



SAFEGUARDING POLICY

NEWBRIDGE ON WYE CHURCH IN WALES PRIMARY SCHOOL

AUTHORISATION

This revised Safeguarding Policy with separate Appendix was adopted by the Governing Body in January 2018

It is an overarching policy covering 31 aspects of Safeguarding (many the subject of separate School Policies). Guidance on a further 16 aspects is included in the separate Appendix to this Policy.

Signed

(H.A. Nixon) Head Teacher

(Julian Gibson-Watt)
Chair of Governors

Review annually in July with HT
Annual Report on Safeguarding

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Appendix References Index

References and Guidance on the following further 16 less widely encountered aspects of Safeguarding at Newbridge are set out in alphabetical order, subject by subject, in the separate Appendix to this Policy, including relevant CYSUR References and Links.

- 1.... Abuse by children and young people, (sexually harmful behaviour)
- 2... Asylum-seeking children
3. Black minority ethnic pupils
4. Child abuse images and the internet
- 5 Child abuse linked to belief in witchcraft or other spiritual beliefs
6. Children and young people in the youth justice system
- 7 Children living away from home or in temporary accommodation
8. Child sexual exploitation (CSE)
- 9 Children missing education
- 10 Children who run away/missing children
11. Fabricated or induced illness (FII)
12. Forced marriage and honour-based violence
13. Foreign exchange visits
14. Sexually active young people
15. Suicide
16. Teenage intimate partner abuse



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1....INTRODUCTION

1.1 Parents/carers send their children to our School each day in the expectation that the School will provide a secure environment in which their children can feel safe and flourish. Our Safeguarding Mission is to ensure that their expectation is fulfilled.

1.2 Further, we recognise that, in order to support the full development of each and every child, we must ensure, so far as is reasonably practicable, that that child:-

- stays safe;
- is healthy;
- is able to enjoy and achieve;
- is able to achieve economic wellbeing;
- makes a positive contribution.

1.3 Our School seeks to maintain high standards of Safeguarding. It was awarded the Powys Excellence Award (Nov. 2013) and the National Quality Award for Healthy Schools (July 2014, renewed 2016) which include provision for Mental Health and Wellbeing, Safety, Hygiene and Substance Use and Misuse.

2....SAFEGUARDING STATEMENT

2.1 The Governors and staff of our School are fully committed to adhering to section 175 of the Education Act, 2002, which requires schools to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children. Our School responds to the objective of keeping children and young people safe by:-

- creating and maintaining a safe learning environment for children;
- identifying all child welfare concerns and taking action to address them, in partnership with other agencies where appropriate;
- ensuring that children are listened to if and when they express concerns; and
- developing pupils' understanding, awareness and resilience through teaching a broad and balanced curriculum.

2.2 To achieve these objectives our safeguarding system is designed to

- prevent unsuitable people from working with children and young people;
- promote safe practice and challenge poor and unsafe practice;
- identify incidents in which there are grounds for concern about a child's welfare, and take appropriate action to keep them safe; and
- contribute to effective partnership working between all those involved in providing services for children and young people.

3. SPECIFIC ASPECTS OF SAFEGUARDING

3.1 This Policy summarises below our School's procedures and provision in the following aspects of Safeguarding, which are arranged in alphabetical order



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for ease of reference. Many specific School policies referred to in these sections are available from the School Office or from the School website

www.newbridge.powys.sch.uk

3.2 The main source for guidance on almost all the aspects of Safeguarding set out below is CYSUR ("Child and Youth Safeguarding: Unifying the Region") which is the Mid- and West Wales Safeguarding Board.. (Search internet for "CYSUR", on website go to "Professionals" which provides links to guidance on different aspects.)

This Policy refers to the two other principal sources as follows::

"All Wales": All Wales Child Protection Procedures
"Safeguarding Children" Safeguarding Children: Working Together under the Children Act 2004

(1). Anti-Bullying and Anti-Cyberbullying

1.1 The School's response to any incidents of bullying is unequivocal -- bullying will not be tolerated. Children are taught that silence is the bully's best friend. In responding to any incident involving an allegation of bullying, staff follow KiVa procedures, a successful anti-bullying programme from Finland which seeks to create an atmosphere in which pupil witnesses intervene in any potential bullying incident and in which, if bullying occurs, the bully is induced to take responsibility for their actions. Allegations of bullying at our School have always been infrequent and have reduced further since adopting KiVa.

