

Information and guidance found on <https://harmless.nhs.uk/> as a guide to multi agency professionals working with young people who self-harm.

This provides up to date information about:

- What is meant by self-harm including thoughts and acts of self-harm, and risks and triggers for young people.
- Guidance on how to react and talk to young people who are self-harming using the acronym SLEEP (Stop, Listen, Empathise, Explore, Plan).
- An online assessment tool to complete with a young person. This assessment automatically generates a safety plan.
- Links to others useful resources and web sites.
- Links to Child and Adolescent Mental Health Services (CAMHS)

If you have any questions after reading this policy and guidance , please refer to the Designated Senior Person responsible for Safeguarding:

- **The Designated Senior Person(s) for child protection in this school is:**
Mrs Karen Towns – HeadTeacher - Tel: 07967809405
Email: Karen.towns@llandeilo.ysgolccc.cymru