



POLICY ON CHILD PROTECTION

1 Introduction

- 1.1 This policy sets out how Fairholme School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 157 of the Education Act 2002 and complies with Welsh Assembly Government Circular 283/2022– ‘Keeping Learners Safe’. Together we’ll keep Children and Young People Safe as we rebuild from COVID-19 Non-statutory guidance for practitioners 2020, Wales Safeguarding Procedures 2019, Denbighshire County Council -Review of Child Protection -2014. It applies to all staff (teaching and non teaching), volunteers, temporary and supply/visiting staff working in the school. The health, safety and welfare of all our children are of paramount importance to all the adults who work at Fairholme. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.
- 1.2 Child abuse takes a variety of forms:
- Physical abuse involves the hitting, shaking or other treatment of a child that can cause actual bodily harm.
 - Sexual abuse involves forcing or enticing a child into sexual activities, whether or not the child is aware what is happening. This includes non-contact situations, such as showing children pornography.
 - Emotional abuse is the persistent emotional ill-treatment of children, such as frightening them, or putting them in positions of danger. It is also an abuse to convey to children the feeling that they are worthless or unloved.
 - Children are abused also if they are neglected. This could involve failure to provide proper food and warmth, but it might also be failure to see to the emotional well-being of the child.
- 1.3 In our school, we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.
- 1.4 We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.
- 1.5 Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

2 Aims and Principles

- 2.1 Our aims are:
- To ensure that all necessary internal and inter-agency child protection procedures are in place as required

- To give guidance to staff to ensure best practice
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific role

2.2 Our safeguarding is based upon the following principles:

- The school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe environment in which children can learn and develop. The policy applies to all children whose care and education comes within the remit of this school.
- The staff of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.
- We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant.
- The school recognises its responsibility to discuss with Social Care/ Social Services any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse or neglect, in accordance with the Local Safeguarding Children Board child protection procedures and to attend any child protection conferences, initial and review, and core group meetings and child in need conferences that may be called. All staff will receive appropriate training to ensure that these procedures are followed as required.
- The school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services, Education Welfare Service, Educational Psychology Service and other agencies/services coming into school to support individual pupils.
- The school will ensure that parents have an understanding of the responsibility placed on staff for child protection in the admissions booklet and publication of the school's child protection policy on the school website and availability by request.
- The principles embedded in this policy link into other policies relating to : Health and Safety, PSHE, RE, Sex and Relationship Education, Bullying, Equal Opportunities, Special Educational Needs, Attendance, Drugs, Racial Equality, Behaviour, Off-site visits.

3 Recognising concerns, signs and indicators of abuse

3.1 Safeguarding is not just about protecting children from deliberate harm. For our school, it includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care and internet safety. We have separate policies in place to cover such risks. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and this in itself will have a significant impact on the health and emotional well-being of any

children involved. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through stages of childhood or their family circumstances change. However, it is important that all our staff know the indicators of abuse and are alert to the need to consult further. The main forms of abuse are as follows:

i. Physical abuse:

This can involve hitting, shaking, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when the parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchausen's Syndrome by Proxy.

ii. Emotional abuse:

This is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else, such as in occasions of domestic violence or domestic abuse. This is defined by the government as "any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality". A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining towards a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate this sort of abuse include:

- Excessively clingy or attention seeking behaviour
- Very low self-esteem or excessive self-criticism
- Withdrawn behaviour or fearfulness
- Lack of appropriate boundaries with strangers, too easy to please
- Eating disorders or self-harm.

iii. Sexual abuse:

This 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. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include:

- Allegations or disclosures
- Genital soreness
- Injuries or disclosure
- Sexually transmitted diseases
- Inappropriate sexualised behaviour including words, play or drawing.

iv. Neglect:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs which can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter and clothing, and failure to provide medical attention and treatment when necessary.

4 The Designated Member of Staff for Child Protection

The Designated Member of Staff for Child Protection is Mrs. E Perkins, Principal. The school has identified Mrs T Hall and Mrs E Turner to act as deputy Designated Members of Staff for Child Protection.

In the absence of the DMS, either of the deputy DMS's will assume responsibility for any child protection matters that arise.

The DMS will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the Designated Member of Staff is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the Designated Member of Staff, also that they are aware of what happens once a concern has been raised.

Where appropriate the Designated Member of Staff will liaise with the DMS of the school(s) attended by the siblings of the child causing concern.

The DMS will keep a written record of any actions taken as a result of concerns raised (see below).

