Appendix

Useful parent Web sites

- **www.childnet-int.org** - Childnet International produce an online CD guide specifically for parents
- **KnowITAll** - [www.childnet-int.org/kia/](http://www.childnet-int.org/kia/)

- **www.thinkuknow.co.uk** – The ChildExploitation and Online Protection (CEOP) Centre has set up its own educational website which has been designed and written specifically for children, young people, teachers, parents and carers.

- **www.myguide.gov.uk/myguide/MyguideHome.do** - My Guide is a government website designed to help adults get started with using computers and the Internet

- **www.getsafeonline.org/** - A beginners guide to using the Internet safety, including a quiz and some video tutorials about how to ‘stay safe’ on-line.

- **www.nextgenerationlearning.org.uk/At-Home/Internet-safety/** - Becta Next Generation Learning website provides some good advice for parents about Internet safety

- **www.kidsmart.org.uk/** - Kidsmart is an award winning internet safety website for parents and those working with children. It has been developed by the children's internet charity Childnet International and has excellent information on many of the technologies used by children, with guidance on how to ‘stay safe’ online.

- **www.ofcom.org.uk/advice/guides/media/** - Managing your Media - Good Ofcom online safety video and guide for parents/carers

- **www.bullying.co.uk** - One in five young people have experienced bullying by text message or via email. This web site gives advice for children and parents on bullying.

- **www.chatdanger.com/** - This website is about the potential dangers with interactive services online like chat, IM, online games, email and on mobiles. It provides information, advice, true stories and games. The resource page also contains a number of links to other useful websites.

- **http://parents.vodafone.com/** - Vodafone have developed this website in conjunction with mumsnet. It is very accessible and provides information and guidance to parents with understanding their child’s digital world and get more involved. There is even an on-line test to see how much you know!
• Staff should be aware of the danger of using home gaming networks, such as Xbox 360 which do not require a password as information can unwittingly be passed to strangers.

**Parent and Carer Responsibilities**

The school will ask new parents to sign the parent/pupil agreement when they register their child within school and a partnership in safety approach with parents encouraged.

Internet use in pupils’ homes is increasing rapidly, encouraged by offers of free access and continual media coverage. Unless parents are aware of the dangers, pupils may have unrestricted access to the Internet. The school arranges a ‘safety on the internet’ (IPAT) information evening to help parents plan appropriate supervised use of the internet at home.

• Parents are also advised to check if pupils’ use elsewhere, such as libraries, is covered by an appropriate use policy.
• Parents’/Carers’ attention will be drawn to the school’s e-safety Policy in newsletters, the school brochure and on the school website.
• Internet issues will be handled sensitively, and parents/carers will be advised accordingly.
• A list of e-safety web sites giving advice for parents/carers can be found in the appendices.

**Monitoring Evaluation and Review**

The school will take all reasonable precautions to prevent access to inappropriate material. However due to the international scale of Internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to our school network. Neither the school nor Cardiff Council can accept liability for any material accessed, or any consequences of Internet access.

Methods to identify assess and minimise risks will be reviewed regularly. The head teacher will ensure that the e-safety policy is implemented and compliance with the policy monitored.

The school’s e-safety Policy and its implementation will be monitored and reviewed an annual basis.

The e-safety policy has been agreed by all staff and approved by the governors.

The school has a designated e-safety officer **Tracey Cleverdon**

---

This policy was approved by the Governing Policy in January 2011 and reviewed in Sept 2011.

**Headteacher:** 

Date:

**Chair of Governing Body:** 

Date:
Protecting personal data

*Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.*

The mis-use of Technology- E-Safety complaints

Prompt action is required if a complaint regarding the inappropriate use of the internet is made. The facts of the case need to be established, for instance whether the Internet use was within or outside school.

- Complaints of Internet misuse will be dealt with by a senior member of staff.
- Any complaint about staff misuse must be referred to the headteacher.
- Complaints of a child protection nature must be referred to the named person and dealt with in accordance to school child protection procedures
- Pupils and parents will be informed of consequences for pupils misusing the Internet.
- A minor transgression of the rules may be dealt with by the teacher as part of normal class discipline. Other situations could potentially be serious and a range of sanctions are in place, linked to the school's learning and behaviour policy.
- Sanctions available include:
  - interview/counselling by Headteacher
  - informing parents or carers
  - removal of internet or computer access for a period.

Pupils and parents will be informed of the complaints procedure (see school complaints policy). Parents and pupils will need to work in partnership with staff to resolve issues. As with other safeguarding issues, there may be occasions when the police must be contacted.

Staff and the e-Safety policy

All staff (or persons not employed by the school who are likely to have access to the school’s ICT systems) must read and sign the e-safety policy.

Staff should be aware that network and internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential. A list of users is recorded by the school.

Staff should also be aware that at home use of social networking sites requires selected contacts between adults and no contact with pupils attending Tongwynlais Primary School. The monitoring of Internet use is a sensitive matter. Staff that manage filtering systems or monitor ICT use will be supervised by senior management and have clear procedures for reporting issues.

- Staff will use a child friendly safe search engine when accessing the web with pupils.
- Staff will not use personal digital cameras or mobile phones to take images of pupils, but use the cameras allocated to each class.
celebrates the life of the school and the achievements of pupils. The point of contact on the Website is the school address, school e-mail and telephone number. Staff or pupils’ personal information is not published. The Headteacher and the ICT co-ordinator, Mrs. Michelle Burge, take overall editorial responsibility and try to ensure that content is accurate and appropriate.

**Publishing pupil’s images and work**
- Parents will be clearly informed of the school policy on image taking and publishing.
- Staff and trainees will not use personal cameras or mobile phones.
- Permission from parents or carers is obtained before photographs or work is published.
- Photographs that include pupils are selected carefully so that individual pupils cannot be identified and their image misused.
- Pupils’ full names are not used anywhere on the Web site or other online space.
- The copyright of all material is held by the school, or is attributed to the owner where permission to reproduce has been obtained.
- Pupil image file names will not refer to the pupil by name.

**Social networking and personal publishing**
- Pupils will not be allowed to access social networking sites but the school will consider how to educate pupils in their safe use.
- Newsgroups will be blocked unless a specific use is approved.
- Pupils will be advised never to give out personal details of any kind which may identify them, their friends or their location.
- Pupils and parents will be advised that the use of social network sites outside school brings a range of dangers for primary aged pupils.

**Managing filtering**
The school works in partnership with parents, Cardiff Council to ensure that systems to protect pupils are reviewed and improved.
- If staff or pupils come across unsuitable on-line materials, the URL address and content must be reported to the Internet Service Provider via the ICT/e-safety Coordinator.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

**Managing video conferencing and web cam use**
Video conferencing uses the county approved program Visual Nexus and pupils must follow the school’s Behaviour Policy.
Video conferencing is always carefully supervised and pupils must ask permission before accepting or making any calls.

**Managing emerging technologies**
- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Technologies such as mobile phones are not allowed in school.
- The appropriate use of ‘Learning Platforms’ will be discussed as the technology becomes available within the school.
• A program of e-safety lesson plans and resources (CASE) will be taught in KS2, YR 5 and 6.
• E-safety training will be embedded within the ICT/IT scheme of work and supported by Childnet, ‘Know IT All’, guide to e-safety for primary schools.

