



YSGOL
BASSALEG
SCHOOL

Safeguarding and Child Protection Policy

CREDU A PHERTHYN • BELIEVING & BELONGING



1. Introduction

The school fully recognises the contribution it makes to child protection.

1.1 There are six main elements to our policy:

1.1.1 Prevention through the teaching and wellbeing support offered to students;

1.1.2 Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse;

1.1.3 Provide support to those students who may have experienced any form of abuse, (physical, sexual, emotional and neglect) or mistreatment;

1.1.4 Information for staff and training;

1.1.5 Confidentiality;

1.1.6 Additional information.

1.2 This policy applies to all staff and volunteers working in the school and its governors.

1.3 It is recognised by this school that all staff that come into contact with children can often be the first point of disclosure for a child.

1.4 This first point of contact is an important part of the child protection process, and it is essential that all staff are aware of, and know how to implement the school's procedures, as noted in this policy.

2. Prevention

2.1 This school recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard children at our school.



2.2.1 The school will therefore:

- 2.2.1** Establish and maintain an ethos where children feel secure and encouraged to talk and share their concerns and will be listened to;
- 2.2.2** Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends;
- 2.2.3** Include throughout the whole school: the wider curriculum, assemblies, extra-curricular activities and other opportunities which equip children with the skills they need to stay safe from abuse and to know that they can turn to staff for help;
- 2.2.4** Include throughout the whole school, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- 2.2.5** Promote and develop a sense of responsibility for others through assemblies, curriculum enrichment activities, and in form tutorial time, via 'The Thought for the Day/Theme for the Week.'

3. Procedures

- 3.1** At this school we follow the Wales Safeguarding Procedures and other guidance and protocols that have been endorsed and agreed by the Newport Safeguarding Children Board. (NSCB).
- 3.2** The school will:
 - 3.2.1** Ensure it has a named Designated Senior Person (DSP), a member of staff who has undertaken the appropriate training in line with agreed national and local requirements. This school will also nominate named deputies who will be the central contact in times when the designated person is absent. In the unlikely event that all safeguarding staff are absent or unavailable the most senior person will act as a contact point for other staff;
 - 3.2.2** Recognise the role of the Designated Senior Person and arrange support and training. The school will look to the NSCB and in particular the Authority's Child Protection Officer for



Education (CPO) for guidance and support in all child protection matters in assisting the school's designated person;

3.2.3 Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor knows:

- The name and contact details of both the designate and deputy person responsible for child protection;
- That it is the named designated senior person and/or their deputy, in conjunction with the relevant Director of Wellbeing, who have the responsibility for making child protection referrals within NSCB timescales, by completing the agreed duty to report form (DTR);
- That the designated person and deputies will seek advice from the CPO and or Social Services Duty and Assessment Team if necessary when a referral is being considered; if in doubt a referral must be sent;
- That the referring person will ensure that the CPO will be sent a copy of the referral as soon as it is practically possible.

3.2.4 Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose abuse. That all members of staff will be offered and expected to attend appropriate training and updates, as arranged annually, by the school.

3.2.5 Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection via use of school communications and website. **There is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school.** This circumstance is in line with **Wales Safeguarding Procedures** guidance.



3.2.6 Provide training for all staff so that they:

- know their personal responsibility;
- are cognisant of agreed local procedures (NSCB);
- recognise the need to be vigilant in identifying suspected cases of abuse;
- know how to support a child who discloses abuse, particularly the 'do's and don'ts'.

3.2.7 Notify the CPO and Social Services if:

- a student on the child protection register is excluded either for a fixed term or permanently;
- if there is an unexplained absence of a student on the child protection register of more than two days duration from school (or one day following a weekend);

A list of students 'at risk' will be held centrally in Forge office for reference for DSP/DOW/SLT/identified admin support staff.

3.2.8 Maintain effective links with relevant agencies and to co-operate as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences and core groups; and to support these with the submission of written reports.

3.2.9 Keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to agencies responsible for formal investigation. Electronic records to be password protected to ensure security and all hard copy confidential information held by relevant staff to be secure in lockable cabinets.

3.2.10 Ensure that all recruitment and selection procedures follow all national and local guidance. The school will seek advice and guidance from the Authority's Human Resources Department on recruitment and selection.