1.2 The School's definition of "bullying" is set out at the beginning of the Anti-Bullying Policy, which describes procedures in more detail.

1.3 There is a separate Policy dealing with Cyberbullying, describing procedures for preventing it and giving references through which staff and pupils subject to Cyberbullying can get help.

(2). Attendance

2.1 Attendance at school is compulsory and necessary for the wellbeing of a pupil unless absence is explained and authorised for good reason such as illness. The School has few unexplained absences and no or virtually no truancy by pupils, but (in common with most other schools) it has unauthorised absences caused by a minority of parents keeping their children out of school or taking them on holiday during term-time.

2.2 Because of the loss of educational opportunity if a pupil is out of school and also the risk to any pupil truancy, the School maintains a separate Attendance Policy. This addresses such issues as procedures for parents to report the illness of a child, contact with the home in the event of an absence, the involvement of the Education Welfare Officer, publication of attendance rates and reporting of information in respect of attendance to the Governing Body and the Local Authority. In addition, it includes positive measures to encourage children to attend regularly



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and punctually at the School. It also makes reference to the Authority's entitlement to issue a Fixed Penalty Notice or take other legal action against parents who do not ensure good attendance and punctuality.

(3). Behaviour and Discipline

Behaviour and discipline are addressed in detail in a separate policy and this includes such issues as rewards for appropriate behaviour and sanctions where behaviour is inappropriate. The Governing Body's statement of principle on these matters is included in the policy and in the Prospectus.

(4). Child Protection

4.1 Protection of children from abuse is a very important aspect of Safeguarding and all staff undergo training. Staff have a legal obligation to take action without telling the parent / carer if a child is at risk, although such situations are rare.

4.2 The School's Child Protection Policy, together with an APPENDIX providing details of definitions of child abuse and procedures for addressing Child Protection issues is a separate Policy, available on the school website or on request from the School office. It follows the ERW model Child Protection Policy.

[See All Wales for guidance on all Child Protection issues](#)

(5). Child Neglect

5.1 "Child neglect" falls into four main categories: physical, educational, emotional and medical neglect. A prevalence study carried out by the NSPCC in the UK shows that neglect was the most prevalent type of maltreatment in the family for all age groups and child neglect is the main reason why children in Wales were subject to a child protection plan.

5.2 Possible consequences include an array of significant health and mental health problems including developmental delay, emotional and behavioural difficulties, lower IQ and poor school performance and difficulty with friendships and maintaining relationships.

5.3 **Physical neglect** is the failure to provide for a child's basic physical needs. It usually involves the parent or caregiver not providing adequate quality and quantity of food, correct fit or type of clothing or a safe place to live, play and sleep. It can also include child abandonment and inadequate or inappropriate supervision, which leads to cuts, bruises, burns and other injuries.

5.4 **Educational neglect** involves the failure to ensure a child receives an adequate and suitable education and failing to support a child in their learning.

5.5 **Emotional neglect** or **psychological neglect** can include:

- ignoring a child's presence or needs



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- consistently failing to stimulate, encourage or protect a child
- rejecting a child and not showing affection in a timely or consistent manner
- isolating a child, where the child does not have normal social contact with other children and adults.

5.6 **Medical neglect** is the failure to provide appropriate health care for a child. A parent may not recognise when a child requires medical attention, may refuse medical care for a child or may not start or administer the recommended treatment as directed by a healthcare professional. This also includes dental neglect, where a child may have severe untreated dental decay.

5.7 Staff members concerned about child neglect should report their concerns to the Designated Senior Professional. They should apply basic safeguarding children principles including sharing information across agencies and being child-focussed at all times. [Safeguarding Children](#) and the [All Wales](#) both define child neglect and outline professionals' duties and responsibilities to act on concerns..

5.8 Many LSBs have adopted child neglect protocols and will be able to offer advice (including links to published neglect toolkits and protocols) and work is ongoing to support boards to adopt these resources.