MANAGING INTERNET ACCESS AND TECHNOLOGIES

Information system security
School ICT systems security will be reviewed regularly.
• Virus protection will be updated regularly.
• Portable media, such as memory sticks and CD-ROMs, may not be used by pupils without specific permission followed by a virus check.
• Portable media, such as memory sticks and CD-ROMs, may not be used to save information on individual pupils.
• Staff will use encrypted memory sticks to carry pupil information. This information will not be stored on home systems.
• Unapproved system utilities and executable files will not be allowed in pupils’ work areas or attached to e-mail.
• Files held on the school’s network will be regularly checked.

E-mail
E-mail is an essential means of communication for both staff and pupils. Directed e-mail use can bring significant educational benefits and interesting projects. However, un-regulated e-mail can provide a means of access to a pupil that bypasses the traditional school boundaries. In the school context, therefore, e-mail is not considered private and is monitored by staff, whilst trying to achieve a balance between monitoring that is necessary to maintain the safety of pupils and the preservation of human rights, both of which are covered by recent legislation.

• Pupils will only use approved e-mail accounts on the school system where contacts have been made and approved between organisations such as partner schools. Pupils may not access personal email accounts in school.
• Foundation Phase and KS2 pupils will explore the skills of e-mail through a program called ‘2 Simple’ E-mail.
• Whole-class or group e-mail addresses are used at Key Stage 2.
• Pupils must immediately tell a teacher if they receive offensive e-mail.
• In e-mail communication, pupils must not reveal their personal details or those of others, or arrange to meet anyone without specific permission.
• Incoming e-mail should be treated as suspicious and attachments not opened unless the author is known.
• Teachers to use their school e-mail accounts
• E-mail sent to an external organisation is written carefully and authorized before sending.
• The forwarding of chain letters is not permitted.
• The sending of abusive or inappropriate email messages is forbidden.

Published content and the school website
The school website www.tongwynlaisprm.cardiff.sch.uk
The role of Technologies in Teaching and Learning

Benefits of using internet in education include:

- access to world-wide educational resources including museums and art galleries;
- educational and cultural exchanges between pupils world-wide;
- vocational, social and leisure use in libraries, clubs and at home;
- access to experts in many fields for pupils and staff;
- Staff professional development through access to national developments and training opportunities.
- materials and effective curriculum practice;
- communication and collaboration with support services, professional associations and colleagues;
- improved access to technical support including remote management of networks and automatic system updates;
- exchange of curriculum and administration data with the Cardiff Local Authority.
- Access to learning wherever and whenever convenient.

Internet use will enhance learning

- The school Internet access is designed by Cardiff Council and it includes filtering appropriate to the content and age of pupils.
- Pupils will be taught what internet use is acceptable and what is not and given clear objectives for Internet use.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.
- Pupils will be shown how to publish and present information to a wider audience.
- It is a requirement of the National curriculum orders for ICT and is implied in other subjects.

Evaluation of internet content

- The school will ensure that the use of Internet derived materials by staff and pupils complies with copyright law.
- Pupils will be taught the importance of cross checking information before accepting its accuracy.
- Pupils will be taught how to report internet content they find unpleasant.

HOW E SAFETY WILL BE TAUGHT

Introducing the e-Safety policy to pupils

In the Foundation Phase access to electronic technologies will be by adult demonstration with directly supervised access to specific, approved on-line materials, e-safety rules will be introduced and reinforced during these sessions.
- e-safety rules will be posted in rooms where computers are used and discussed with the pupils regularly.
- Instruction in responsible and safe use will precede Internet access in KS2.
- Pupils will be informed that network and Internet use will be monitored and appropriately followed up.
• Identity theft
• Illegal behaviour
• Exposure to inappropriate content
• Obsessive use of ICT
• Copyright infringements

**The importance of internet and digital communications**

The internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience. Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.

**Other Related Policies**

The school’s e-safety policy will operate in conjunction with other policies including:

- Behaviour for Learning
- Learning and Teaching
- Anti-Bullying
- Child Protection
- PSHE Policy
- ICT/Curriculum
- Data Protection
- Security
- Health and Safety.

These policies are set out in separate documents and are reviewed regularly by the governing body. Sanctions for the misuse of technology are consistent with sanctions for other inappropriate behaviours.

**The purpose of this policy is to:**

- Through consultation with pupils and staff establish the ground rules we have in Tongwynlais School for using the Internet and electronic communications such as mobile phones, collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users, to enable them to control their online experience.
- Describe how these fit into the wider context of our discipline and PSHE policies.
- Demonstrate the methods used to protect children from sites containing pornography, racist or politically extreme views and violence.
- *Understand that accessing inappropriate sites accidentally is not something to feel guilty about and that any such incident should be reported to staff immediately.*
Tongwynlais Primary School

E Safety Policy

This policy should be read in conjunction with the mission statement and aims of the school

A community of learners that values the effort and achievement of all. Setting challenging goals, developing lifelong skills and positive values to equip for an ever changing world.

- Celebrate the diversity of our city and promote our rich cultural heritage and team ethos as a community school in Wales.

- To support the whole school community in developing an awareness of the needs of the environment; promoting sustainability and responsibility for the future of the village and the wider world.

- To help all our pupils to fulfil their individual potential, discover new talents and develop a love for learning and the ability to evaluate their own and others’ learning successes

- To develop the emotional awareness of our pupils. Allowing them to make choices whilst recognising the responsibilities that these choices bring.

- To develop and value all our staff and others involved in the learning and teaching in our school so that the individual needs of learners are met.

- Promoting confidence, independence and teamwork through the key skills of Communication, Numeracy, ICT and Thinking.

- To enrich our pupil’s learning experience and encourage creativity by providing additional opportunities through play, music and physical activities.

Introduction-Definition of E-Safety

The purpose of this policy is to ensure that all staff parents and governors understand and agree the school’s approach to e-safety (electronic).

E-safety relates to the education of using new technology responsibly and safely, focusing on raising awareness of the core messages of safe content, contact and commerce when using technology. This can include accessing websites and online content, email, online chat rooms, mobile phones, gaming and games consoles, social networking sites, instant messaging (IM) and viruses and spam. The purpose of this policy is to ensure that all staff parents and governors understand and agree the school’s approach to e-safety.

There are a number of key risks to using new technologies, including:
- Physical danger
- Sexual abuse
- Bullying
The Role of Bully Buddies
Bully Buddies are selected members of classes in Years 5 & 6 who are willing to monitor bullying in the playground and to intervene to support children who feel vulnerable.

References:
Cardiff Against Bullying (CAB) Advisory Service TEL 02920617632
Bullying: A Positive Response - Tattum & Herbert, Cardiff CHE 1990
Bullying: A Quick Guide - C. Herbert - Pub. Daniels
Stamp Out Bullying: Maines & Robinson - Lame Duck Publishing

Monitoring and review
This policy is monitored by the Headteacher, who reports to Governors about the effectiveness of the policy, on request.
They refer to bullying during Circle Time and discuss issues relating to this. The teaching of strategies for dealing with bullying is a part of the P.S.E scheme of work and is referenced annually through the SEAL program studied by the whole school.

If teachers/staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, either the teacher or the Headteacher informs the child’s parents.

If, as staff, become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher and if appropriate the special needs co-ordinator.

We may then invite the child’s parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher or Designated Child Protection Teacher may need to consider whether the acts of bullying by or to a child warrant implementation of the child protection procedures.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child’s class teacher immediately.

Parents have a responsibility to support the school’s anti-bullying policy and to actively encourage their child to be a positive member of the school.
The Role of Governors

The Governing Body supports the Headteacher in implementing this policy. Governors do all that they can to eliminate bullying from our school, and to ensure that incidents of bullying are taken seriously and dealt with appropriately.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Headteacher draws the attention of children to this fact at suitable moments during the school week, often in assembly.

