

# Gwenfro Community Primary School



## Child Protection Policy 2019/2020

*EIA Assessed 2019*

Agreed by the Governing Body: .....

Review date: September 2020

Signed: .....

Chair of Governors: .....

## Introduction

It is the duty of all staff at Gwenfro Community Primary School to ensure that all pupils are kept safe both in school and at home. If any staff member suspects that a pupil may be subject to any form of child abuse – sexual, physical, emotional or neglect or harm, it is their duty to inform the designated person for Child Protection.

At Gwenfro Community Primary School those persons are the Headteacher (Mrs K. Owen-Jones), Deputy Headteacher (Mrs N. Mulley-Jones) and in their absence the Well-Being Manager (Mrs H. Jones) See appendix 1. The named Governor for child protection is Margaret Barker  
The Document – ALL WALES CHILD PROTECTION PROCEDURES is kept in Headteacher office and is available to staff.

Wrexham County Borough have also produced a booklet entitled: *All Wales Child Protection Procedures* – for all Education & Leisure Staff (Revised Version 2008) and all staff should have their own copy.

The following information should be of use for staff in deciding whether a pupil is in anyway “at risk” of child abuse.

## **What is abuse?**

There are 4 main types of abuse

- Physical
- Sexual
- Neglect
- Emotional

## **What are the definitions of child abuse?**

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional 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**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.

### **Physical Abuse – Pointers: *What to think about***

- vague or no history
- denial of an injury
- the story changes
- injury doesn't fit the story
- doesn't fit the developmental stage
- patterns of injury which strongly suggest abuse
- *Listen to the child*

## How do we determine Physical Abuse? These could be:

### *Hand Marks*

- grab mark / fingertip
- hand mark / linear
- slap mark
- rings
  
- pinch (double bruise)
- poking marks
- fist

### *Implements*

strap / belt / cane / stick / whip  
curtain wire  
brooms  
slipper / shoe.... kick or used as implement  
hairbrush  
ties / ligatures

### *Bite Marks*

- Animal
- Human – adult or child

### *Other*

Multiple bruises of different ages  
Frozen awareness  
Behaviour  
Developmental delay  
Language delay  
Fractures

### *Scalds and burns*

- stocking distribution
- Cigarette burns

## **SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities involve physical contact, including penetrative or non-penetrative acts. They may include 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.

## **Possible Pointers to Sexual Abuse**

- A disclosure by a child
- Sleep/eating disturbances
- Medical problems e.g. pain, itching, urinary infection, venereal disease
- Pregnant
- Knowledge, curiosity, behaviour beyond years
- Underclothes – torn stained, bloody
- Genital injuries – difficulty in sitting

[Note do NOT examine the sexually abused child]

## **Possible Pointers to Sexual Abuse**

- BEHAVIOURAL SIGNS
- Fear of particular individual/s
- Change in personality, school performance, self-esteem
- Aggressive/unusually compliant behaviour
- Truancy
- Depressed, withdrawn, sad, listless, self-injury, suicide attempts, running away
- Guilt, shame, anger.

## **NEGLECT**

What is neglect? Neglect is the persistent failure to meet a child's basic 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 the child from physical harm or danger, or the failure to ensure access to the appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Signs of Neglect:**

- failure to thrive
- smelly, dirty, unkempt
- DNAs
- frequent "accident"
- short stature
- developmental delay
- learning difficulties
- poor attention span
- over friendly with any adult
- lack of self esteem
- poor peer relationships

### **What are the effects of Neglect**

- poor coping skills
- self harming
- lack of trust
- severe lack of self esteem
- feelings of being unloved
- feelings of hopelessness

## **EMOTIONAL ABUSE**

### **What are the types of emotional abuse?**

- hostility/harsh punishment and rejection of child
- developmentally inappropriate or inconsistent interactions with the child
- constantly telling a child he is worthless – by words or actions

### **Remember**

- Boys and girls of all ages are abused, in all classes of society, and frequently in the privacy of the home
- failure to protect the child protects the abuser and the abuse continues
- IF IN DOUBT SHARE YOUR CONCERN WITHOUT DELAY.

### **The Choice**

- You have 2 choices in child protection
- Do something and protect the child
- Do nothing and protect the abuser

If you feel that any pupil is “at risk” from any of these child abuse categories and you have concerns, please inform the designated person immediately.