5.9 Leaflets have been produced by NSPCC that summarise what is known about the key features to help identify neglect and emotional abuse in pre-school children, children aged 5-14 and teenagers. These can be downloaded from:
[http://www.coreinfo. cardiff.ac.uk/category/leaflets](http://www.coreinfo.cardiff.ac.uk/category/leaflets)

(6). Children who may have been trafficked

6.1 The [All Wales Practice Guidance for Safeguarding Children Who May Have Been Trafficked](#) sets out the required professional response to effectively safeguard children who are abused and neglected by adults who traffic them into and within the UK for purposes of exploitation.

6.2 The [Sexual Offences Act 2003](#) introduced new wide-ranging offences covering trafficking into, out of or within the UK, for any form of sexual offence. These offences carry a 14 year maximum penalty.

6.3 The [Asylum and Immigration \(Treatment of Claimants, etc\) Act 2004](#) introduced a new offence of 'trafficking for exploitation' which covers trafficking for forced labour and the removal of organs.

6.4 The UK has international obligations in relation to trafficking under the UN Palermo Protocol, the [EU Framework Decision on Trafficking for the Purposes of Sexual and Labour Exploitation](#), and the Council of Europe [Convention on Action against Trafficking in Human Beings](#).

6.5 The NSPCC's Child Trafficking Advice Centre (CTAC) is a specialist national service that provides free advice and support to professionals concerned that a child or young person may be a victim of trafficking. Call CTAC for advice, information and support on 0808 800 5000 or email help@nspcc.org.uk.



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(7). Communication with Parents and Learners

Good communication with parents / carers is an important part of safeguarding. The School therefore makes parents aware of different aspects of this Safeguarding Policy and Procedures, including the need to refer to other agencies or share information with them if necessary. It does so when admitting pupils, in its monthly newsletters and in the Annual Report to Parents. On admitting pupils, the School seeks clarification as to who has parental responsibility in respect of the pupil, and, in relation to non-custodial parents, will ensure that they receive their entitlement in respect of information regarding school events, as provided to any other parent, and reports on progress in respect of the pupil(s) concerned. Pupils are made aware of what to do if they have a concern (and that they will be listened to) through discussions in PSD/PSE lessons, Assembly, Circle Time and information posters placed around the school.

(8). Complaints

Almost all concerns are successfully resolved by informal discussion with staff. Occasionally this fails and a more formal procedure is needed. The School Complaints Procedure has regard to the guidance included in Welsh Government Circular: 011/2012, *Complaints Procedures for School Governing Bodies in Wales*, and there is also a version for children so that children, staff, parents or the public are able to make a formal complaint about the School, including Safeguarding complaints and concerns that Safeguarding action has not been taken.

(9). Drug and Substance Abuse

The School has a separate Substance Misuse and Smoke Free School Policy, which is linked to the School's Behaviour Policy, and will provide appropriate support if any child becomes involved in drug and substance abuse. In addition, these issues are addressed on a regular basis, as part of the curriculum. Further details are provided in the Substance Misuse Policy. There is an HR Substance Misuse Policy covering staff.

[Safeguarding Children chapter 9 gives guidance on safeguarding a child of substance-misusing parents](#)

[Welsh Substance Misuse Helpline: DAN 24/7](#)

(10), Educational Visits -- Safety (H&S Policy section 8)

The School follows the detailed procedures in the County Council Health and Safety Manual which are incorporated into section 8 of the School's Health and Safety Policy. These procedures include adult : pupil ratios, the organisation of transport, ensuring a CRB/DBS check of the transport driver, appropriate comfort breaks, appropriate curricular opportunities, and means of emergency



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communication. The member of staff responsible for educational visits is the Head Teacher, Mrs H.A. Nixon.

(11). Equal Opportunities (including safeguarding children with disabilities)

11.1 The School's statement on Equal Opportunities includes the following:-

"For pupils, staff and others using the School facilities, the School is committed to the need to:

- *Continue to prevent and eliminate any unlawful discrimination, harassment, victimisation and other conduct prohibited under the Equality Act 2010 and by the School's ethos, behaviour policies and practice,*
- *Advance equality of opportunity between people who share a protected characteristic and those who do not*
- *Foster good relations between people who share a protected characteristic and those who do not*

Newbridge-on-Wye C-in-W School aims to provide all pupils with equal opportunities. They should have equal access and opportunities within the Curriculum, both formal and informal, so that when leaving our School they have the widest possible options available to them, educationally, socially and vocationally".

