

Our Culture of Safeguarding

A Guide for Staff, Students & Volunteer Helpers



Safeguarding children is everyone's responsibility

Reporting concerns is the duty of all staff, within the school

Created September 2023

Our Culture of Safeguarding



Our culture of safeguarding is an essential element of our school ethos with relationships being at its heart. This demonstrates our commitment to promoting and supporting a culture of safety and wellbeing both inside and outside of school and online.

At Birchgrove Primary School we believe that all children have a right to be safe from abuse (Article 19 of the United Nations Convention on the Rights of the Child) and have a right to an education (Article 28 of the United Nations Convention on the Rights of the Child).

Our culture of safeguarding includes but is not limited to:

- ALN policies and practices
- Anti-bullying policy and procedures
- Attendance strategy
- Confidentiality of staff
- Cyber Security, including GDPR
- Health & Safety policy and practices
- Medical List
- Operation Encompass alerts
- Positive Behaviour Management policy and practices
- Positive Handling policy and practices
- Professional Learning and Development
- Safer recruitment procedures
- MyConcern Safeguarding reporting software
- Site Security
- 'Challenge' Curriculum
- Transition, including the handover of sensitive information
- Trips and Visits, including risk assessments, adult: child ratio and use of Evolve
- Wellbeing checks for identified children within pupil progress meetings



Safeguarding & Child Protection

At Birchgrove Primary School:

- **Mrs Sarah Morgan**, Headteacher is the Designated Senior Person for Safeguarding (DSP)
- **Miss Paula Broughton**, Deputy Headteacher and **Mrs Lucy Jones**, ALNCo are the deputies in her absence
- **Mrs Fiona Conlon** is our Governor for all matters relating to Safeguarding
- Staff may also contact Nikki Loukisas, Alexis Morley, Kate Willington or Amy Powell the Local Authority Safeguarding Officers on educationsafeguarding@Cardiff.gov.uk or MASH: 02920 536490 / Emergency Duty Team: 02920 788570

All staff have total commitment to safeguarding and child protection.

Safeguarding means protecting an individual's health, wellbeing and human rights. Enabling them to live free from harm, abuse and neglect.

What does a child at risk mean?

A child at risk is a child (under 18 years of age) who;

- Is experiencing or is at risk of abuse, neglect or other kinds of harm
- Has needs for care and support (whether or not the authority is meeting any of those needs) (Social Services and Wellbeing Act (Wales) 2014)

All suspicions of a child being at risk must be reported to the school's Designated Senior Person for Safeguarding (DSP).

The DSP is the Headteacher, **Mrs Sarah Morgan** or, in her absence, the Deputy Headteacher, **Miss Paula Broughton** and Additional Learning Needs Coordinator, **Mrs Lucy Jones**.

In the event of the DSPs being unavailable, members of the Leadership Team, should not delay in taking appropriate action, e.g., in making a referral. They should take on the role of the DSP.



Our Responsibilities

Suspicion of abuse must be reported to Social Services by the DSP. Concerns will also be discussed with parents. The DSP will make the decision about which course of action to take.

Forms of Abuse

Neglect

Neglect is a failure to meet needs in a way that is likely to impact on health, development and/ or wellbeing, including basic physical, emotional, care needs and/ or psychological needs. Also, failure to protect from danger.

Examples of this could be:

- Not protecting a child from danger
- Not giving a child enough food
- Allowing a child to stay cold

Signs could be:

- Smelly, dirty, unkempt
- Numerous preventable accidents
- A child is always hungry, steals food or picks up food from bins or the floor

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating.

Examples of could be:

- Knowingly not preventing injury to a child
- Parent or carer fabricating or induces illness in child

Signs could be:

- Bruising or injuries which cannot be accounted
 - Numerous preventable accidents
- New legislation in Wales came into force in March 2022 which made physical punishment illegal in Wales.



Children have the same protection from assault as adults. Ending physical punishment in Wales |

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Emotional/Psychological Abuse

Emotional and psychological harm can include threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, and can include witnessing abuse of others.

Examples of this could be:

- Continual and deliberate undermining of a child's self-esteem
- Continual and deliberate rejection of a child

Signs could be:

- High levels of anxiety, unhappiness or withdrawal
- Low self esteem
- Self-harming

Sexual Abuse

Forcing or enticing a child to take part in sexual activities, whether or not a child is aware of what is happening. These can be contact or non-contact activities, including grooming or exploitation via the internet.