3.2.11 Ensure that all records and files are kept secure and in locked locations. The designated person is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility



of the designated person to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information'.

3.2.12 Designate a governor for child protection who will oversee the school's Safeguarding and Child Protection policy and practice. This governor will feedback to the Governing body on child protection matters.

3.2.13 Adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 - Staff Disciplinary Procedures in Schools.

3.2.14 The school is aware of its responsibilities (under Section 26 of the Counter Terrorism and Security Act 2015 and the *Prevent* Duty Guidance) to safeguard pupils at risk of radicalisation. The school does this by:

- providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology;
- identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism;
- knowing how to complete a Channel referral and how to seek support for the child/young person;
- ensuring all staff receive appropriate training and have the knowledge and confidence to identify pupils at risk of being drawn into terrorism and extremism and challenge extremist ideas;
- ensuring children are safe from terrorist and extremist material when accessing the internet in school, including having in place appropriate levels of filtering.

3.2.15 Mandatory reporting of FGM The school is aware of its duty to report known cases of FGM to the police (*section 74 of the Serious Crime Act 2015*). Where staff *suspect* FGM may have been carried out or think a girl *may be at risk* then the school will follow existing safeguarding procedures in these cases. In addition, where staff *suspect* that a girl may be at risk of honour based violence, they will also follow existing safeguarding procedures.



4. Supporting the young person 'at risk'

- 4.1** At this school we recognise that children who are at risk, suffer abuse or witness violence and are often affected by these in adverse ways - some may be deeply troubled by these events.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school due to these adverse factors their behaviour may be challenging and defiant or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.

4.2 The school will endeavour to support the student through:

- 4.2.1** The content of the formal and wider informal curriculum, to encourage self-esteem and self-motivation (see section 1 of this policy, Prevention);
- 4.2.2** The school ethos which:
1. promotes a positive, supportive and secure environment;
 2. gives students a sense of being valued (see section 1, Prevention);
- 4.2.3** The school's Behaviour for Learning Policy is aimed at supporting vulnerable students in the school.
- All staff will follow a consistent approach which focuses on the behaviour of the offence committed by the child, but does not damage the student's sense of self-worth;
 - The school will express and explain to all students that some behaviour is unacceptable, (shared with parents via various points of communication) but each individual is valued and not to be blamed for any abuse which has occurred;
 - The school follows a Behaviour For Learning policy aimed for all, which supports all students, particularly those deemed 'vulnerable';
 - Staff should read the school's Behaviour for Learning Policy in conjunction with this and other named policies noted in this policy.
- 4.2.4** Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services



(CAMHS), the Educational Psychology Service (EPS) Education Welfare Service (EWS) and others.

- 4.2.5** Keeping records and notifying Social Services if there is a recurrence of a concern with the individual. When a student on the child protection register leaves, we will transfer the sensitive information to the new school immediately (Using the agreed policy and procedures for the 'Transfer of Sensitive Information' and the designated person will be central to this process) and if not already done, to inform Social Services of the move.

5. Training

- 5.1** The school will be cognisant of national and local training requirements and guidance, which will include Newport Safeguarding Children Board's (NSCB) guidance, advice and training opportunities.
- 5.2** The school will ensure that the Designated Senior Person for Child Protection (DSP) will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP's development.
- 5.3** The designated deputy will be initially supported by the designated senior person and consideration for joint opportunities for training with the designated person will be considered.
- 5.4** All staff will be regularly updated during the year as appropriate from the designated person, but will receive specific awareness raising training within a 2 year period.
- 5.5** The governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training.



6. Designated Persons

6.1 The Designated Senior Person for child protection at this school is:

Marc Batten, Assistant Head Teacher, Bassaleg School.
BattenM@newportschools.wales
01633 892191

6.2 The deputy designated persons for child protection at this school are:

Cath Batten, Deputy Head Teacher, Bassaleg School.
BattenC13@newportschools.wales
01633 892191

Duncan Sheldon, Assistant Headteacher, Bassaleg School
SheldonD@newportschools.wales
01633892191

6.3 The nominated governor for child protection at this school is:

Mr S Bowen – Bassaleg.school@newport.gov.uk

6.4 The Authority's Child Protection Officer is:

Nicola Davies
Nic.Davies@newport.gov.uk
Phone: 01633 235664

6.5 Social Services can be contacted as follows:

Phone: 01633 656656

7. Information for all staff

7.1 Behaviour

Bassaleg School has a **Behaviour for Learning policy**, which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body.



