



Red Rose School Cardiff Limited

Safeguarding Children Policy

Policy Details
Author: Red Rose School
Date effective from: Jun 2023
Next review date: June 2025
Person responsible for review: Michael O'Donnell

INTRODUCTION

This policy complies with national statutory guidance from:

- Guidance Document 272/2021 Keeping Learners Safe (Dec 2021)
- Working Together to Safeguard People
- Social Services and Well-being in Wales Act 2014
- Well-being of Future Generations Act (Wales) 2015

The school fully accepts and implements the advice and guidance in The Wales Safeguarding Procedures.

This policy should be considered in conjunction with other school policies such as our Safer Recruitment Policy, Anti-Bullying Policy, Behaviour Policy, E-Safety Policy and Physical Intervention Policy. This list is not exhaustive.

Red Rose School fully recognises its responsibility to child protection, and that every member of staff shares this responsibility.

There are three main elements to our policy:

- **Prevention** through the culture, teaching and pastoral support offered to learners.
- **Procedures** for identifying and reporting cases or suspected cases of abuse - because of our day to day contact with children our staff are well placed to observe the outward signs of abuse.
- **Support** to learners who may have been abused.

Our policy applies to all staff and volunteers working in the school. Any member of staff can be the first point of disclosure for a pupil.

This policy is reviewed annually.

PREVENTION

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

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure children know that there are adults in the education setting whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities for relationships and sexuality education which equip 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 and ensure early and appropriate referrals for support and intervention are made before risks escalate
- take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

We ensure that the PSHE curriculum covers topics and includes activities that empower young people to understand coercion or abuse in its many forms and know how to ask for help. We offer support to those pupils who make a disclosure or may have suffered abuse.

PROCEDURES

We will follow the guidance contained in The Wales Safeguarding Procedures as endorsed by our Local Safeguarding Children Board, cardiffandvalersb.co.uk.

All parents and carers understand the role we play in keeping their children safe.

We endeavour to create a safe environment for all pupils,

so that they know there are adults that they can approach if they are worried or in difficulty.

The school will:

- Ensure it has a designated senior member of staff, for child protection who will oversee the school's child protection policy and practice, who has undertaken the appropriate training.
- The Associate Assistant Headteacher, Michael O'Donnell, is the designated Safeguarding Lead.
- All staff know who the Designated Safeguarding Lead (DSL) and Deputy designated Safeguarding Lead (DDSL) are.

DSL – Michael O'Donnell	Associate Assistant Headteacher	07535 124672
DDSL - Hayley Larcombe	Associate Assistant Headteacher	07495 267687
DDSL - Huw Pockett	Proprietor	07495 323386
DDSL - Alun Mills	Associate Assistant Headteacher	07495 323398

- ensure that all members of staff; paid or otherwise have an up-to-date DBS check.
- ensure that every member of staff knows:
 - the names of the designated people and their roles
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the relevant timescales and
 - how to take forward those concerns where a designated person is unavailable.
- ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse
- ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus or on the school's website
- ensure that members of staff are EWC registrants, are aware of the *Code of Professional Conduct and practice for Registrants with the Education Workforce Council* and the expectations with in the

code that the registrant has regard to the safety and well-being of learners in their care and related content

- 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 or risk
 - know how to support a pupil who discloses abuse
 - understand the role online behaviours have in each of the above
- notify the relevant authorities if:
 - a learner on the child protection register is excluded either for a fixed term or permanently and
 - there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend)
- 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 pupils (noting the date, event and action taken) even where there is no need to refer the matter immediately
- ensure all records and all documentation related to child protection is securely locked away. If held digitally, it will be on a secure password-protected server that only the designated person and the deputy person can access.
- 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 Safe Recruitment guidance is adhered to, that recruitment and selection procedures are made in accordance to the Welsh Government Guidance "Keeping Learners Safe" and The Wales Safeguarding Procedures 2019 (see Safe Recruitment policy).

STAFF TRAINING

All staff will receive appropriate child protection training every two years.

Prior to starting work, or as soon as is practicable, either as a paid employee or volunteer, individuals will be provided with training relating to safeguarding children as part of their induction.

All members of staff are trained (internally) and the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are trained to Level 3.

This will be supplemented by in-house bespoke, introductory and refresher training from the DSL.

SUPPORTING THE PUPIL AT RISK OF SIGNIFICANT HARM

We recognise that children who are at risk of significant harm (which could include suffering direct abuse, witnessing violence or being exploited) may be deeply affected by this.

The school may be the only stable, secure and predictable element in the lives of children at risk of significant harm. Nevertheless, if a child is suffering harm there may be a change in their usual pattern of behaviour. When at school their behaviour may be challenging and defiant or they may become withdrawn.