11.2 Parts of this statement are published in the School Prospectus and the School's Equal Opportunities Policy.

11,3 Allowing for different educational treatment of children on account of age, children with disabilities or other characteristics protected under the Equality Act 2010 should be able to take a full and active part in lessons and other activities and every reasonable measure should be taken to enable this.

11.4 Standards of safeguarding and care must be as good for a child with **disabilities** as for other children. Chapter 9 of [Safeguarding Children](#): and Chapter 4.7 of the [All Wales](#) covers abuse of disabled children. Where there are concerns about the welfare of a disabled child, they should be acted upon in accordance with the [All Wales](#), in the same way as with any other child. The same thresholds for action apply. Where a disabled child has communication or learning difficulties, special attention should be paid to communication needs, ascertaining the child's perception of events, and his or her wishes and feelings.

11.5 Further details are provided within the School's Equal Opportunities Policy.

(12). E-Safety / Internet Safety

The School takes very seriously its responsibility for encouraging children to keep safe online and Internet safety is addressed, with the pupils, through resources such as those provided by CEOP (Child Exploitation Online Prevention). Internet access for pupils at school is screened through the Powys server. Internet safety is covered in a separate E-Safety policy, which is regularly reviewed. Children are encouraged to use the Internet, but at all times in a safe way. Junior pupils and



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parents are asked to sign an Acceptable Use Agreement for use of the Internet at school. Pupils must never be left unattended whilst online and staff will ensure that this does not happen. If staff know of misuse, either by a staff member or child, the issue will be reported to the Headteacher without delay.

[e-Safety zone on HwB](#)

[e-Safety self-evaluation: 360 degree safe Cymru on HwB](#)
[Digital Literacy and Citizenship Resource](#)

(13). Female Genital Mutilation

13.1 [The All Wales Child Protocol on Female Genital Mutilation](#) provides advice on safeguarding girls from FGM. The Home Office has also produced [multi-agency guidelines](#) which outline the actions that should be taken by front-line professionals, such as teachers, health professionals, police officers and social workers, to protect girls and women and offer them the support they need.

13.2 In the UK, all forms of FGM5 are illegal under the [Female Genital Mutilation Act 2003](#). It is an offence (regardless of their nationality and residence status) to:

- perform FGM in the UK
- assist the carrying out of FGM in the UK
- assist a girl to carry out FGM on herself in the UK
- assist from the UK, a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.
- perform FGM abroad
- assist FGM carried out abroad by a UK national or permanent UK resident – this includes taking a girl abroad to be subjected to FGM
- assist from outside the UK for FGM to be carried out abroad by a non-UK person on a girl or woman who is a UK national or permanent UK resident – this includes taking a girl abroad to be subjected to FGM
- assist a girl to perform FGM on herself outside the UK, even in countries where the practice is legal.

13.3 Any information or concern that a child is at immediate risk of, or has undergone, FGM should result in an immediate child protection referral.

If you have concerns that a girl or young woman may be taken overseas for FGM then you should also contact the [Foreign and Commonwealth Office](#). [FORWARD](#) is a UK organisation which provides support, counselling and safe space for girls and women to talk about their experiences. They can also educate and work with families to prevent FGM happening to any other girls in the family.

The NSPCC has a 24-hour helpline for anyone who is worried a child is at risk of, or has had FGM. You can call 0800 028 3550 or you can email fgmhelp@nspcc.org.uk

(14). First Aid

(H&S Policy section 12)

The School has trained members of staff who take responsibility for First Aid. Their names are posted in the Staff Room and in the classrooms.

First Aid equipment is stored in the First Aid Box in the Staff Room and a Travel First Aid kit is stored in the Office and is available for off-site activities. Detailed



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procedures as to action to be taken in the event of an accident or a child falling ill are included within the First Aid Policy which is a separate section of the Health and Safety Policy.

(15). Foster Care, including private fostering

15.1 The [Children Act 2004](#) establishes the duty of all local authorities to promote awareness of the need to notify them about any privately fostered children living in their area. Teachers and other professionals should notify the local authority of any private fostering arrangement that comes to their attention where they are not satisfied that the local authority has been, or would be, notified of the arrangement. It is good practice to inform the foster parents of the referral but if it is considered that this could place the child at risk of harm then it is not necessary to obtain consent

15.2 In 2011 the Welsh Government published [Protecting Children, Supporting Foster Carers: A Toolkit for Dealing with an Allegation of Abuse](#) to assist fostering services in the public and independent sectors, and child protection managers in dealing with allegations against foster carers.