7.2 Anti-Bullying

The school's policy on anti-bullying has been set out in a separate document - The Anti-Bullying Policy. This policy can be located on the school website.

7.3 Physical intervention

The school's policy on physical intervention, via Positive Handling has been set out in a separate procedure. This information can be found in the Staff Shared area.

7.4 E Safety

The school's policy on E Safety has been set out in the school's Acceptable Use Policy. This policy can be found in the Staff Shared area.

7.5 Children with Statements of Additional Educational Needs (AEN)

This school recognises that statistically, students with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on SEN has been set out in the Additional Educational Needs Policy which can be located in the staff shared area.

7.6 Children who are 'Looked After' (CLA – Child Looked After)

This school recognises that children who enter the Looked After System are often the most vulnerable and needy. The school's procedures on Looked After Children (CLA) has been set out in the CLA Guidelines, which can be located on the staff shared area.

7.7 What to do if a child tells you they have been abused by someone other than a member of staff?

- Where the allegation is against a member of staff you should refer to authority's guidance which takes into account the Welsh Assembly Government's guidance circular 45/2004;
- Staff can also find guidance in raising concerns via the **N.C.C. Whistle Blowing Policy and Procedures**;



- These can be accessed by contacting the Civic Centre 01633 656656 and asking to speak to the Human Resources Department. You can remain anonymous in raising concerns.
- **If an allegation of abuse is made against a member of staff this must be reported to the Headteacher.**
- **If the concern is about the Headteacher this must be reported to the Chair of Governors.**
- **If in doubt you can contact the Authority's CPO for guidance and advice – Nicola Davies.**

7.8 A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt the child when they are freely recalling events;
- Limit any questions to clarifying your understanding of what the child is saying;
- Any questions should be framed in an open manner so not to lead the child;
- You must report orally to the school's **Designated Senior Person for Child Protection or their Deputy** in their absence immediately to inform them of what has been disclosed. In the unlikelyhood of both being absent seek out the most senior person in the school (if in doubt you can always contact the Authority's Child Protection Officer);
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the school's designated person for child protection;
- The note which should be clear in its use of terminology should record the time, date, place, and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible;
- This note will in most cases be the only written record of what has been disclosed and being the initial contact it will be important in the child protection process. Remember, your note of the discussion may be used in any subsequent formal investigation and/or court proceedings;
- It is advised that you retain a copy in a safe place.



7.9 Points to note:

- 7.9.1** Do not give undertakings of absolute confidentiality (see notes below this section for more details).
- 7.9.2** You will need to express this in age related ways to the child as soon as appropriately possible during the disclosure. This may result in the child 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared a concern with you to the designated person.
- 7.9.3** Often what is initially shared is 'the tip of an iceberg'.
- 7.9.4** Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.
- 7.9.5** You can ask the designated person for an update but they are restricted by procedures and confidentiality and may be limited in their response.
- 7.9.6** The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for general consumption with others.

8. Confidentiality

- 8.1** The school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused.
- 8.2** A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff (that is all staff at this school) have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.
- 8.3** It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can



help the child, but they will only tell those who need to know in order to be able to help.

- 8.4** Staff should reassure the child and tell them that their situation will not be common knowledge within the school (i.e. not discussed with other staff).
- 8.5** Staff need to be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.



Appendix A:

Blended Learning Safeguarding Protocol

Introduction

Blended learning is an approach to learning that combines face-to-face, distance, digital and online learning experiences. The synchronous learning that takes place complements asynchronous learning by using the strengths of each platform of delivery (e.g. Google Meets and Google Classroom).

Synchronous learning – teacher and learners are present at the same time (face to face or online webinars and live lessons)

Asynchronous learning - teacher provides pre-planned learning material and learners work through independently and flexibly from home (video tutorials, Google Classroom and independent work)

Our new blended learning model will provide a more interactive learning experience for our pupils and greater opportunity to collaborate. A blended learning safeguarding policy is essential to ensure we all engage in a safe and accessible way.