The school will endeavour to support the learner through:

- the school's ethos which:
 - promotes a positive, supportive and secure environment
 - gives learners a sense of being valued
 - promotes strong rapport between pupils and staff, encouraging communication
- the content of the curriculum which encourages strong self-esteem, problem solving and self-motivation
- Liaison with other agencies and services that support the learner, such as local authority officers, educational welfare officers, and advocacy services among others
- Keeping records and notifying the local authority or appropriate services such as Children's Services
- The school's Behaviour Policy is aimed at supporting vulnerable pupils in the school. All staff are trained to provide a consistent approach which focuses on the purpose behind the behaviour shown by the pupil and does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that they themselves are valued. They are not to be blamed for any abuse which has occurred.
- We receive notifications from Operation Encompass and support pupils appropriately and discretely after these notifications.
- The school will maintain records and undertake to notify Children and Young People Services as soon as there is a recurrence of a concern.

When a pupil whose name is on the child protection register leaves, the school will transfer information to the new school immediately (separately from academic information) and inform Children and Young People Services accordingly.

If a child whose name appears on the child protection register is excluded or is away from school for more than two days (or one day following a weekend) Red Rose School will notify the appropriate local services.

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.

PROCEDURES TO FOLLOW WHEN A PUPIL MAKES A DISCLOSURE

A learner might make a disclosure about something that has happened in or outside school. They may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- yours is a listening role. Do not interrupt the learner if they are freely recalling significant events. Limit any questions to clarify your understanding of what the learner is saying. Any questions should be framed in an open manner so as not to be leading. Using the TED approach supports this. (Tell, Explain, Describe)
- you must report orally to the school's **Designated Safeguarding Lead (DSL)** Michael O'Donnell, immediately; or Hayley Larcombe or Alun Mills or Huw Pockett, in his absence.
- make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) on Behaviour Watch. This will automatically trigger an email notification to the DSL and Deputy DSL. The record (which should be clear in its use of terminology) should record the time, date, place and people who were present and should record the pupil's answers/responses in exactly the way they were said as far as possible. Remember, your note of the discussion may be used in any subsequent court proceedings. Once completed the content of the Safeguarding slip disappears from the public domain and can only be accessed and actioned by the DSL and Deputy DSL.
- do not give undertakings of absolute confidentiality, tell the learner you may need to pass this information on.
- your responsibility in terms of referring concerns ends at this point, but you should be open to enquiring what follow up has been implemented. At any point you can refer directly to Children's Services if you feel you need to. You may have a future role in terms of supporting or monitoring the learner, contributing to an assessment, implementing child protection plans and attending child protection conferences and core groups where necessary.
- If a disclosure/allegation is against a family member, it is important that parents are not informed until social services have advised that it is appropriate to do so, as this could put the learner at further risk.

The designated person will review the information provided and make appropriate decisions regarding the next steps. The school will always contact Children's Services if an appropriate course of action is unclear or, if a learner is already known to Children's Services.

Confidentiality

Confidentiality issues need to be understood if a learner divulges information that they are being abused. A learner may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a learner is experiencing child welfare concerns. It is important that each member of staff deals with this sensitively and explains to the learner that they must inform the appropriate people who can help them, but that they will only tell those who need to know in order to be able to help. They should reassure the learner and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the designated person has access to the online or paper child protection records. At all other times, they should be kept securely locked away or digitally secure and separate from the pupil's main file. If the designated person is off-site, the deputy person retains access to files.

ALLEGATIONS AGAINST MEMBERS OF STAFF

Where the allegation is against a member of staff you should refer to circular 009/2014 Safeguarding Children: Working Together Under the Children Act 2004

Allegations against members of staff may come through a variety of routes:

- Parents contact the school or the education department to make a complaint.
- Police discover that a person that they are investigating is a member of the education staff.
- Children's social care may carry out a Section 47 investigation and discover that one of the parents is a member of education staff.
- Children and young people may tell a member of staff that they are subjected to abuse by a member of staff.
- Where the allegation has been made by a learner, the procedures set out above must be followed.

Allegations against a member of staff will be managed by Huw Pockett, the school proprietor. In his absence this role will be fulfilled by Michael O'Donnell or Hayley Larcombe. If the allegation made to a member of staff concerns the Proprietor, either Michael O'Donnell or Hayley Larcombe will consult directly with Social Services Lead Officer for Child Protection (02920 536 400), the Local Authority Designated Officer (LADO) (02920 629800) and the police where appropriate (02920 222111).

If an allegation is made to, or within, Red Rose School against a member of staff that will, or potentially, affect the wellbeing of a learner then the school will follow the guidance detailed below.