For example, if an incident occurs, the Deputy Headteacher or Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher works with staff to set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

In serious cases a referral may be made to CABS (Cardiff Against Bullying)

The Role of Staff/Teachers

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They may keep records of all serious incidents that happen to children in their class in their diaries.
1 The Headteacher will discuss the incident with bully(ies) and victim(s), individually and then together. She will take notes of what is said, using, when appropriate, the children's own words. Class teacher will be informed of the outcome.

2 Bully(ies) will be told that any repetition of such behaviour may result in parents being contacted.

3 If similar behaviour is subsequently reported, parents may be requested to visit the school.

4 Parents and teacher or Headteacher will discuss ways of dealing with the situation. Parents will be reminded that further incidents could result in a period of temporary exclusion from lunch or indeed, permanent exclusion from school, for a period of time.

In order to create an environment which encourages positive non-aggressive and threatening relationships, all staff at school are committed to the following:

- Using the whole School Behaviour for Learning Policy
- Encouraging an open atmosphere in school
- Taking every allegation seriously
- Always listening to the children
- Supporting our midday supervisors in the work they do with children
- Supervising the playground and learning areas diligently.
- Using Circle Time as an opportunity to discuss the issue of bullying
- Raising the topic of 'Bullying' within the PSE curriculum when appropriate
- to talk about moments of disrespect and violence with the children
3 If teasing continues, **WARN** the participants that if they continue you will report it to a member of staff or a Bully Buddy.

4 If steps one to three have not been effective, and teasing continues **REPORT**, the incident to a member of staff.

All children are made aware of this procedure, reinforced through class discussion, assemblies etc. The perception that they are 'telling on' other children is discouraged. Thus, if a pupil reporting an incident approaches a member of staff, the child is asked if the **4 STEP** approach has been followed and appropriate action will be taken.

**Investigating Incidents of Bullying**

Investigation into incidents of bullying is undertaken in the first instance by the supervising adult or the class teacher.

We recognise the need to gather as much information as possible. When appropriate, the adult dealing with the incident will talk to the victim, the perpetrator and any witness separately and then together. Often it is only the Headteacher who is available to undertake this role.

It is often necessary to take notes of what is said.

If necessary, the children should be referred to the senior teacher within the year group, to the Deputy Head or Headteacher. This structured approach is important – it is often inappropriate to send children to the Deputy Head or Headteacher as a first step.

**Investigation of more serious incidents**

The following represents an agreed staged response towards serious incidents of bullying, and to other serious incidents of unacceptable behaviour.
• At this meeting the victim and the bully are often seen separately to get their views – it is usually appropriate to take notes
• The victim and the perpetrator(s) may then be seen together if it is difficult to establish whether bullying has taken place or whether there has been a clash of personalities or characters. If a meeting together occurs the aim is to emphasise that hurt, whether physical or emotional, has been caused and that the situation needs to move on so that this does not occur again. All people involved our encouraged to come up with their own ideas or suggestions as to how this may be achieved.
• If such cases continue to give concern, parents may be informed and will be asked to discuss the problem
• An attempt will be made to help the bullies to change their behaviour. This may involve contracts being drawn up to monitor and improve behaviour
• Through Personal and Social Education, children will be made aware of what type of behaviour constitutes bullying. Stories, role play, worksheets may be used to address the problem of actions which give rise to bully versus victim
• If bullying continues, the bully will be withdrawn from the situations where bullying mainly occurs
• In serious cases, temporary exclusion or even exclusion will be considered

**Supporting Children in their Response to Bullying - Our Four Step Approach**

We are a Telling School; children are encouraged to report incidents of bullying and intimidation. This reporting should be IMMEDIATE when the nature and level of intimidation is such that the victim is physically hurt or highly distressed.

When isolated incidents of teasing or name calling occur, children should be encouraged to follow this **4 STEP** approach.

1. **IGNORE** the individual or group who are teasing. This is often difficult, but usually very effective if it can be sustained.

2. If ignoring fails, **ASK** the individual or group to stop being unkind to others.
• We have clear procedures for reporting bullying which are understood and followed.

What is Bullying?

We define bullying as a sustained or intentional act or occurrence which can take one of the following forms:

**Physical:** pushing, kicking, hitting, pinching or any use of violence

**Verbal/ written** name-calling, sarcasm, spreading rumours, teasing

**Emotional:** exclusion, tormenting (i.e. hiding books, threatening gestures), racial taunts, graffiti, gestures

**Sexual:** unwanted physical contact or abusive comments

**Racial Harassment:** (all incidents of racial harassment are recorded and monitored - See Policy for Dealing with Racial Harassment)

The intention of all of the above is to harm or cause distress.

**Procedure and Consequences**

• Staff are on duty at break times and lunch times

• Children are not allowed to play in unsupervised areas

• Staff watch for the isolated child, making sure that the child is not isolated due to bullying. Other children are encouraged to play with such children

• Children are encouraged to use our problem box- KS2 and pastoral group sessions-Foundation phase.

• Children are made aware that bullying should be reported to an adult, following our 4 step system or to a “Bully Buddy”

• Whenever possible, the pupils will be reconciled

• In cases of repeated bullying, those involved will attend a meeting to discuss the problem either with the teacher, Deputy Headteacher or Headteacher
• This policy will be reviewed in the Autumn Term of 2012. A schedule for the review of this and other policy documents is set out in the School Development Plan.

At Tongwynlais Primary School we are committed to providing a caring, friendly and safe environment for all our pupils so that they may learn in a relaxed and secure atmosphere. If bullying occurs, all pupils should be able to tell an adult or ‘Bully Buddy’ (see page 36) at school and feel assured that incidents will be dealt with appropriately.

We define bullying as action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally, on a regular basis.

**Aims**

- We teach that bullying is wrong and damaging. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- We seek to promote a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to bullying in our school.

**Objectives**

- We promote a non-aggressive ethos in school
- We raise the awareness of staff and pupils so that they understand the various forms of bullying.
- We reduce incidents of bullying through the implementation of the whole school Behaviour Policy.
Tongwynlais Primary School

Anti- Bullying Policy

This policy should be read in conjunction with the mission statement and aims of the school

A community of learners that values the effort and achievement of all. Setting challenging goals, developing lifelong skills and positive values to equip for an ever changing world.

- Celebrate the diversity of our city and promote our rich cultural heritage and team ethos as a community school in Wales.

- To support the whole school community in developing an awareness of the needs of the environment; promoting sustainability and responsibility for the future of the village and the wider world.

- To help all our pupils to fulfil their individual potential, discover new talents and develop a love for learning and the ability to evaluate their own and others’ learning successes

- To develop the emotional awareness of our pupils. Allowing them to make choices whilst recognising the responsibilities that these choices bring.

- To develop and value all our staff and others involved in the learning and teaching in our school so that the individual needs of learners are met.

- Promoting confidence, independence and teamwork through the key skills of Communication, Numeracy, ICT and Thinking.

- To enrich our pupil’s learning experience and encourage creativity by providing additional opportunities through play, music and physical activities.

Reference should to the School policies on Behaviour for Learning, Cyber Bullying and Child Protection.

Introduction

- This document is a statement of the aims, principles, and strategies for dealing with incidents of bullying at school.

- It was reviewed during the Autumn Term through a process of consultation with teaching staff.