15.3 [The Children Act 1989](#) creates a number of offences in connection with private fostering, including failure to notify an arrangement or to comply with any requirement or prohibition imposed by the authority. The [Children Act 2004](#) strengthens local arrangements for notification. Paragraph 7A of [Schedule 8 to the Children Act 1989](#), requires local authorities to promote awareness in their area of notification requirements, and to ensure that such advice as appears to be needed is given to those concerned with children who are, or are proposed to be, privately fostered. This will include parents and private foster carers.

(16). Gender-based violence, domestic abuse and sexual violence

(See the School's Sexual Abuse and Domestic Violence Policy for staff)

16.1 This problem affects children even if they are not directly the subject of violence or abuse. The [All Wales](#) includes the [Practice Guidance on Safeguarding Children and Young People Affected by Domestic Abuse](#) .

16.2 The [Gender-based Violence, Domestic Abuse and Sexual Violence \(Wales\) Act](#) adopts these definitions

- **Domestic abuse** is physical, sexual, psychological, emotional or financial abuse where the victim is associated with the abuser.
- **Gender-based violence** is violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation, female genital mutilation and forced marriage.
- **Sexual violence** includes sexual exploitation, sexual harassment, or threats of violence of a sexual nature.



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16.3 Staff should be aware that both women and men can be victims of domestic abuse within heterosexual, lesbian, gay, bisexual and transgender relationships. They can also suffer abuse from other family members. However, the majority of domestic abuse is perpetrated by men against women and their children. Young women aged 16 to 24 years are most at risk of being victims of domestic abuse.

16.4 The [Service Framework to meet the needs of people with Domestic Abuse and Substance Misuse Problems](#) is designed to promote a linked care pathway for domestic abuse and substance misuse services.

16.5 **Link between domestic abuse and child abuse.** There is a strong link between domestic abuse and the abuse and neglect of children. One in three child protection cases shows a history of domestic violence to the mother. Young people in violent households are three to nine times more likely to be injured and abused, either directly or while trying to protect their parent. One in five child abuse cases dealt with by the NSPCC involves domestic abuse. In ninety percent of those cases, young people are present in the home and are affected while abuse is going on; and in about half the cases, there is abuse to the young person too.

16.6 **Responding to concerns** Where school staff have cause to believe that a child or young person is at risk from, is the subject of, or is living in a household with violence or abuse, the HT as DSP should be informed immediately and action taken in accordance with the [All Wales](#).

When the abuse is between adults in the household, the young person can be provided with advice on who can help, including local police, local domestic abuse advocacy services (please refer to locally produced information), the All Wales Helpline (0808 8010 800) or children's social service departments.

16.7 **Training** The National Training Framework for Wales on gender-based violence, domestic abuse and sexual violence will set out the level of training appropriate for education-based staff. All relevant professionals must be able to 'Ask and Act' in relation to gender-based violence, domestic abuse and sexual violence. In practice, this means that all professionals likely to come into contact with those who may be experiencing abuse can identify the indicators and respond appropriately.

16.8 **Our School's approach** is to create a positive school ethos where pupils have a safe environment in which to learn and have the opportunity and confidence to share concerns with others. Discussing the issues and listening to the views and opinions of peers can provide relief to victims, help change attitudes and provide support. However, it is equally important to equipping learners to take responsibility for their behaviour in their personal relationships and how to recognise inappropriate behaviour

16.9 Prevention work will be integrated, where practical, into all aspects of school life and addressed at all appropriate points in the curriculum, for example in English, Welsh, Religious Education and in particular in PSE. Sensitive issues within PSE or any school context will be presented in a balanced way and ethical issues discussed objectively.



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(17). Harassment and Discrimination

The School will not tolerate harassment or discrimination, whether carried out by adults or children. The School's response to these issues is included within the Equal Opportunities Policy, the Strategic Equality Plan, the Anti-Bullying Policy, the Behaviour and Discipline Policy and the Unacceptable Behaviour Policy, which are all available as separate documents.