Reporting to Social Services

All allegations of 'improper conduct' that will impact on the wellbeing of our students WILL be reported to the Lead Officer for Child Protection (02920 536 400) and their advice sought.

What information will Red Rose School need to give?

Basic details about the allegation:

- If the school has already acted on it and what they have done.
- Whether the parent of the child has been informed.
- Name, date of birth and address of member of staff and of child/children involved.
- Whether there were any witnesses.

Informing parents

Parents should be informed as soon as possible. Red Rose School will assure parents that they are taking the issue seriously and inform of their rights:

- If there is indication that the child may have been assaulted the parent has the right to go to the police.

- Parents may decide they do not want to report to the police. However, the Local Authority will in most cases need to consult the police and the police may contact the parents to check their decision.

Informing the member of staff

The person who is subject of the allegation needs to be informed as soon as possible after consultation with the Local Authority.

Where it is likely that police and or children's social care will be involved an agreement needs to be made with those agencies as to what information can be disclosed to the member of staff.

If the staff member is a member of a trade union or a professional association, he or she should be advised to seek support from that organisation.

If the police decide to investigate, Red Rose School will not start their own investigation before the police have decided whether or not they intend to take the case through the criminal courts.

Suspension

We will always consider suspension where there is cause to suspect a child is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. Staff will not be automatically suspended.

The power to suspend is vested in Red Rose School alone but 'we' may canvass the views of the Local Authority and the police.

Disciplinary

If the CPS decides against criminal proceedings, disciplinary proceedings will always be considered. Disciplinary proceedings carry a lower 'burden of proof', based on 'in all probabilities this did happen' as opposed to 'beyond reasonable doubt'. Please consult our disciplinary policy if necessary.

Resignations and compromise agreements

Red Rose School will not accept resignations during an investigation or before one is started, the investigation WILL be continued. It is important to try to reach a conclusion. In practice continuing to investigate without the compliance of the member of staff can prove very difficult indeed, but Red Rose School will do as much as they can to reach a conclusion that can be properly recorded.

Compromise agreements **will not** be used in these cases. Such an agreement may include restrictions on the employer in respect of sharing details of the case.

Action on conclusion of a case

If the allegation is substantiated and the person is dismissed or Red Rose School ceases to use the person's services, if the member of staff is subject to registration to a professional body or regulator – e.g. the General Social Care Council, General Medical Council – a decision needs to be taken as to whether that body should be informed.

Action in respect of false or unfounded allegations

If an allegation is determined to be unfounded, the school or service should refer the matter to children's social services to decide whether the child concerned is in need of services.

On the rare occasions where it can be proved that the allegation has been deliberately invented or malicious, the school or service may ask the police to consider if any action should be taken against the person responsible. There is of course a risk in acting against a pupil in these circumstances. Children who need to disclose abuse may be deterred. In addition, a child who has made a false or malicious allegation may need some sort of support; it is after all, unusual behaviour.

Red Rose School will ensure that the member of staff who has been the subject of a false allegation is properly supported and in some cases Red Rose School may need to offer the services of a counsellor or encourage them to use the Employee Assistance Programme.

Child Protection Contact Details

Child protection is of utmost importance. Children should always be allowed to learn, develop, play and live in environments free from any influences that may unreasonably affect their lives. Red Rose School is no exception to this! If you become aware of an issue of child protection it is your contractual and moral duty to do your best to protect any children in our care. If you are aware of any issues they should in the first instance be discussed with Michael O'Donnell or Hayley Larcombe Associate Assistant Head Teachers or Huw Pockett the school's Proprietor. However, if you feel that you cannot discuss the issue with those individuals named above or that after your discussions that the issue causing the child protection concern has not been adequately addressed, then you **MUST** contact the organisations given below until the issue is resolved.

School Proprietor

Huw Pockett - 07495 323 386

Associate Assistant Head Teachers

Hayley Larcombe 07495 267687

Alun Mills 07495 323398

Michael O'Donnell- 07535124672

Social Services

Cardiff Council Social Services – Daytime: 029 2053 6400 Out of hours: 029 2078 8570

Cardiff Local Education Authority

Nominated Educational Safeguarding Lead - 029 2062 9800

Local Police station

Cardiff Central Police Station- 01656 655 555

PC Paul Tebbutt (School police officer)- 07805301221

Barnardos

Barnardos (Cardiff) – 029 2049 3387

NSPCC

NSPCC Helpline - **0808 800 5000**

Schools Inspectorate for Wales: Estyn

Estyn (Cardiff) - 029 2044 6446

Estyn Safeguarding Officer – 02920 446 482

Children's Commission Wales

CCS (Swansea) - 01792 765600

Childline

0800 11 11 11

NOTE FOR PARENTS OR CARERS

Parents/carers should be aware that schools have a responsibility to ensure the well-being of all learners. This responsibility means that the school:

- will have a Safeguarding Policy and procedures
- should make parents or carers aware of its Safeguarding Policy possibly through the school prospectus or website, and that this may require their pupil to be referred to the statutory child welfare agencies if they believe that the pupil or other pupils may be at risk of significant harm
- should endeavour to work with parents/carers regarding the welfare of their child and remain impartial if their child is being, or has been referred
- should help parents or carers understand that if a referral is made to Children and Young People Services or the police, it has been made in the best interests of the pupil and that the school will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress
- keep the parents or carers informed of the welfare and educational progress of the pupil.