## **NEGLECT PROCEDURES AT GWENFRO COMMUNITY PRIMARY SCHOOL**

Neglect differs in its presentation from other forms of abuse. There is rarely just one incident – concerns accumulate over time.

At Gwenfro Infant School, staff concerned about a neglect issue should complete a WREXHAM AREA CHILD PROTECTION NEGLIGENCE INCIDENT MONITORING FORM (available from Headteacher).

Please remember – only factual information should be recorded.

A copy of these procedures, along with monitoring forms can be found in the file entitled Gwenfro Community Primary School, Child Protection Procedures, kept on the bookshelf in the Headteacher's office.

Named persons and important information associated with Child Protection procedures at Gwenfro Community Primary School can also be found.

## **Disclosures**

If a child discloses information which causes an adult concern, it is their duty to report this to the Headteacher (appendix 1). The information should be recorded initially on a Wellbeing monitoring form, with the basic details recorded (appendix 2).

All staff are very much aware that it is their duty to report disclosures and concerns to the Headteacher who will, if necessary, complete a referral form to the Duty Social Worker.

If someone tells you that they or another child or young person is being abused:

- Show that you have heard what he/she is saying, and that you take his/her allegations seriously.
- Encourage the child to talk, but do not prompt or ask leading questions.
- Explain what actions you must take where appropriate.
- Do not give an undertaking of absolute confidentiality as staff have a responsibility to disclose information to those who need to know.
- Write down what you have been told, using the exact words if possible on a Well-Being form located in the admin office and staff room.
- Make a note of the date, time, place and people who were present at the discussion.
- Report your concerns to the member of staff in school with designated responsibility for child protection. The Headteacher is the designated Child Protection Co-coordinator in school who will be immediately informed, or in the case of their absence the Deputy Head teacher or Well-Being Manager. See Appendix 1. The person informed will refer information to SPOA, Safeguarding and Support Services.
- Do not confront or inform the alleged abuser.
- The person informed will complete Child Protection Form/Common Referral Form and send it to SPOA– within 24 hours, or at the earliest opportunity, following consultation with appropriate agencies.
- The person informed will take advice from SPOA before communicating with parents.
- A designated member of staff will attend case conferences as requested.
- Ensure that your concerns are recorded and reported to the duty social worker at the local office if necessary (SPOA 01978 292039)

If a child is likely to suffer harm it is essential that urgent action is taken under the child protection procedures. These procedures are outlined in The All Wales Child Protection Procedures and the local protocol is ratified by the LSCB (Booklet-All Wales Child Protection Procedures-Schools-Revised 2008).

WHERE IT IS ALLEGED ABUSE HAS TAKEN PLACE INVOLVING A MEMBER OF STAFF:

The following procedures will be followed:

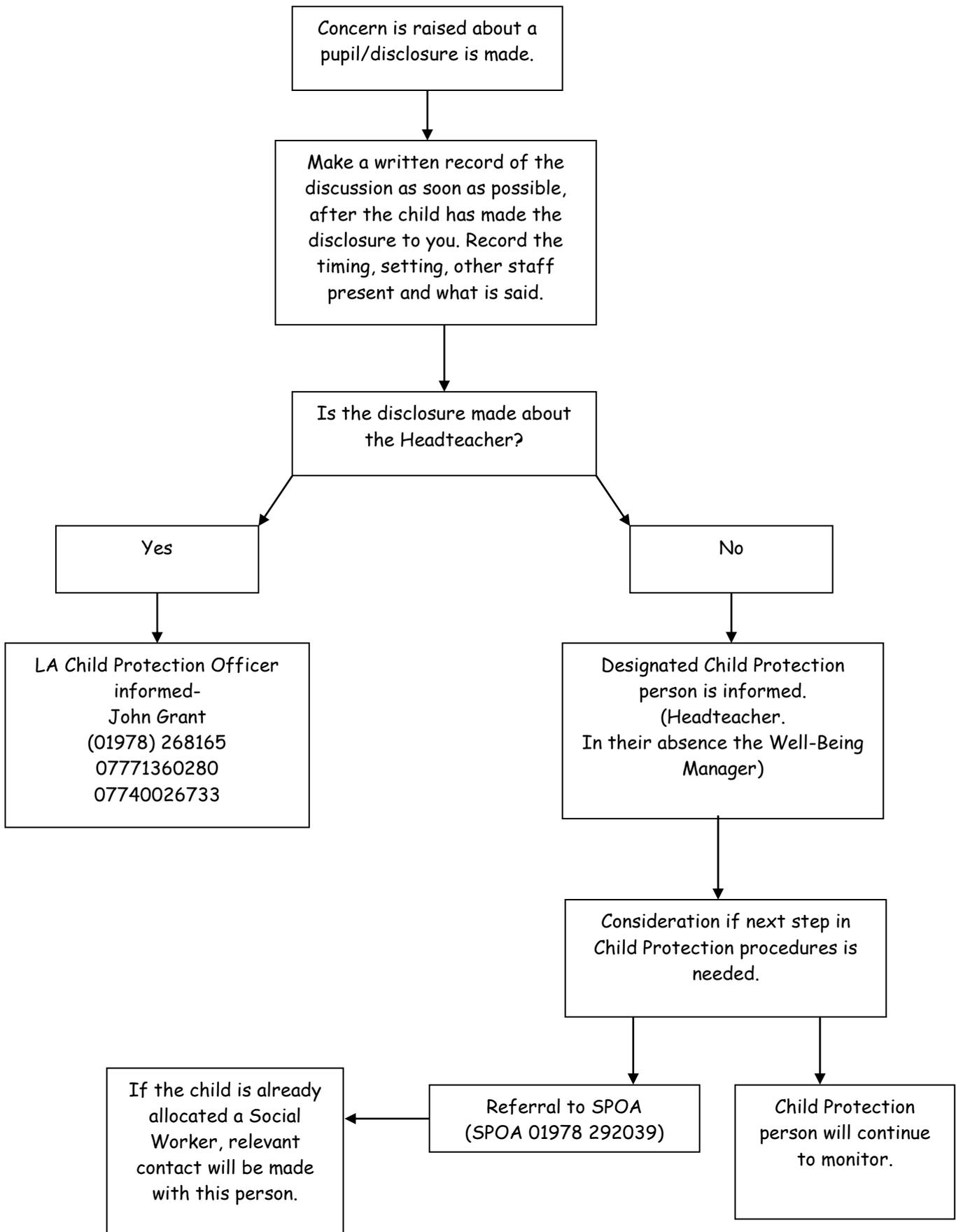
- The Head teacher or deputy in his or her absence should be notified immediately.

**If the allegation involves the Head Teacher/Deputy Headteacher you need to contact the named officer for child protection for schools i.e. ESW Team Manager – John Grant. DO NOT INFORM THE HEADTEACHER/DEPUTY. See appendix 1.**

- All suspected abuse must be reported to Safeguarding and Support.
- A senior Education Officer will be informed.
- The Chair of Governors will be consulted

“Agencies must not undertake their own internal enquiries but must refer on as described above. Agencies must not make their own decisions about whether a concern that involves a particular member of their own staff is a disciplinary issue or a child protection issue. Such complex considerations should only take place with the involvement of Social Services and the Police”. All Wales Child Protection Procedures.

## Child Protection Procedures



## Well-Being Monitoring

NAME OF PUPIL	CLASS	DATE	CONCERN/S	ACTION	SIGNED

Child Protection Procedures  
Information for Staff



Designated Child Protection person/s

- Headteacher (Kate Owen-Jones) or Deputy Headteacher (Natalie Mulley-Jones). In their absence-
- Well-Being (Hannah Jones)

Their role is to act as a source of advice, support and expertise in our school and be responsible for coordinating action regarding referral and liaising with Social Services and other relevant agencies.

If a concern is raised regarding one of the named persons above, you must report it to the next senior named person.

Concerns must be logged on a pupil well being form, located in both staff rooms and the admin office. This should then be given to the designated Child Protection person/s named above and will be filed in our Well Being folder as a confidential document. You will be informed of any action taken.

If a child makes a disclosure to you:

DO	DON'T
Listen to the child rather than directly questioning him or her.	Stop a child who is freely recalling significant events.
Encourage the child to allow another person to be present.	Show shock or disquiet.
Reassure the child that they are right to tell you.	Guarantee confidentiality.
Inform the child that you will have to pass the information on.	Put words into the child's mouth.
Make a written record of the discussion as soon as possible, after the child has made the disclosure to you, taking care to record the timing, setting, other staff present and what is said.	Discuss Child Protection issues about individuals with friends and acquaintances. Matters regarding Child Protection must be kept confidential.
Keep any drawings, writing etc that the child may have used to show you what has happened to them.	Interrupt the child.
Remain calm and reassuring.	Question the child. This task must be undertaken by a specially trained professional.