- The School Council were consulted

- It was approved by the Governing Body on
Teachers should ensure that:

1. they are aware of the potential dangers of being in a one-to-one situation with a pupil at any time but especially outside the school setting. This includes:
   - giving lifts to pupils,
   - visiting their homes or contact in a social context;
   - photographing or videoing of pupils which must comply with school guidelines;
2. they conduct conversations with a pupil about sensitive issues professionally;
3. they have regard to the safety and welfare of pupils.

Teachers should ensure that they do not:

- have inappropriate physical contact with pupils
- engage in personal correspondence with pupils
- discuss their own personal relationships with pupils
- swear at pupils, use offensive names or make inappropriate remarks about their gender, race, religion, sexual orientation, appearance, age, language or special needs.
and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek the advice of the headteacher.

(b) Some staff are likely to come into physical contact with pupils from time to time in the course of their duties. Examples include: showing a pupil how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE, and; contact activities at a youth club. Staff should be aware of the limits within which such contact should properly take place and of the possibility of such contact being misinterpreted.

(c) There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where an employee has taken action to physically restrain a pupil he/she should make a written report of the incident in the form prescribed by the school’s policy on restraint.

1.4 Caring for pupils with particular problems
(a) Staff who have to administer first aid should ensure wherever possible that other children or another adult are present if they are in any doubt as to whether necessary physical contact could be misconstrued.

(b) Wherever possible staff who have to help children with toileting difficulties should be accompanied by another adult, and pupils should, wherever possible, be encouraged to change themselves. It is accepted that there will be some situations where pupils will present particular problems for staff and the emphasis will be on what is reasonable in all the circumstances.
Part 8: Advice for staff at school
(taken from NEOST Guidelines and from GTCW Guidelines

National Employers’ Organisation for School Teachers (NEOST)

1.1 Private meetings with pupils

(a) Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. While there will be occasions when a confidential interview or a one to one meeting is necessary, wherever possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another pupil or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult knows that the interview is taking place.

(b) Meetings with pupils away from the school premises should only be arranged with the specific approval of the head teacher.

1.2 Physical Contact with pupils

(a) Physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned informal and formal gestures such as putting a hand on the shoulder or arm, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils.

(b) Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.

1.3 Where physical contact may be acceptable

(a) There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal
<table>
<thead>
<tr>
<th>Role of Parents</th>
<th>• Parents will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ advise the school of any known intimate care needs relating to their child;</td>
</tr>
<tr>
<td></td>
<td>▪ be involved with their child’s intimate care arrangements on a regular basis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rights of the Child</th>
<th>• All children have the right to be treated:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ with sensitivity and respect in such a way that their experience of intimate care is a positive one;</td>
</tr>
<tr>
<td></td>
<td>▪ by professionals suitably trained and assessed to be competent to undertake procedures in intimate care</td>
</tr>
</tbody>
</table>

| Monitoring the Effectiveness of the Policy | • the effectiveness of this policy will be reviewed annually, or when the need arises. The necessary recommendations for improvement will be made to the governors. |
Part 7: Intimate Care

We believe intimate care is any activity such as feeding, oral care, washing, changing clothes, toileting, first aid and medical assistance, comforting and support, and supervising intimate self-care that is required to meet the personal needs of a child regularly or during a one-off incident.

We have a duty to safeguard children and school personnel at all times. We aim to develop independence in each child but on those occasions when children need assistance they must feel safe, have personal privacy, feel valued, be treated with dignity and respect, become involved and consulted about their own intimate care, with school personnel that are specially trained in intimate care procedures.

We aim to treat every child as an individual treating them as gently and as sensitively as possible.

Aims

- To safeguard the rights of children.
- To safeguard school personnel trained in intimate care procedures.

Procedure

<table>
<thead>
<tr>
<th>Role of the Governing Body</th>
<th>The GB has:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• delegated powers and responsibilities to the Headteacher in the delivery of this policy;</td>
</tr>
<tr>
<td></td>
<td>• responsibility for the effective implementation, monitoring and evaluation of this policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of the Headteacher</th>
<th>The Headteacher will ensure:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• all school personnel are aware of this policy</td>
</tr>
<tr>
<td></td>
<td>• all parents are aware of this policy</td>
</tr>
<tr>
<td></td>
<td>• that new developments, resources and equipment are brought to the attention of the appropriate school personnel</td>
</tr>
<tr>
<td></td>
<td>• that this policy is monitored and evaluated and any recommendations for improvement are reported to the GB</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of School Personnel with Responsibilities for Intimate Care</th>
<th>School personnel will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• be professional in their duties at all times;</td>
</tr>
<tr>
<td></td>
<td>• be respectful of a child’s needs;</td>
</tr>
<tr>
<td></td>
<td>• preserve a child’s dignity and respect with a high</td>
</tr>
<tr>
<td>Staff training</td>
<td>• All staff who are likely to require it because of the nature of specific pupils in a class will receive training in restraint</td>
</tr>
<tr>
<td>Recording incidents</td>
<td>• Records will be kept of all incidents on the appropriate incident record sheet.</td>
</tr>
<tr>
<td>Reporting incidents</td>
<td>• Parents will be informed by telephone and then by letter of the incident.</td>
</tr>
<tr>
<td>Monitoring and review</td>
<td>• Restraint of pupils will be monitored and reviewed by assessing the frequency and severity of incidents requiring the use of force in this school.</td>
</tr>
</tbody>
</table>

- tell the pupil to stop misbehaving or restraint will be used but will stop when the pupil behaves.

Staff may use the following types of force:

- **passive physical contact** by standing between pupils or by blocking a pupil's path;
- **active physical contact** by using restrictive holds, leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back.
### Deciding whether to use force
- We believe that the use of force and what force to use must always depend on the circumstances of each incident.
- We acknowledge that when faced with an incident there is very little time for staff to think before making a quick but effective decision.
- However, staff must be aware of and consider the following:
  - Assessing the seriousness of the incident that if force is not used then it could result in injury, damage or disorder.
  - After considering alternatives for dealing with the situation, force is the only justifiable way of achieving a positive result.
  - Assessing the number of risks connected with using force compared with using other strategies.

### Types of Incidents
Staff will have to make decisions when dealing with any of the following incidents:
- **Fighting** - pupils fighting.
- **Attack** - a pupil attacks an adult or another pupil.
- **Damage to property** – a pupil deliberately damages property or is about to.
- **Injury or damage** – a pupil causes or is about to cause injury or damage.
- **Absconding** – when a pupil tries to leave school which could put his/her own safety at risk, the safety of others or the damage to property.
- **Defying an instruction** – when a pupil persistently refuses to leave a classroom.
- **Disruption of lessons** – when a pupil’s behaviour seriously disrupts a lesson.
- **Disrupting a school event** – when a pupil’s behaviour seriously disrupts a school event.

### Using force
When faced with an incident and before force is used, staff must:
- act in a calm and measured manner;
- show no anger or frustration;
**Part 6: Restraint of Pupils**

**Aim:**
To ensure that school personnel understand that they may use reasonable force to restrain a pupil only in extreme circumstances.