On 1 September 2006, section 175 of the Education Act 2002 came into effect. This introduces a duty on local authorities, the governing bodies of maintained schools, and the governing bodies of further education institutions, to have arrangements in place to ensure they safeguard children and that such arrangements take account of guidance issued by the Welsh Assembly Government.

Independent schools are required to meet equivalent requirements under standards introduced under the terms of section 157 of the Education Act 2002.

Where a professional has a concern about a pupil, they will, in general, seek to discuss this with the family and, where possible, seek their agreement in making a referral to Children and Young People Services. However, this should only be done where such a discussion and agreement will not place a pupil at increased risk of significant harm. That advice will be provided by the local Children and Young People Services department in consultation, where appropriate, with the police.

The designated child protection person at the school should clarify with these statutory agencies, when, how and by whom, the parents or carers will be told about any referral. They should also seek advice as to whether or not the pupil should be informed of the process.

As a parent or carer, you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and if you are struggling to cope you may need to ask for help and support to protect your child.

You may find the following helpful:

- make time to talk and listen to your child
- familiarise yourself with your child's friends and routine
- be sensitive to changes in behaviour
- teach your child to feel confident to refuse to do anything they feel is wrong
- be aware of your child's use of the internet and mobile phone to ensure they do not place themselves at risk.

NOTE FOR PUPILS

If someone is hurting you or your friends, there are people who can help you and stop people from making you feel scared or hurt.

You should tell someone you trust:

- you can tell a teacher, your parents, carers, grandparents or other members of your family who may be able to help or can tell a friend and
- let people help to make things better by stopping the person from hurting you or your friends.

The person in this school who has special responsibility for helping you if someone is hurting you or your friends is XXXXXXXXXXXXXXXXXXXXXXXX You can speak to any teacher or adult that you feel happy to talk to.

If you cannot talk to any of these, you can talk to one of the following organisations that will have someone who will listen to you:

Childline

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

0808 800 5000

www.nspcc.org.uk

Children's Commissioner for Wales

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

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

www.childcom.org.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

Wise Kids

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

www.wisekids.org.uk

Recruitment and vetting (see Safe Recruitment Policy)

The school will follow Welsh Government guidance Keeping Learners Safe 158/2015.

This will include keeping a central single record of recruitment and vetting checks.

Appendix 1

The following are typical signs of **Abuse**, this list is not exhaustive:

- Bruises (old and new, clustered on one part of body, or on both upper arms)
- Burns
- Cuts or scars
- Marks left by a gag (or some form of restraint)
- Imprint injuries (e.g., marks shaped like fingers, thumbs, hands, belts or sticks)
- Missing teeth
- Spotty balding (from pulled hair)
- Eye injuries (black eyes or detached retinas)
- Broken bones
- Sprains
- Abrasions or scrapes
- Vaginal or rectal pain
- Bleeding from the ears, nose or mouth
- Frequent urinary tract infections or yeast infections
- Painful urination
- Abrasions, bleeding, or bruising in the genital area
- Incontinence in someone who was previously toilet-trained
- Frequent sore throats
- Sudden onset of psychosomatic complaints (males most frequently complain of stomach aches while females most frequently report headaches)
- Sudden difficulty walking or sitting

The following are typical signs of **Neglect**, this list is not exhaustive:

- Dehydration
- Poor or improper hygiene
- Poor grooming (e.g., overgrown fingernails and toenails; uncut, matted, or unclean hair; unshaven facial hair, body crevices caked with dirt)
- Malnourishment/weight loss
- A smell of urine or faeces on the person
- Clutter, filth, or bad smell in the home
- Improper sleeping, cooking, or bathing arrangements
- Infestations (e.g., fleas, lice, roaches, rodents)
- Poor skin condition or skin breakdown (such as rashes, bedsores, or open wounds)
- Lack of necessary adaptive aids such as glasses, hearing aids, leg braces walkers etc. or improper medication management
- Needed medical and dental care (including the administration of prescribed drugs) not provided
- Lack of adequate or appropriate supervision