This blended learning safeguarding policy has been written in accordance with WG 'Live- streaming safeguarding principles and practice for education practitioners' and Newport local authority safeguarding policies and has been accepted by our Governing body.

Bassaleg School will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Consent

Teachers

Any live-streaming should be done on a **voluntary basis**. Teachers will be required to provide a tick box consent indicating that they are willing to deliver live online lessons in compliance with the blended learning safeguarding protocols.

Please give your consent by completing the google form:

<https://forms.gle/xKztFcbYTfLbk4WM6>



Parent/Carer

Only when parents/carers give consent by agreeing to the terms and conditions of this safeguarding protocol can your child be permitted to engage in live online learning sessions. **Please give your consent by completing the google form below** confirming that **you and your child** have **read, understood** and **accepted** the blended learning safeguarding protocols and that you **agree for your child to engage in live online learning**. A response is required from **all parents** (nil responses required).

Key principles

- Safeguarding and welfare of learners is paramount and takes precedence over all other considerations;
- At all times you should continue to follow the school's safeguarding policy. All issues relating to online safeguarding should be dealt with in the same way as face-to-face teaching;
- These protocols outline how live-streaming must be safely carried out and how it will be monitored;
- Policies and procedures for reporting incidents of misuse must be followed at all times;
- If there are any safeguarding concerns about a child, email the Designated Senior Person for Child Protection, M. Batten and the Deputy Designated Senior Persons, C. Batten, D. Sheldon, ensuring the concerns are reported as soon as possible;
- Teachers should never have one-to-one live online lessons with a learner. The minimum number of learners for a live online lesson to be permitted to go ahead is 5. If less than 5 learners are in attendance please explain to the learners that you are not able to continue with the lesson due to safeguarding protocols and end the lesson in the usual manner with pupils leaving before the teacher;
- Teachers should not remain on screen at the end of the lesson with a learner who may want to discuss an aspect of their learning and teachers should not request that a pupil remains in the lesson to discuss their work or behaviour. Any concerns should be followed up with a communication to parents after the lesson;



- Welsh Government guidance recommends that two members of staff should be present for all live online teaching. This is not feasible due to staffing constraints and so all live online lessons will be recorded so that if any issues were to arise the video can be reviewed. In addition senior staff will quality assure live online lessons throughout each day by entering live lesson classrooms to sample teaching & learning.

Safe practice when live-streaming

1. Planning

- Live video streaming at Bassaleg School **must only** be carried out using **Google** and no other platform/provider can be used due to safeguarding and security concerns. This is because we can keep everything safely within our @bassalegschool.com domain and staff should only sign in and use Google on their school accounts;
- Staff should familiarise/upskill themselves with the features of google and how to use them effectively;
- Staff should only use the **laptop provided by the school**;
- **Timetable of lessons must be adhered to**, meaning all lessons are one hour in length and the number of pupils is restricted to one class per hour;
- Planning will be critical to ensuring a safe and successful live-streaming lesson;
- Staff should consider the **staff and pupil blended learning pedagogy maps** and the **model approaches guidance** when planning a lesson to decide which platform of blended learning best suits the purpose(s) of learning and pedagogical aims for each lesson/series of lessons;
- Staff should be mindful that learners on different devices may require more time to navigate to tasks and thus may require more time to complete a task;
- As for all face to face teaching, all content for a live online lesson should be appropriate and for tasks requiring the internet, suitability of the websites should be checked prior to the lesson.



2. Location and setting

The Teacher is required to:

- maintain a professional and responsible disposition at all times;
- conduct all live online lessons on school site from the timetable allocated classroom. Offices are not to be used for live online lessons as information on the walls of an office may contain details that are data protected;
- consider the position of the laptop ensuring the backdrop is appropriate, no images, pupil work or any data visible;
- wear appropriate professional clothing.

The Learner is required to:

- work from a suitable quiet home location, where they feel comfortable, preferably accompanied by their parent/carer. Strong guidance is that learners are not located in their bedroom, but we appreciate that this may not always be possible (too many people in a household trying to find workspace) if it is a bedroom the device should be positioned to ensure a neutral background and the door is left open to the room;
- be dressed in appropriate clothing which is suitable for a classroom setting, as should anyone else in the household;
- ensure that language is always appropriate, including any family members in the background.