We acknowledge that Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

(Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils)

We understand that there is no legal definition when reasonable force can be used. ‘That will always depend on the precise circumstances of individual circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour’. (Department for Children, Schools and Families – The Use of Force to Control or Restrain Pupils)

**Procedures:**

<table>
<thead>
<tr>
<th>Minimising the need to use force</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have the following in place in order to reduce the likelihood of any member of staff using force:</td>
</tr>
<tr>
<td>▪ a calm, orderly and supportive school climate.</td>
</tr>
<tr>
<td>▪ strong and effective relationships between pupils and staff.</td>
</tr>
<tr>
<td>▪ a whole school approach to developing social and emotional skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff authorised to use force</th>
</tr>
</thead>
<tbody>
<tr>
<td>• all staff whose job involves supervising pupils may use force to restrain a pupil only in extreme circumstances.</td>
</tr>
</tbody>
</table>
- sufficient medical information on their child’s medical condition
- the medication in its original container
- sufficient medicine for the dosage to be given in school.

### Administration of Prescribed Medicines

- Members of the school personnel who have volunteered to administer or supervise the taking of medication will:
  - be aware of Individual Health Care Plans and of symptoms which may require emergency action
  - read and check the Medical Consent Forms before administering or supervising the taking of medicines
  - check that the medication belongs to the named pupil;
  - check that the medication is within the expiry date
  - inform the parent if the medication has reached its expiry date
  - confirm the dosage/frequency on each occasion and consult the medicine record form to prevent double dosage
  - always take appropriate hygiene precautions;

### Medication Record

- The following information must be supplied by the parent/carer:
  - Name and date of birth of the child
  - Name and contact details of the parent/carer
  - Name and contact details of GP
  - Name of medicines
  - Details of prescribed dosage
  - Date and time of last dosage given
  - Consent given by parent/carer for staff to administer medication
  - Expiry date of medication
  - Storage details

### Security

- All medications will be kept in a secure place and accessible only to the designated persons.

- A small secure fridge will be used for medications that need to be kept cool.

### Educational Visits

- On educational visits a designated person will also attend in order to administer medications

### Sporting Activities

- We will ensure that pupils have immediate access to asthma inhalers during sporting activities in the school day and during extra-curricular clubs
**Part 5: Administering Medicines**

We acknowledge that under the standard terms and conditions for the employment of teachers there is no legal duty for them to administer or to supervise a child taking medication.

We will administer prescribed medicine only. This is on a voluntary basis and individual decisions will be respected. Non-prescription medicines will not be administered by staff but parents/carers can make arrangements at lunch time to administer the medication to their child. Doses given by staff are recorded and initialed on a medication record sheet.

**Aims**

- To outline the procedures for administering prescribed medicines to pupils.

**Procedure**

<table>
<thead>
<tr>
<th>Role of the Governing Body</th>
<th>The GB has:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ appointed a member of staff to be the Coordinator for Health and Safety, who is currently Judith Davies</td>
</tr>
<tr>
<td></td>
<td>▪ a responsibility for the effective implementation, monitoring and evaluation of this policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of the Headteacher</th>
<th>The Headteacher will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ ensure the administration of prescribed medicines by putting into practice effective strategies and examples of good practice</td>
</tr>
<tr>
<td></td>
<td>▪ inform parents of the school policy via the school prospectus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of the Designated Person/s</th>
<th>Members of the school personnel who have volunteered to administer or supervise the taking of medication will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ be up to date with the Individual Health Care Plans for those pupils with specific medical needs or emergency medication such as asthma inhalers or epipens.</td>
</tr>
<tr>
<td></td>
<td>▪ The school nurse reviews medicines held in school to ensure that they are still in date.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Parents/Carers</th>
<th>Parents/carers must provide:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ written permission by completing the Medication Consent Form</td>
</tr>
</tbody>
</table>
Part 4: Caring for a Vulnerable Child at School

Aims

- To ensure that all school personnel are aware of their responsibilities for safeguarding and promoting the welfare of children.
- To have in place clear structured procedures to identify and report suspected cases of child abuse.
- To provide support and guidance for pupils identified as being vulnerable.

We consider a child to be vulnerable if they are:

- Looked After Children
- Regularly bullied (including cyber bullying)
- suffering from neglect, physical abuse, sexual abuse or emotional abuse
- suffering from bereavement
- refugees/asylum seekers
- are the main carer within the home
- children with a disability
- excluded from school

We believe we have worked hard to create and maintain an ethos in which we provide support and guidance so that pupils feel secure and confident enough to talk if they are experiencing difficulties. Pupils understand that we are prepared to listen to them as we value their views.

We ensure that all school personnel receive regular training in safeguarding techniques so that we are able to recognise the signs and symptoms of suspected child abuse and that they are aware of the procedures of reporting such cases.

We have in place an effective system for monitoring those children identified as being vulnerable and excellent lines of communication with external support agencies.
### Role of School Personnel

- protect the health and safety of children and school personnel
- deal with children taken ill at school
- ensure school personnel and parents are aware of this policy
- organise first aid training for designated members of staff
- ensure that children’s records and emergency contact numbers are kept up to date
- monitor the effectiveness of this policy

#### School personnel will:

- ensure compliance with this policy
- assess the condition of any child thought to be unwell in a kind and caring manner
- notify the school administrator of any child taken ill
- ensure that a child’s parents/carers are made aware of their concerns about the child’s health
- ensure the comfort of an ill child by ensuring that someone stays with them while awaiting for the parents to arrive
- seek immediate medical advice if a child is in danger
- call for an ambulance
- in cases of emergency, make every effort to contact the child’s parents immediately
- escort a child to hospital in the absence of a child’s parents
- ensure records are kept of all children taken ill and sent home while at school
- Issue specific health guidelines/advice as appropriate
- In the case of chronic illness, individual medical plans and risk assessments will be put in place supported by the school nurse and reviewed and revised as appropriate.

### Role of Parents

- **Parents/carers must:**
  - notify the school of any changes to their contact details
  - co-operate with the school by keeping their child at home if they are unwell or showing any signs of vomiting, diarrhoea, any type of contagious rash, impetigo, flu, chicken-pox, mumps, measles or high temperature
  - consult with their GP if their child is suffering from one of the communicable diseases
  - inform the school if their child is not their normal self when brought to school but is not showing any signs of illness
Part 3: Caring for a Sick Child at School

Aim:
To have in place appropriate procedures to deal with children who become ill at school.

Everyone associated with our school recognises that we have a duty to ensure the health and well being of all children in order for them to be successful learners in a learning environment that is clean, healthy and safe for everyone. Therefore, it is our responsibility to deal with all children who become sick at school in a kind and caring manner.

We believe that if a child is displaying signs of illness then a parent/carer has a duty not to send their child to school. Likewise school personnel have a duty to assess the condition of any child who is thought to be unwell and to contact the parent/carer requesting the child should be taken home.

We are aware that all children are subject to coughs and colds at sometime and these should not prevent them from attending school. But we do ask parents/carers not to send their children to school if they are showing signs of vomiting, diarrhoea, any type of rash, conjunctivitis, flu, chicken-pox, mumps, measles or high temperature.

We recognise the importance of working closely with parents/carers and we believe we have good lines of communication in place. But in order to ensure the health and well being of all children everyone must be aware of their role and responsibilities when a child is displaying signs of illness.

We believe it is only correct for a child suffering from an infectious or contagious disease to be excluded from school until they are fully recovered. We have a duty of care for all pupils and school personnel and, therefore, we request parents to consult with their GP before their child returns to school and if need be we will seek advice from the Local Health Authority.

Roles

Role of the Governing Body

The Governing Body has:
- delegated powers and responsibilities to the Headteacher to put into place procedures to ensure sick children are identified and are cared for appropriately;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will implement procedures to:
We will consider any person with a criminal record equally with others applying for any vacant post at this school unless their CRB disclosure check indicates that they present a risk to children.