(18). Health and Safety

The School has a Health and Safety Policy following the Powys Schools H&S Manual which is monitored regularly on behalf of the Governing Body. The Headteacher oversees the Policy and staff are required to report any concerns to the Headteacher who will arrange an initial examination, assessing what remedial action needs to take place. The Policy includes 29 sections or modules on specific aspects of Health & Safety and addresses a wide range of issues including fire drills and efficient emergency evacuation from the building, general and fire risk assessments and procedures for addressing critical incidents (see also sections 8 and 10 above).

(19). Induction

All new members of staff and new volunteers are provided with induction in relation to their role and this induction, either before the role is taken up at the School or immediately afterwards, includes being given copies of the school Child Protection Policy and of the Powys Local Safeguarding Children Board publication entitled 'A Quick Guide to Child Protection, Protecting and Caring for the Children and Young People of Powys'. The member of staff / volunteer is required to read these documents and to sign a record to acknowledge that they have read and understood them. Safeguarding procedures at the School are clarified through a discussion between the new member of staff/volunteer and the Head Teacher as Designated Teacher for Child Protection, or their Deputy.

(20). Medical / Healthcare Needs and the Administration of Medicines

20.1 Under the School's Healthcare Needs Policy (which incorporates the procedures for the Administration of Medication at school) an Individual Healthcare Plan will be drawn up with the help of the parents/carers for the treatment and welfare at school of any pupil with a long-term medical condition. Staff cannot administer medication at the School until the parent/carer has completed and signed the required Powys request form and the Head Teacher is satisfied that the School has been given sufficient details --the decision to allow medication to be administered is at the discretion of the Headteacher. Teachers are entitled to refuse to administer medication, but are usually willing to do so at our School and Teaching Assistants can do so. Appropriate training is provided for staff required to administer such medication as diazepam, medazelin, epipens etc.



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20.2 For matters of an intimate nature, arrangements for support of such pupils within the School will be agreed in an Individual Healthcare Plan prior to admission of the pupil and every effort will be made to maintain the dignity of the pupil involved.

20.3 Further details in relation to administration of medication are provided in the School's Administration of Medicines Policy which is available as part of the Healthcare Needs Policy or as a separate document.

(21). Photographing and Videoring

The School has a detailed Photographing and Filming of Children Policy requiring parental consent and including measures directed to restricting identification of pupils.

(22). Physical Intervention and Restraint

22.1 Physical Intervention and Restraint is only carried out by staff who have been trained in appropriate procedures. The School expects every effort to be made to de-escalate a situation, prior to physical intervention. Staff are trained to use the Team/Teach method as approved by the County Council. Appropriate support is provided for both pupils and staff who are involved in a physical intervention incident

22.2 [Under section 93 of the Education and Inspections Act 2006](#), all school staff are able to use such force as is reasonable in the circumstances to prevent 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)
- 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.

22.3 There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. The force used must be in proportion to the consequences it is intended to prevent and should be the minimum needed to achieve the desired result. Use of force would not be justified to prevent trivial misbehaviour.

22.4 It is contrary to the School ethos (and unlawful) to use force as a punishment

[Safe and Effective Intervention 2014. WG Guidance on use of force and searching for weapons](#)

(23). Pre-School Setting

The Pre-School Setting provides 2.5 hours daily pre-school learning play for 3-4 year olds on Monday to Friday mornings. Its provision is planned to fit with



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the School's Foundation Phase provision for 4-year-old children. The Setting either has its own policies for Safeguarding or follows school policies.

(24). Racist Abuse

The provisions of the School's previous Race Equality Policy are now included in its Equal Opportunities Policy which outlaws discrimination against and harassment or abuse of anyone on the grounds of any characteristic protected under the Equality Act 2010, including race. It is important for pupils at the School to be prepared to live in an ethnically diverse society. The School will make every effort to promote racial equality and harmony by preventing and challenging racism. Racism is tackled in both the RE and PSE curriculum and further information regarding the strategies used by the School to address allegations of racism are set out in the Equal Opportunities Policy. The children take part in discussions designed to raise awareness and address prejudices. From time to time, visitors work with the children also and any racist incident will be reported to the Local Authority and Governing Body if it occurs.