The Parent/Carer is required to support their child by:

- ensuring they are dressed appropriately for learning;
- ensuring they have a suitable, quiet work space (preferably not their bedroom) to concentrate away from distractions such as younger siblings, pets, television, mobile phones, music etc;
- being aware of their child's timetable for live online learning and supporting them to attend all lessons and be punctual;



- ensuring they have a workable device to access online lessons and that the availability/strength of the learner's network connectivity is stable. If parents/carers are unable to access a suitable device/wifi, please contact the school for support.

3. The Lesson

The Teacher is required to:

- ensure that both synchronous (online) and asynchronous (offline) lessons start with a live online register and explanation of the lesson structure;
- set up online lessons ensuring that meeting codes are set up via googleclassroom and not through googlemeet. This ensures that the teacher is the first person into the meet. Pupils cannot join until the teacher is present;
- be punctual to their online live lessons;
- record the lesson using Google (not screenncastify) which will be automatically saved and an email link sent to the teacher. The link should be copied into the safeguarding drive following which the email should be deleted;
- begin the lesson by presenting a slide which asks pupils to join the class with their microphones and cameras off and provide a starter task to focus on whilst all pupils are logging in to the lesson;
- inform learners at the start of each lesson that they should only turn their cameras on when invited to do so. Teacher must be mindful that not all learners will want to switch their camera on and some will not be able to show their image for safeguarding reasons (a list will be provided for staff of pupils whose parents/carers have not given consent for their image to be made public or to be shared) – turning the camera on should always be optional;
- invite learners to write in the chat when and where it is appropriate to do so, reminding learners the chat is saved as a permanent record of what has been typed;
- be aware that when and where relevant, they can invite the learner to



present their own work to the class on the screen;

- **always** be the last person to leave the live online lesson and ensure all learners have left prior to exiting. The teacher can remove pupils if the need arises thus avoiding inappropriate learner to learner interaction.

The Learner is required to:

- join the lesson with microphone and camera off;
- turn microphone/camera on only when invited to do so by the teacher. Learners only need to turn their camera on if they are comfortable in doing so;
- write in the chat only when invited to do so by the teacher or if a genuine question arises about the learning. The live chat is not to be used as a method of communication between peers. The chat should not become a distraction to anyone's learning;
- adopt the role of the teacher and assume the responsibilities of the safeguarding protocols if the teacher invites the learner to present a document to the class;
- to leave the lesson at the designated finish time as instructed by the teacher and must not request to remain with the teacher to discuss work. The teacher will be the last person to leave the lesson to ensure that no learners remain in the online classroom.

The Parent/Carer is required to:

- Ensure their child understands the expectations and requirements for live online learning to ensure their safety and that of others.

4. Behaviour

The Role of the Teacher

- When hosting a google live online lesson, the teacher should treat this in the same way as a class based lesson, maintaining professionalism throughout;
- Inappropriate and unacceptable behaviour should never be tolerated



and should be dealt with in line with the school's Behaviour For Learning policy by giving a warning as a 'chance to change', before logging the behaviour as a consequence e.g. C1, C2;

- Teachers are able to mute a child if they continue to disrupt the lesson. In the event of a child failing to respond to instruction, the teacher can remove the learner from the lesson. A follow up communication will be made to parents to address the issue;
- Repeat incidents of disruption of online lessons may result in a learner being unable to participate in further online learning.

The Role of the Learner

- To fully engage in the school's teaching and learning, behaviour policy and online safeguarding protocols;
- To be prepared by having everything required for the lesson to minimise disruption to learning;
- To be responsible and engage in behaviours that are conducive to their own learning and the learning of others;
- Learners are not permitted to record any live online lessons in the same way as this is not permitted in the classroom, for everyone's safety. Learners are reminded that everything can be tracked through their accounts, as they are logged into @bassalegschool.com;
- Learners should not take any photographs or screen shots of online live lessons or post any photographs on any online platform.

The Role of the Parent/Carer

- To support the school in ensuring their child engages fully in the online teaching & learning and meets the behaviour for learning expectations.



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Document Control

Version	Date	Author/Reviewed by	Notes/Changes
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V1	18.10.2021	M Batten	Reviewed and updated. Reference Wales Safeguarding Procedures.