Roles

<table>
<thead>
<tr>
<th>Role of the Governing Body</th>
<th>The Governing Body has:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ delegated powers and responsibilities to the Headteacher to ensure CRB disclosures are in place;</td>
</tr>
<tr>
<td></td>
<td>▪ adopted the LA CRB Disclosure Policy;</td>
</tr>
<tr>
<td></td>
<td>▪ responsibility for the effective implementation, monitoring and evaluation of this policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of the Headteacher</th>
<th>The Headteacher will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ implement this policy;</td>
</tr>
<tr>
<td></td>
<td>▪ ensure all school personnel and volunteer helpers are aware of it;</td>
</tr>
<tr>
<td></td>
<td>▪ monitor and evaluate the effectiveness of this policy</td>
</tr>
</tbody>
</table>

In compliance with the CRB Code of Practice and the Data Protection Act all Disclosure information and records of all school personnel will be safely handled, securely stored, retained and disposed of in a secure manner.

We have in place Single Central Record which records the receipt of all satisfactory CRB Disclosures
Part 2: Safe Recruitment (including CRB Disclosure Checks)

**Aims**
To have in place clear procedures for CRB Disclosure checks for all school personnel, volunteers and new appointments in order to ensure the safety and welfare of children and young people.

In line with our commitment to the safety and welfare of children we are fully committed to the procedures and arrangements of the Criminal Records Bureau and Independent Safeguarding Authority.

This policy complies with the Welsh Assembly documents:
- “Safeguarding Children – Working Together Under the 2004 Act”
- “Safeguarding Children in Education 005/2008”
- the Data Protection Act
- CRB code of Practice.

This policy will be revised to comply with the ISA Vetting and Barring Scheme requirements.

We acknowledge the immense importance of the CRB in providing access to Disclosure checks for school personnel, volunteer helpers and for new appointments to this school.

**Enhanced disclosures will be applied to the following categories:**

<table>
<thead>
<tr>
<th>The Headteacher</th>
<th>Teachers</th>
<th>Teaching Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midday Supervisors</td>
<td>Supply Teachers</td>
<td>Students</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>Volunteer Helpers</td>
<td>Caretaker</td>
</tr>
<tr>
<td>Cleaning and catering staff are employed centrally</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CRB disclosures will not be applied to the following as it is felt that they will have very little, if any, contact with children, they will be escorted whilst on the school premises or that they will work under the supervision of a teacher:
- Governors
- Secondary pupils on work experience
- Representatives from educational firms
- Contractors
- Occasional school event volunteers

The LEA has undertaken to ensure that no new employee will commence their appointment without the completion of a List 99 check.
13 have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school’s position and positive action in respect of the aforementioned standards;

14 the school will ensure that specified information is passed on in a timely manner to the LEA for monitoring purposes.
Appendix 2
Standards for Effective Child Protection Practice In Schools
Child protection matters are receiving an increased priority in Estyn inspections. The following standards may assist schools in evaluating their practice

In best practice, schools:

1. have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;

2. provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;

3. work with parents to build an understanding of the school’s responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;

4. are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;

5. monitor children who have been identified as at risk, keeping, in a secure place, clear records of pupils’ progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;

6. provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;

7. contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;

8. use the curriculum to raise pupils’ awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

9. provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;

10. have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;

11. take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;

12. have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times.
• designate a governor for child protection who will oversee the school's child protection policy and practice and champion child protection issues;

• ensure an annual report is made to the governing body, and copied to the Education Child Protection Service, on child protection matters to include changes affecting a number of incidents/cases (no names) and child protection in the curriculum; child protection arrangements as written in this policy apply to after school activities directly under the supervision or management of school staff.

• Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

**Designated Teacher for Child Protection**
Tracey Cleverdon-Deputy Headteacher (Deputy- Judith Davies- Headteacher)

**Designated Person for Looked After Children**
Tracey Cleverdon-Deputy Headteacher

**Child Protection Governor** - Caroline Jenkins

### Appendix 1

### Points of contact

- Designated Child Protection Team for Cardiff Educational Authority-Information and advice Andrea Mazloom TEL 02920629800
- Safeguarding Officer Children in Entertainment and Employment Joe Bowman TEL 02920629894
- Safeguarding Training Officer Nikki Loukisas TEL 02920629894
- The Mynachdy Centre, Cefn Road, Mynachdy, Cardiff CF14 3HS.

- Cardiff Family Support Unit-Suffolk House, Llandaff Road, Canton TEL-29203982-Duty Officer
- Intake and Assessment Social Care and Health, Global Link, Cardiff Bay, PO box97 Cardiff CF11 1BP TEL-02920536400
- Community Health unit-School nurse--Ely Health Centre-TEL 02920592001
- The Educational Psychology Service and Behaviour Support Services, The Mynachdy Centre, Cefn Road, Mynachdy, Cardiff CF14 3HS.TEL 02920629800
- Education Welfare Service, Room 19, The Mynachdy Centre ,Cefn Road, Mynachdy, Cardiff CF14 3HS.TEL 02920629800
Racist Incidents
Our policy on racist incidents is set out in a separate document and is reviewed regularly by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Health and Safety
Our Health and Safety policy, set out in a separate document, is reviewed regularly by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Children with Statements of Special Educational Needs
We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behavioural problems are particularly sensitive to signs of abuse.

E Safety
The school’s policy on the safe use of the internet is located within the safeguarding portfolio of documents and is reviewed annually by the Governing Body.

We recognise that teachers are encouraging the use of the Internet to promote learning throughout the curriculum. The guidance focuses on the personal safety and well being of pupils in the school and sets out a number of points to clarify the potential hazards and steps that staff can take to minimise risks.

Whistleblowing
We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should refer to the Local Authority’s Whistleblowing Policy.

Out of School Hours Activities
If the governing body/school provides extended school facilities or activities directly under the supervision of management of school staff, the school’s arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another organisation, the governing body will seek assurance that the group concerned has appropriate policies and procedures in place for safeguarding children and child protection and that there are arrangements to liaise with the school on these matters where appropriate.

GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES
The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.
It will:
The questioning or interviewing of pupils/staff of the alleged incident must not take place unless Children’s Services or the police give instructions to do so.
The member of staff reporting this alleged incident must strictly adhere to confidentiality and not discuss the concerns with the alleged perpetrator or any other person other than the Headteacher.

School will refer this to the Children’s Services, intake and Assessment team. The School will then consult with the local Education Authority Education Safeguarding Team and adhere to relevant procedures.
The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Local Authority’s Code of conduct and GTCW.

**Preventing unsuitable People from Working with Pupils**
(See also Safe Recruitment Policy)

The school will operate safe recruitment practices including ensuring appropriate CRB and reference checks are undertaken.

The school will consult with the designated LEA Officer (see appendix 1) for Child Protection in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the Education Child Protection Procedures.

The Headteacher will ensure that all new teacher appointees are registered with the General Teaching council of Wales.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.

**OTHER RELATED POLICIES**

**Anti- Bullying**
The school Anti-Bullying Policy is found within the safeguarding portfolio of policies and is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

**Physical Intervention**
The school Physical Intervention Policy is found within the safeguarding portfolio of policies and is reviewed annually by the governing body. We acknowledge that any such interventions may lead to consideration under the child protection procedures.
Supporting the Pupil at Risk

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self-esteem and self-motivation
- the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives pupils a sense of being valued.
- the school makes children aware of the CHILDLINE organisation. Freephone 08001111. This information is displayed in prominent locations within school.
- the school's Behaviour for Learning’ policy and ‘Anti- Bullying Policy’ is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies which support the pupil such as Social Services, Community Health unit, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service; (see appendix 1)
- a commitment to develop productive and supportive relationships with parents whenever it is in a pupil’s best interest to do so;
- Vigilantly monitoring children’s welfare, keeping records and notifying Social Services as soon as there is a recurrence of a concern.
- When a pupil on the child protection register leaves, information will be transferred to the new school immediately.