## Equality Impact Assessment

<b>Responsible Officer (Head Teacher)</b>	Kate Owen-Jones
<b>Assessment Owner</b>	Kate Owen-Jones
<b>e-mail address</b>	headteacher@gwenfro-pri.wrexham.sch.uk
<b>Full job title</b>	Headteacher
<b>Title of Policy</b>	Child Protection Policy
<b>Rationale:</b> Why is it being considered? What need is being addressed?	<b>Annual Policy update/ Statutory requirement</b>  <b>Policy update</b>
<b>Aim:</b> What is the intended outcome of the policy?	Ensure all staff are aware of child protection procedures and follow them correctly
<b>How:</b> How will it be delivered, by whom and by when?	Policy will be used by all practitioners at all times
<b>Who:</b> Who are the people likely to be affected by this policy?  How have you consulted with the people who are likely to be affected?	Pupils and staff  Discussed at staff meetings.
<b>Measures:</b> How will you know you have achieved your aims?  What are your measures / indicators of success?	Policy will be reviewed and updated where necessary. Policy will be shared with all stakeholders. Staff will adhere to policy.  Procedures followed correctly safeguarding pupils.
<b>Identify any other policy or decision [internal or external] that may affect your proposal. Consider this in terms of:</b>  <ul style="list-style-type: none"> <li>• Statutory requirements; local policies e.g.</li> <li>• Regional decisions e.g. those made by cross county partnerships for your schools; and / or</li> <li>• National policies e.g. Welfare Reforms</li> </ul>	<b>This is a statutory policy which has to be reviewed annually and shared with all staff. The policy is based on the All Wales Child Protection procedures.</b>  <b>The purpose of the policy to protect all children including those with protected characteristics.</b>

	Carers	Age CYP	Age Adults	Disability	Gender / Sex	Pregnancy and Maternity	Race/ Ethnicity	Religion or Belief	Sexual Orientation	Marriage and Civil Partnership	Gender Reassignment	Poverty	Welsh language / culture
<b>Q1</b> Would this proposal significantly affect how functions are delivered to any of these groups?													
<b>Q2</b> Would this discriminate against any of these groups?													
<b>Q3</b> Would this proposal advance the equality of opportunity for these groups?	+		+	+	+		+	+	+		+	+	
<b>Q4</b> Would this promote good relations between these groups and the wider community?													

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

- It will ensure that children are safeguarded. Any concerns regarding child abuse are dealt with as a matter of urgency.

If your proposal will not have any impact on 'people' please outline why this is the case below:

**PLEASE NOTE:**

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers) If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.

If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- **What is the likely scale of the impact and how this can be reduced?**
- **Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.**

**EIA: Are we being fair?**

<b>Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-’ symbols you have recorded in the screening tool</b>	<b>List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...</b>	<b>Based on the information you have gathered give a summary of key issues that have been identified.</b>	<b>How will you mitigate these issues to improve the service?</b>	<b>Who is officer responsible for delivering the mitigation?</b>	<b>Which other partners will you work with to achieve this? (Governors, PTA etc.)</b>	<b>By when</b>
<b>Age CYP</b>						
<b>Age Adult</b>						
<b>Disability</b>						
<b>Gender / Sex</b>						

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any ‘-‘ symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this? (Governors, PTA etc.)	By when
Pregnancy and Maternity						
Race/ Ethnicity						
Religion or Belief						
Sexual Orientation						
Marriage and Civil Partnership						
Gender Reassignment						
Welsh Language and Culture						
Poverty						

## Evidence Documents

Please list any documents that you have used in the EIA process as evidence, such as consultation reports; service user data; CENSUS or ONS statistics; etc. by title and where it is held should it be required in the event of a challenge.

All Wales Child Protection Procedures 2008  
Safeguarding Policy

## Linked EIAs

Please list any other EIAs that may be linked to this one, such as operational EIAs if this is a strategic EIA.

Safeguarding

## Follow Up

Please respond to the following questions within **12 months** of implementation of the policy:

- a) Was any mitigation applied or was the proposal delivered as originally planned prior to the Equality Impact Assessment?
- b) Were the intended outcomes of the proposal achieved or were there other results?
- c) Were the impacts confined to the people you initially thought would be effected, or were other people affected? How?



