

How do I ensure that my behaviour is

always appropriate?

- Appropriate relationships with children should be based on mutual respect and trust. In your role you may well be working closely with children, sometimes on a one to one basis.
- Children, especially when they are young, are often spontaneously affectionate and tactile and it is important not to alienate them through lack of response or by appearing to reject this. You should, be careful about touching pupils.
- If you are working with pupils on his/her own, always ensure that the door is left open so that you can be visible to others.
- Do not photograph pupils, unless requested to by the class teacher.
- Never arrange to meet with a pupil unless on an organised school trip.

How do I protect myself when using social media?

Extract from the EWC Guide to using social media (Facebook, Twitter, Instagram, YouTube, LinkedIn)

- Never accept or initiate Facebook friends request, or other such invites with current or former learners. Use discretion with requests from parents.
- Conduct yourself online in a way which does not call into question your position as a professional.
- Never exchange private numbers, personal email address or photograph of a personal nature with learners.
- Never create a false identity.
- Consider your online persona and how other might perceive you and be careful about sharing persona

From the EWC Code of Professional Conduct and Practice for the Registration within the Education Workforce Council: professionalism and maintaining trust in the education workforce.

Key Principles:

- Base their relationship with learners on mutual trust and respect.
- Have regard to the safety and well-being of learners in their care.
- Work in a collaborative manner with colleagues and other professionals, and develop relationships with parents, guardians and carers.
- Act with integrity and honesty.
- Are sensitive to the needs, where appropriate, for confidentiality.
- Take responsibility for maintaining the quality of their professional practice.
- Uphold public trust and confidence in the education workforce.

More information

Please help to safeguard the children in our care by following these guidelines:

No child should suffer harm either at home or in school.

Everyone who works in our school has a responsibility to make sure our children, and ourselves, are safe.

If you are worried about the safety of any young person, you must report this to the designated Safeguarding Officer.

**Safeguarding
Advice for all
Staff, Supply Staff
Volunteers and
Visitors**



**Designated Safeguarding
Officer:**

Mrs L Smith (Headteacher)

**In the absence of the Designated
Officer:**

Mr L Jones (Deputy Headteacher)
Miss C Williams (Wellbeing Lead)

**Designated Safeguarding Officer
for Governing Body:**

Mrs S Hirons

School Contact Number
01495 742090

Child Protection Advice

As a school we are committed to the safeguarding and meeting the needs of children and we hope that this leaflet will provide some useful advice and information when working with our pupils here at Penygarn Community Primary School.

What are my responsibilities?

All those who come into contact with children through their everyday work, whether paid or voluntary, have a duty to safeguard and to promote their welfare.

DBS Checks

You will be informed as to whether or not you require a DBS Disclosure - usually required if you are to be left with pupils.

Please inform the Headteacher if you have become the subject of a criminal investigation, caution or a conviction.

What should I do if I am worried about a child?

Please inform the schools designated officer (Mrs Smith) if you are concerned about any of the following:

- Comments made by the pupil
- Marks/bruising on a child
- Changes in pupil behavior or demeanor
- Information received from another pupil
- Written comments made by a pupil
- Evidence you have seen on a mobile phone

What do I do if a child discloses that s/he is being harmed?

Although the likelihood of this is small, it is important to know what to do in such an eventuality, as children rarely lie about such matters.

- Listen to what is being said without displaying shock of disbelief.
- Allow the child to talk freely.
- Reassure the child, but do not make promises that are not possible to keep.
- DO NOT PROMISE CONFIDENTIALITY. Explain to the child that you have to tell their teacher in order that they can help him/her.
- Do not interrogate the child or ask leading questions.
- Reassure the child that it is not their fault.
- Stress that it is the right thing to tell.
- Listen rather than ask questions.
- Do not criticise the alleged perpetrator.

Immediately record the details of the disclosure including, where possible the exact words/phrase used by the child. This information needs to then be passed to the designated safeguarding/child protection officer— Mrs L Smith.

This will enable the matter to be dealt with in the most appropriate way. Please ensure you have signed and dated the record.

What if the alleged abuser is a staff member?

You should report such allegations to the Headteacher.

What if the alleged abuser is the Headteacher?

You report such allegations to the Deputy Safeguarding/Child protection officer Mr L Jones or Miss C Williams, who will notify the Governor responsible for Safeguarding, Mrs S Hirons.

Definitions of Abuse (All Wales Child Protection Procedures 2008)

Emotional abuse - Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved,

inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

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 may 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.

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 caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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 caregiver fabricates or induces illness in a child whom they are looking after.