Examples of this could be:

- Using a child for sexual pleasure
- Showing a child pornographic films or materials

Signs could be:

- Disclosure about inappropriate behaviour by an adult or older child
- Inappropriate sexual behaviour or language by the child

Financial Abuse

For children, financial abuse will be less prevalent but indicators could be:

- Not meeting their needs for care and support which are provided through direct payments; or
- Complaints that personal property is missing



Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

Domestic Abuse has profound and long-lasting consequences for children.

Where there is evidence of domestic abuse, the implications for the children must be considered, including the possibility that the children themselves may be harmed or subjected to violence.

Peer on Peer Sexual Abuse and Responding to Harmful Sexual Behaviours

All children who attend Birchgrove Primary School have the right to be safe and a right to an education. It is vitally important that staff are aware of how to prevent and respond to instances of peer on peer sexual abuse and harmful sexual behaviour.

Promoting healthy relationships is at the heart of our Wellbeing Strategy and this should be modelled by all adults every day.

Our approach to Relationship and Sexuality Education (RSE) and through planning from the Health and Wellbeing Area of Learning and Experience, as part of our 'Challenge' Curriculum, ensures children are taught about the importance of healthy relationships.

It is the duty of all staff to:

- Promote our culture of healthy relationships
- Encourage children to speak out
- Challenge and act upon inappropriate behaviours
- Ensure that any children who engage in peer sexual abuse, exploitation or display harmful sexual behaviour are considered as children first

We use the **Hackett Continuum** which demonstrates the range of sexual behaviours presented by children to support staff identify which behaviours are potentially harmful and which represent healthy sexual development.



Behaviours falling under the inappropriate and problematic category will not necessarily be referred to social services, instead, they will be supported through school based early intervention.

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected • Socially acceptable • Consensual, mutual, reciprocal • Shared decision making 	<ul style="list-style-type: none"> • Single instances of inappropriate sexual behaviour • Socially acceptable behaviour within peer group • Context for behaviour may be inappropriate • Generally consensual and reciprocal 	<ul style="list-style-type: none"> • Problematic and concerning behaviours • Developmentally unusual and socially unexpected • No overt elements of victimisation • Consent issues may be unclear • May lack reciprocity or equal power • May include levels of compulsivity 	<ul style="list-style-type: none"> • Victimising intent or outcome • Includes misuse of power • Coercion and force to ensure victim compliance • Intrusive • Informed consent lacking, or not able to be freely given by victim • May include elements of expressive violence 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • Instrumental violence which is physiologically and/or sexually arousing to the perpetrator • Sadism

A guide for staff in how to respond to children who display sexualised behaviour

Responding to children who display sexualised behaviour

It's important for health practitioners to be able to distinguish normal sexual behaviours from those that may be harmful, and make sure children get appropriate support. Use this guide alongside the resources at nspcc.org.uk/hsbhealth to help you respond in the right way.

Need advice?

Contact our helpline for advice and support:

- Call **0800 800 5000**
- Email help@nspcc.org.uk
- Visit nspcc.org.uk/helpline

Childline

For children who need further support our free, confidential helpline is available 24/7:

- Call **0800 1111**
- Visit childline.org.uk

Normal	Inappropriate	Problematic	Abusive	Violent
<ul style="list-style-type: none"> • Developmentally expected and socially acceptable behaviour • Consensual, mutual and reciprocal • Decision making is shared 	<ul style="list-style-type: none"> • Single instances of developmentally inappropriate sexual behaviour • Behaviour that is socially acceptable within a peer group • Generally consensual and reciprocal • May involve an inappropriate context for behaviour that would otherwise be considered normal 	<ul style="list-style-type: none"> • Developmentally unusual and socially unexpected behaviour • May be compulsive • Consent may be unclear and the behaviour may not be reciprocal • May involve an imbalance of power • Doesn't have an overt element of victimisation 	<ul style="list-style-type: none"> • Intrusive behaviour • May involve a misuse of power • May have an element of victimisation • May use coercion and force • May include elements of expressive violence • Informed consent has not been given (or the victim was not able to consent freely) 	<ul style="list-style-type: none"> • Physically violent sexual abuse • Highly intrusive • May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator • May involve sadism
How to respond <ul style="list-style-type: none"> • Although green behaviours are not concerning, they still require a response • Listen to what children and young people have to say and respond calmly and non-judgementally • Talk to parents about developmentally typical sexualised behaviours • Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse • Signpost helpful resources such as our PANTS activity pack: nspcc.org.uk/pants • Make sure young people know how to behave responsibly and safely 	How to respond <ul style="list-style-type: none"> • Amber behaviours should not be ignored • Listen to what children and young people have to say and respond calmly and non-judgementally • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a designated health safeguarding lead who can be notified and will provide support • Consider whether the child or young person needs therapeutic support and make referrals as appropriate 	How to respond <ul style="list-style-type: none"> • Red behaviours indicate a need for immediate intervention and action • If a child is in immediate danger, call the police on 999 • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a designated health safeguarding lead who should be notified and will provide support • Refer the child or young person for therapeutic support 		

NSPCC Learning

In partnership with



Supported by Health Education England

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For more information please see link below to the Welsh Government guidance:
Guidance for education settings on peer sexual abuse, exploitation and harmful sexual behaviour



Disclosure

A child might speak to you about what is happening to them. If they do, pay great attention to them.

Listen to what they tell you.

Listen

- Give the child time and space. They will sometimes need to be making things clear in their own mind. **Be patient.**

- A child may start by asking you to keep a secret.

Never promise.

If you make a promise and have to break it you will betray them.

- Do not question or make suggestions to the child about what might have happened.

Do not put words in their mouth.

Investigation is the role of other agencies.

Remember the acronym TED - **Tell me, Explain, Describe.**

- Listen carefully and be sympathetic.
- Do not make the child repeat what they have said.

Remember that they might have to state several times to others what they have alleged.

It is important to minimise this experience.

- **Show them that you believe what they are telling you.** If you do have doubts do not reveal them.
- **Reassure** the child that they are doing the right thing by talking to you.

Practitioner Abuse/Positions of Trust

- Duty to report concerns (including abuse and neglect) by practitioners and those in positions of trust. **It is important that practitioners do not ignore or dismiss suspicions about another practitioner or colleague who may be abusing, neglecting or causing harm to a child at risk.**
- **Every practitioner** has a responsibility to safeguard children and that includes protection from abuse by a professional, paid carer or volunteer. Therefore, the duty to report any concerns about suspected abuse and neglect applies in these situations. This duty also covers situations when abuse is only suspected.
- The Duty to report also extends beyond the working context - this means if any practitioner becomes aware of concerning behaviour outside of the workplace of a practitioner, they **must** report their concerns.
- Local Authority Practitioner Concerns Team (PCT): ProfessionalStrategy.Meetings@Cardiff.gov.uk



- **Whistleblowing** - all employees need to feel confident they can raise a concern within their organisation.

Confidentiality

Safeguarding Procedures make it clear that **‘no consent does not mean no action’**. GDPR and Data Protection Act 2018 allow sharing information without consent, this includes where there are concerns about an adult or child at risk.

- **Everyone has a right to privacy.** We have a duty to protect the privacy of others by not speaking about concerns or suspicions to anyone but the appropriate people in school and the police and social services if they become involved.
- The DSP will decide who needs to know.
- Inappropriate discussion is unprofessional and will not help the child, their family or a practitioner.
The damage of gossip can be considerable.

Duty to Report

Any person/ practitioner who has knowledge, concerns or suspicions that a child or adult is suffering, has suffered or is likely to be at risk of harm, has a Duty to Report concerns to the local authority.

The term ‘practitioner’ in the Wales Safeguarding procedures that came into force in Gwent in April 2020 is used as a blanket term to describe anyone who is in paid employment as well as unpaid volunteers.

This is not a matter of personal choice.

How to Report a Concern

- As soon as you can after a child has spoken to you about any alleged abuse, record what was said using the child’s own words, as far as possible.
- Inform the DSP (Sarah Morgan), Deputy DSPs (Paula Broughton/Lucy Jones) at the earliest opportunity.
- All information must be recorded on **MyConcern Safeguarding** - <https://www.thesafeguardingcompany.com/myconcern/>
- Make a careful note of the **date and time** that the child spoke to you and **where you were** as exactly as you can.
- Where possible, do not write in front of the child; give them your complete attention. They may become alarmed if they see you writing down what they are saying.