(25). Radicalisation and Extremism

The School is aware of its obligations under the UK Government "Prevent" Strategy to challenge extremism, actively promote British values, seek to prevent radicalisation and have regard to the need to prevent people from being drawn into terrorism. Our Anti-Extremism and Anti-Radicalisation Policy summarises how those obligations are fulfilled.

(26). Safeguarding in the Curriculum

The School's curriculum addresses Safeguarding issues in two ways. In the first instance, the curriculum, in subjects such as Personal and Social Development Wellbeing and Cultural Diversity / Personal and Social Education, requires discussion of relevant issues with the children and topics such as drugs or sex and relationships are included appropriately within this subject. Children are encouraged to explore and discuss these issues in ways suitable for their ages and understanding. Secondly, the curriculum is designed so that safety issues within each subject are discussed and safe practices taught, for example using equipment properly in PE and Design and Technology. The School reviews all its schemes of work to ensure that Safeguarding is addressed. At all times, appropriate staffing levels are provided within the teaching environment and, when children are taught offsite, the required adult: pupil ratios are maintained. The School uses visiting speakers, where appropriate, in order to enhance Safeguarding learning experiences for pupils.

(27). Safe Recruitment

The School follows the Authority's guidance on safe recruitment and this includes the involvement of a Governor or member of staff who has undertaken Safer Recruitment training (provided by Powys Human Resources) on all appointment panels, the



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inclusion of safeguarding questions in the interview and the taking up and retention of written references for successful candidates. The Headteacher or the Clerk to the Governing Body ensure that all staff, governors and volunteers working with children have an up-to-date clear CRB/DBS certificate.

(28). Sex and Relationships Education

The School provides sex and relationships education on those matters which are included in the National Curriculum. Details are provided in the SRE Policy

(29). Site Security

During the school day the School site is kept physically secure with a perimeter fence, locked gates and doors and visitor access supervised by staff. The School makes every effort to provide a secure site and therefore requires everyone on site to follow the rules which govern it.

These rules and procedures are summarised in the Site Security Policy, the Visitor Policy, the Violence and Personal Safety Policy, the Removal of Unauthorised Persons Policy, the Vandalism and Arson Prevention Policy and the Unacceptable Behaviour Policy.

(30). Visitors

Arrangements for the welcoming of visitors are included within the site security arrangements, referred to above, and specifically in the Site Security and Visitor Policies.

(31). Whistleblowing

Whistleblowing is covered in the HR Whistleblowing Policy. If a member of staff has any concerns about the propriety of behaviour or intentions of Governors, other staff or any other person concerning the School, they have a professional duty to inform the Head Teacher or Deputy Head Teacher or Powys County Council as appropriate. This can be done in writing or verbally, but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

4. ACTIVITIES OUTSIDE THE SCHOOL DAY

This includes Breakfast Club, the After-School Club and the various Out-of-School Clubs

(a) All school activities which extend beyond the school day, including Breakfast Club, Out of School Clubs, lunch time activities and educational visits, are fully covered by the School's Safeguarding and Child Protection policies. Any issues of a



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Child Protection concern and consideration of Safeguarding matters that relate to these activities are responded to in accordance with these Policies and Procedures.

(b) After 6 pm during school days (normally 4 pm on Fridays) and at all times during weekends and school holidays, the Community Centre and Multi Use Games Area are under the control of Llanyre Community Council and not of the School. If the School becomes aware of any Child Protection or Safeguarding issue for pupils arising from use of the Centre when out of the School's control, it will ensure that the issue is referred to the Community Council as a matter of urgency .

(c) If outside bodies make use of the School building or grounds other than the Multi-Use Games Area outside of the school day, for example community activities on school premises, the organisers of these activities must satisfy the Headteacher and the designated Person for Child Protection that they have in place appropriate Child Protection and Safeguarding policies which reflect the All Wales Child Protection Procedures if their activities involve children. The Governing Body reserves the right to terminate agreements for the use of the School premises, outside of the school day if they become aware of failings in terms of Child Protection or Safeguarding. In instances where the Governing Body does not have the authority to terminate the arrangement, it will ensure that such matters are referred, as a matter of urgency, to the controlling body.

5. MONITORING AND REVIEW

This Policy will be monitored by the Head Teacher who will report on it and the Child Protection Policy to the Governing Body annually in July when these policies will be reviewed by the Governing Body.

ENDS

(Separate Appendix)