5 Safeguarding Procedures – Responding and Referring:

- 5.1 Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the Designated Member of Staff for Child Protection without delay.
- 5.2 In accordance with the Local Safeguarding Children Board procedures, the agreement of the family for an external referral should normally be sought where possible. However, if it is felt that seeking any such agreement would increase the level of significant risk of harm to the child, the matter should be discussed with Social Care/ Social Services and their advice sought. This must not contribute to a delay in making a referral.
- 5.3 The school will ensure that the relevant social worker is notified if there is an unexplained absence of more than two days of a pupil who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed.
- 5.4 In the event of anyone within the setting becoming concerned if any of the above indicators are recognised, or if a child makes an allegation or disclosure of abuse against an adult or other child or young person, they will:
 - Stay calm and listen carefully
 - Clarify the information if necessary
 - Reassure the child that they have done the right thing in telling
 - Will not investigate or ask leading questions
 - Let the child know they will have to tell someone else
 - Will not promise to keep what they have been told a secret
 - Consider the child's needs for any medical attention
 - Inform the DMS as soon as possible so that consideration can be given to the need to refer the incident for investigation or assessment, or to undertake further monitoring, and to decide whether and at what stage to inform the parents (this will happen wherever possible, unless to do so would place the child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk)
 - Make a written record of all relevant information, using the 'Logging a Concern about a Child's Safety and Welfare' form (proforma in the staff handbook and on staff drive), of the

allegation, disclosure or incident. The form must be signed, with the name and position of the person making the recording, dated, and placed on the secure child protection file held by the DMS.

- Assist the DMS, if appropriate, in referring the matter to the appropriate agency.

Disabled children have exactly the same right to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. However, disabled children do require additional action. This is because they experience greater risks and “created vulnerability” as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment. The School will ensure that disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff receive the relevant training to raise awareness.

5.5 All adults in our school share responsibility for keeping our children safe. We may on occasion report concerns which, on investigation, prove unfounded.

5.6 If a referral is made, a case conference will be held within eight working days. Case conferences offer the opportunity to share information and formulate a plan of action. Staff are expected to attend and participate in all case conferences and meetings held.

6 Record keeping

6.1 Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child’s own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make written a statement themselves or to sign any records.

6.2 All records of a child protection nature (handwritten or typed) will be given to the DMS for safekeeping. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a ‘need to know’ basis. All records must be securely held, separate from the main pupil file, and in a secure place.

6.3 When a child who has had a child protection plan leaves the school and/or transfers to another school, the DMS will inform the child’s new school immediately and discuss with the child’s social worker the transfer of any confidential information the school may hold.

6.4 When pupils who have been the subject of some concern in school transfer from primary to secondary school and/or move school part way through an academic year, any current concerns that are being monitored need to be passed on to the DMS of the receiving school. Any other historic information that is not part of either an ongoing child protection case or an active monitoring situation should be shredded.

6.5 When a child leaves a secondary school or FE college their records need to be retained by that establishment until the child’s 25th birthday.

7 Supporting the Pupil

- 7.1 The school will support pupils in accordance with his/her agreed child protection plan as required
- 7.2 The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team
- 7.3 We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

8 Relevant agencies and contact details:

- 8.1 The North Wales Safeguarding Children Board (NWSCB) is the multi-agency forum for agreeing how local child protection services should be planned, delivered and monitored. Local Safeguarding Children's Boards (LSCB) are statutory bodies responsible for protecting children and young people from significant harm and for promoting their welfare.

The NWSCB believes that everyone is responsible for safeguarding and promoting the welfare of children. The Board has the overall responsibility for challenging relevant agencies in the area so that:

- There are effective measures in place to PROTECT children
- There is effective inter-agency co-operation planning and delivering protection services and in sharing information
- Anticipating & Identifying where there may be individuals affected and work with service providers to develop earlier identification and preventative services
- Promote effective multi agency support services
- Promote inter agency approaches to working with community groups and organisations where there may be populations at risk of harm
- Using inter-agency training and dissemination of learning and research to help build a more confident and knowledgeable multi agency workforce

Contacts for Social Services are as follows:

Anglesey

01248 725 888

01248 353 551 (out of hours)

Gwynedd

01758 704 455

01248 353 551 (out of hours)

Conwy

Social Services: 01492 575111

Out of Hours: 0300 1233079

Denbighshire

01824 712200: Monday – Friday 9am – 5pm

0345 053 3116: Evenings and weekends

Flintshire

01352 701 000

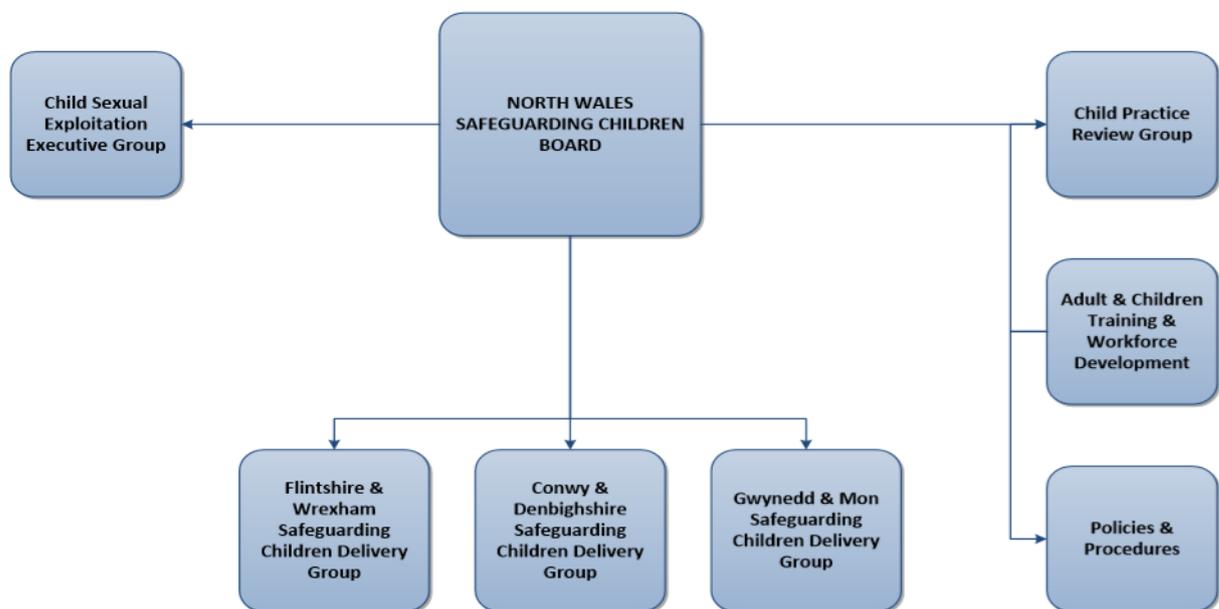
0345 053 3116 (out of hours)