Allegations against staff in school setting

*When it is alleged or suspected that a pupil has been abused by a member of staff, the following procedure must be undertaken.*

- The Headteacher or Deputy Headteacher (in Head’s absence) of the school should be informed immediately
- All suspected or alleged abuse must be reported to Intake and Assessment or the police without delay. The Education Safeguarding Team should also be informed.
- In the event of the allegation being made directly or indirectly about the Headteacher, the staff member should promptly report the allegation to the Chair of Governors.
Dealing with Disclosures
Staff are advised;

1. Receive
Listen to the pupil without signs of shock or disbelief.
Listen with consideration and try to make notes if the situation allows.

2. Reassure
Try to reassure the pupil.
Don’t promise confidentiality as it is a duty to refer, all staff must be aware that they cannot promise a child that they will keep secrets.
Try to reassure and alleviate guilt—You’re not to blame, or not the only one this has happened to.

3. React
Even if you are not sure whether to refer do not interrogate
Do not ask leading questions keep them open
Do not ask the pupil to repeat the allegations
Explain to the pupil what you have to do next.

4. Record
Do not destroy any notes, which you may have taken
Record the date time place what you heard and observed (including non-verbal behaviour)—not your interpretations. Your note of the discussion may be used on subsequent court proceedings.

5. Remember
Remember to use the schools procedural guidelines; if in any doubt about confidentiality, staff will seek advice from the designated child protection officer, senior manager or outside agency as required.
The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Communication with Parents

The school will:
• undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this. (Further guidance on this can be found in the Education Child Protection Procedures)

• ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school information brochure.
If there are concerns of a Child Protection nature and the child is about to leave the school premises the head should be informed. The Headteacher, in consultation with I & A will decide on the next step to be taken.

Referrers should receive a response, in writing, from Intake and Assessment within 10 working days. If this does not happen referrers should follow up with Children’s Services to establish what decisions have been taken regarding the referral and any actions.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a need to know basis” only. Any information shared with a member of staff in this way must be held confidentially to themselves.

If the individual reporting the concern disagrees with the Designated Child Protection Teacher’s decision that a referral is not necessary, they must make the referral and inform the Designated Child Protection Teacher of this. This school recognises it has a responsibility to refer concerns and not to investigate.

If a child in school has an injury and there is reason to believe that it has been caused by abuse, the following action should be taken.

If the injury is serious and warrants urgent medical attention, the child should be taken to the Casualty Department. In an emergency the 999 service should be used.

I&A must be informed of this course of action IMMEDIATELY as they may wish to make arrangements for the child to be examined by a Paediatrician on arrival at Hospital. It should be made clear that it is a case of suspected child abuse.

In cases where there is reasonable cause to believe that the injury or abuse is caused by the parent or carer, all staff must remember that the interests of the child are paramount and should, therefore, discuss their concerns with the I & A or the Police who will make the decision as to when the parents/carers will be notified.

Subsequent Action

All referrals must be confirmed in writing to I&A within 48 hours from the initial telephone call.

In a case of suspected child abuse, if it is in the best interest of the child, the Headteacher can allow a child to be interviewed on the school premises at the request of the Police and/or I & A. Any statement resulting from an interview in school must be read by the Headteacher and signed as an accurate record of what was said.
valued only in so far as they meet the needs of another person. It may feature age and developmentally inappropriate expectations being imposed on children. It may involve causing children to feel frightened or in danger, for example witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Taking action
Abuse or the suspicion of abuse may come to your attention as a result of:

- A disclosure
- Observation of bruises/burns etc. for which the explanation given is not plausible
- Another pupil/parent may give you information
- You may observe changes in behaviour that worry you
- You may instinctively feel something is wrong
- There are neglect issues

Where a member of staff has concerns about the welfare of a child they should immediately report their concerns to the designated child protection teacher, who will appropriately consider the concern and what actions, if any, should be taken.

Making a referral
If the designated child protection teacher decides a referral is necessary they should immediately telephone the Intake & Assessment Team at Children’s Services. Telephone referrals should be followed up with completion and return of forms CP1 (MA) (4.ch.227 on CIS) and CS1 (4.ch.225 on CIS) to Intake and Assessment within 48 hours from the initial telephone call. A copy should be kept for your records. **There must not be any delay in making the referral.** Professionals cannot remain anonymous when making a referral.

When making a child protection referral parental consent is not required however, after consultation with Children’s Services when the verbal referral is made staff may be advised to seek parental consent.

*The Intake & Assessment Team will assess whether the concern is Child in Need of support or Child in Need of Protection.*

*If a member of staff is informed that a child has disclosed that he/she has been abused, the member of staff **MUST NOT** take the child through a formal interview to confirm the teacher’s concerns but must **IMMEDIATELY** refer the matter to the Designated Child Protection Teacher or Deputy or in the absence of both Intake & Assessment.*

*The DCPT should be immediately notified of all referrals made to the Intake & Assessment Team*
The All Wales Child Protection Procedures 2008 identify four categories of abuse:

- Physical Injury
- Sexual Abuse
- Emotional Abuse
- Neglect

Definitions of Child Abuse and Neglect

The Children Act 1989 and 2004 and All Wales Child Protection Procedures 2008 PART 1 1.1 to 1.1.4 definition of abuse as follows;

'A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan'

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child whom they are looking after.

Sexual Abuse

Forcing or enticing a child/young person to take part in sexual activities, whether or not they are away of what is happening, may involve, physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities; or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child’s basis physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Emotional Abuse

The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional and behavioural development. It may involve conveying to the child that they are worthless or unloved, inadequate, or
• notify the local Social Services team if it should have to exclude a pupil on the child protection register (whether fixed term or permanently);

• notify the local social services team if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend); or as agreed as part of any child protection or core group plan.

**Record Keeping**

The school will:

• keep clear detailed written records of concerns about children noting the date, event and action taken, (bound book) even where there is no need to refer the matter to Social Services immediately;

• All documents in relation to child protection are stored securely in a child protection file in the Head teachers office

• ensure all relevant child protection records are and copied sent to the receiving school or establishment when a pupil moves schools. These records will be sent separately from the educational school file.

• A copy of all child protection records will be kept at the school for age of the child plus 25 years.

**Confidentiality and Information Sharing**

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. Where an allegation is made against a member of staff should report inform the Child Protection Officer or a senior member of staff Welsh Assembly Government guidance will be followed.

**Recognising Child Abuse**

Teachers and other adults in schools are particularly well placed to detect signs of child abuse. It is important, therefore, that any case of suspected abuse is taken seriously and that there is a clear system of communication within schools, between schools and the Education Service, and between schools and other agencies such as Children's Services and the Police.
• ensure that the designated member of staff will refer cases of abuse or allegations to the relevant investigating agencies i.e. Children’s Services, Police and/or take advice from a child protection specialist when managing complex cases.