- Where possible meet with the child in the presence of another member of staff. This will enable one person to take notes while the other listens and reassures the child.
- If you are needed to take part in a meeting about the alleged abuse you will feel far more secure if you are able to use your factual notes rather than having to rely upon your memory.
- If you have to make a statement to the police you will be helping the child by being accurate and using their own words.
- You may have to appear in court as a witness for the child. If so, the best way that you can help them is to be absolutely sure you are giving accurate facts to the court. You will also feel more confident about appearing.
- Remember that if the DSP (**Sarah Morgan**), Deputy DSPs (**Paula Broughton/Lucy Jones**) are not available, please ask to speak to another member of the Senior Leadership Team or contact the Local Authority Safeguarding Team directly. MASH: 02920 536490 (opt 3) or Emergency Duty Team: 02920 788570.

What Happens Next?

- The DSP will assess the situation and will refer to the Local Authority if she feels it is necessary. This referral is in the form of a Duty to Report Child Safeguarding form (DTR).
- If a DTR is not necessary, any action or follow up will be recorded on MyConcern.

Other Circumstances

- If an allegation is made against another member of staff this **MUST** be reported directly to the Headteacher (**Mrs Sarah Morgan**) immediately. You will not be allowed to complete a disclosure form on MyConcern in this instance.
- If an allegation has been made against the Headteacher (Mrs Sarah Morgan) then this MUST be reported to our Chair of Governors (Mrs Christine Salter) or directly to the Local Authority Safeguarding team: Emergency Duty Team: 02920 788570. A number for our Chair of Governors (Mrs Christine Salter) can be found in the office.

What About Me?

- Dealing with alleged abuse can be very worrying, some people become anxious and even fearful, however there is no need
- Do not worry alone and in silence, talk to the DSP
- You will have questions, always ask them



- You will be kept informed about developments and supported if you need to attend meetings, conferences or court

Remember

- Make sure you know who the Designated Senior Persons for Safeguarding (DSP) are:
 - **Mrs Sarah Morgan**, Headteacher is the Designated Senior Person for Safeguarding (DSP)
 - **Miss Paula Broughton**, Deputy Headteacher and **Mrs Lucy Jones**, Additional Learning Needs Coordinator, are the deputy in her absence
 - In the absence of these members of staff, SLT members, **Bethan Jones, Rachel Oats, Lara Jacobs**, will take on the role of DSP
 - **Mrs Fiona Conlon** is our Governor for all matters relating to Safeguarding
 - **Nikki Loukisas, Alexis Morley, Kate Willington** or **Amy Powell**, the Local Authority Safeguarding Officers
- Be aware of the signs of abuse
- You must report concerns to the DSP
- Be careful to make a note of things you have been told and signs you have noticed
- Do not talk about your concerns to other.



Site Security

The introduction of the Protect Duty during 2022 aims to enhance the protection of the UK's publicly accessible places from terrorist attacks and ensure that businesses and organisations are prepared to deal with incidents.

As a school, we have a **School Emergency Plan** in place which is reviewed at least annually. The plan includes a Security Working Group in the event of an emergency situation. As part of our plan, we also audit current security arrangements annually.

Our School Emergency Plan relates to:

- An event which threatens the safety of children, staff, visitors, or the school premises
- An incident which affects the community within which the school is based
- A disruptive event e.g., loss of a utility which may impact upon the continuity of service for the school

Our response to such events may include:

- Evacuation of the building
- Requiring shelter
- Invacuation inside the school building
- Lockdown of areas of our school
- School Closure
- Closing the school due to extreme weather

Security Culture

- All staff wear lanyards and ID badges at all times
- All staff have a fob to access external doors
- All visitors wear visitor badges
- All staff know to challenge visitors if they are not wearing a visitor's badge
- Site security group in place to respond to any potential incidents
- Regular practices for evacuation, invacuation and lockdown procedures
- Electronic sign in system for all staff and visitors Integrated Security
- Fob door access points
- Gates locked at the beginning and end of the day
- A member of staff to monitor the gates during drop-off and pick-up times