The Role of Governors and School Staff

The school will:
• Designate a governor for child protection who will oversee the school’s child protection policy and practice, this is currently Caroline Jenkins

• ensure the school adheres to procedures set out by the Welsh Assembly Government guidance circular 45/2004 Staff Disciplinary Procedures in Schools;

• ensure the recruitment and selection procedures are made in accordance with Welsh Assembly Government guidance circular 34/2002 ‘Child Protection preventing Unsuitable People from working with Children in the Education Sector.’

• ensure every member of staff and every governor knows: the name of the designated person and her role;

• is aware of how to take concerns forward when the designated person is unavailable.

• ensure that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set Social Services.

• provide training for all staff from the point of their induction, and updated every year at a minimum, so that they know their personal responsibility,

• that staff are aware of the need to be vigilant in identifying signs of abuse and know how to support and to respond to a child who tells of abuse

• ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies.

• Headteacher to make sure that all staff and volunteers are given the policy to read during induction and sign to say that they have read and will adhere to the policy.

Liaison with Other Agencies

The school will:
• work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences;
• include in the curriculum activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and information about who to turn for help;
• include in the curriculum material, which will help children develop realistic attitudes to the responsibilities of adult life.

PROCEDURES

We will follow the procedures recommended by the All Wales Child Protection Committee. This is based on the work of Safeguard Children in Education (2008) from the Welsh National Assembly Government, which requires Local Authorities in their social service functions to act under their guidance. Agreed procedures will be complied with unless local circumstances indicate exceptional reasons, which may justify variation.

TRAINING

All staff, including teachers, teaching assistants, midday supervisors, caretakers, volunteers, admin staff, kitchen staff, and Governors in the school have completed basic Child Protection Awareness Training which is renewed on an annual basis.

The role of the designated Child Protection Teacher
The school will:
• ensure it has a designated senior member of staff, who has undertaken as a minimum, the 2 day child protection training course, accredited by the Area Child Protection Committee;

• ensure that there is a Designated Child Protection teacher (DCPT) being Tracey Cleverdon- Deputy (Head Teacher) and in her absence a deputy- Judith Davies-(Head Teacher), so that there is a person able to deal with child protection issues at all times.

• ensure training is updated every two years in accordance with government guidance so that the DCPT can act as a point of contact and source of support, advice and expertise within the school if concerns are raised and link in with parents and relevant agencies as appropriate.

• ensure that whole staff training is undertaken once a year, updating existing and new staff on child protection issues and procedures.

• recognise the importance of the role of the designated teacher and ensure she has the time and training to undertake her duties;
Part 1: Policy for Child Protection

INTRODUCTION

Tongwynlais Primary School fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. Tongwynlais Primary School follow the recommendations of the All Wales Child Protection Committee- The Cardiff County Council Inter Agency Child Protection Procedures (2008), a full copy of this procedural handbook is available from the Safeguarding information section located in the staffroom.

Through the day-to-day contact with pupils and direct work with families, staff in our school have a crucial role to play in noticing indicators of possible neglect, physical, sexual and emotional abuse and referring them to the appropriate agency, normally the appropriate Child and Family Support Unit (Social Services) or child protection team.

This policy sets out how the school’s governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school

The main elements of our policy are:

PREVENTION - through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES- for identifying and reporting cases, or suspected cases, of abuse.

SUPPORT TO PUPILS- who may have been abused.

Our policy applies to all staff and volunteers working in the school including community, education staff and governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

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 school whom they can approach if they are worried or in difficulty;
| Responsibilities of the Designated Teacher | The Designated Teacher, Tracey Cleverdon has a responsibility to assist the Headteacher in the implementation of this policy.  
**The Deputy Designated Teacher is Judith Davies** |
| Responsibilities of School Personnel | School personnel have a responsibility to:  
- be aware of this policy and procedures  
- be aware of the names of the designated teachers  
- understand the signs of harm and abuse  
- know how to report any suspected case of harm or abuse |
| Parents | Parents are aware that we have a responsibility for the welfare of all our pupils and that we have a duty to involve Social Services if we have any concerns about a child. |
Aims  The safety and protection of children is of paramount importance to everyone associated with this school. To this end we aim to have in place robust procedures to ensure that:

- we meet our responsibilities for safeguarding children from abuse
- school personnel are protected against false allegations of abuse

Responsibilities of Governors

Governors have a responsibility to:

- ensure that the child protection policy and all appendices are in place and up to date;
- appoint a senior member of staff to act as the designated child safeguarding coordinator;
- nominate a governor to liaise with the child safeguarding coordinator;
- ensure that staff are appointed in line with safe recruitment procedures;
- ensure that CRB checks are undertaken for everyone working with children in our school;
- undertake appropriate training about the ways of safeguarding children;
- receive an annual report from the headteacher;
- review the policy annually and make appropriate amendments.

The Nominated Governor is: Caroline Jenkins

Responsibilities of the Headteacher:

The Headteacher has a responsibility to:

- implement the policy
- monitor the policy
- report annually to the governing body on the effectiveness of the policy
- ensure that all cases of suspected or actual problems associated with child protection are investigated
- keep up to date with all new guidance on safeguarding children
- organise appropriate training for school personnel and governors
- liaise with the Nominated Governor
- annually review the policy
CHILD PROTECTION GUIDANCE

COVER SHEET

KEY CONTACTS WITHIN THE SCHOOL  2011-12

DESIGNATED CHILD PROTECTION TEACHER
NAME: TRACEY CLEVERDON
CONTACT NUMBER: 07828179334

DEPUTY DESIGNATED CHILD PROTECTION TEACHER
NAME: JUDITH DAVIES
CONTACT NUMBER: 07525 724446

NOMINATED GOVERNOR FOR CHILD PROTECTION
NAME: CAROLINE JENKINS

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

REFERRAL TO CHILDREN’S SERVICES
Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours telephone: **029 2053 6400**

To make **URGENT** referrals **OUT OF OFFICE HOURS** telephone **029 20788 570**

POLICE (CHILD PROTECTION): 029 2022 2111

The **EDUCATION SAFEGUARDING TEAM** is able to provide advice and support.

CONTACT NUMBER: 02920 873973/ 02920 872000
E-MAIL: SLLSSafeguardingTeamInformation@cardiff.gov.uk
Policies for the Safeguarding of Children

Policies for Safeguarding Children
This policies should be read in conjunction with the School Mission Statement and Aims

This policy should be read in conjunction with the mission statement and aims of the school

A community of learners that values the effort and achievement of all. Setting challenging goals, developing lifelong skills and positive values to equip for an ever changing world.

- Celebrate the diversity of our city and promote our rich cultural heritage and team ethos as a community school in Wales.
- To support the whole school community in developing an awareness of the needs of the environment; promoting sustainability and responsibility for the future of the village and the wider world.
- To help all our pupils to fulfil their individual potential, discover new talents and develop a love for learning and the ability to evaluate their own and others’ learning successes.
- To develop the emotional awareness of our pupils. Allowing them to make choices whilst recognising the responsibilities that these choices bring.
- To develop and value all our staff and others involved in the learning and teaching in our school so that the individual needs of learners are met.
- Promoting confidence, independence and teamwork through the key skills of Communication, Numeracy, ICT and Thinking.
- To enrich our pupil’s learning experience and encourage creativity by providing additional opportunities through play, music and physical activities.

Part 1: Policy for Child Protection
Part 2: Safe Recruitment
Part 3: Caring for a Sick Child at School
Part 4: Caring for Vulnerable Children
Part 5: Administering Medicines to Children
Part 6: Restraint of Pupils
Part 7: Intimate Care
Part 8: Advice for staff at school
Part 9: Anti-Bullying Policy
Part 10: E Safety Policy