Wrexham

01978 292 039

0345 053 3116 (out of hours)

Members of the North Wales Safeguarding Children's Board (NWSCB)



- Jenny Williams – Chair of NWSCB, Director of Social Services, Conwy County Borough Council
Tel: 01492 575111, email: jenny.williams@conwy.gov.uk
- Sandra Fellows, PA to jenny Williams
Tel: 01492 575687, email: sandra.fellows@conwy.gov.uk
- Wayne Wheatley - Education Services Safeguarding Officer, Denbighshire County Council
Tel: 01824 708064, email: wayne.wheatley@denbighshire.gov.uk
- Simon Williams - Vice-chair NWSCB - Detective Superintendent PVPU - North Wales Police
- Nicola Stubbins – Director of Social Services , Denbighshire

Police

Tel: 0845 607 1002

EMERGENCY, you should always dial 999.

NSPCC

Tel: 0808 800 5000.

9 Concerns relating to a member of the school staff or other person in a Position of Trust:

9.1 If an allegation is made against a member of the school staff (or a volunteer helper), it will always be investigated by the Principal or, in the case of the allegation being against either of the Principal (Mrs Perkins), by the Denbighshire Local Authority Designated Officer, Wayne Wheatley. This investigation will be undertaken without informing the Principal. If it is felt, after initial investigations, that a further enquiry is needed, then the member of staff will be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. However, it is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to keep children safe.

10 Physical restraint

10.1 In the very unlikely event that an adult, in the course of his/her school duties, have to intervene physically in order to restrain children and prevent them from coming to harm, intervention will always be the minimum necessary to resolve the situation. The Principal will require the adult(s) involved in any such incident to report the matter to her immediately, and to record it in the Interventions Book.

11 Teaching and learning

11.1 Our teaching of personal, social and health education and citizenship helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach children how to recognise different risks in different situations, and how to behave in response to them.

11.2 We will teach in such a way as to encourage pupils to be able to voice their opinions and develop their own self confidence. We aim to build strong and caring relationships with all our pupils. In so doing we hope to provide our pupils with the skills necessary to be able to bring to the attention of any adult working in the school any matters of concern they may have. We will always take seriously any safeguarding issues drawn to our attention by any pupil.

11.3 We will make sure that all school activities are carried out safely. Whenever appropriate, teachers will make risk assessments before activities go ahead.

11.4 Teachers will make sure pupils are given clear safety instructions whenever they are engaged in activities that have potential risks, such as handling science equipment.

12 Extremism – the prevent duty

12.1 Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism” and refer any concerns of extremism to the police (in prevent priority areas the local authority will have a prevent lead who can also provide support).

12.2 Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to

support or be involved in extremism and terrorism. It's a gradual process so young people who are affected may not realise what's happening.

- 12.3 Radicalisation is a form of harm. The process may involve:
- Being groomed online or in person
 - Exploitation, including sexual exploitation
 - Psychological manipulation
 - Exposure to violent material and other inappropriate information
 - The risk of physical harm or death through extremist acts.

A Prevent duty and radicalisation policy is in place which can be referred to for specific details.

13 E-safety

- 13.1 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.
- 13.2 We as a school have a major responsibility to educate our pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. It is also important to include parents as much as possible in this process given that children often have access to computers at home.
- 13.3 It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff must not however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.
- 13.4 Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but must use official email and networking sites sanctioned by the school. Staff should be extremely careful in their personal use of social networking sites and must not discuss school business or any issues relating to pupils. Further guidance is given in the staff manual.
- 13.5 We will promote the benefits of modern technology to aid learning but we also are aware of the dangers that can be encountered by pupils when accessing the internet or using technology. The school's entire computer network, including wireless devices, is protected by the firewall which filters all content entering via the internet connection.

14 Staff recruitment and continuing professional development

- 14.1 The Principal, as lead for safeguarding matters, and Deputy Safeguarding Officers, undertake two-yearly level 3 safeguarding training and development, and yearly PREVENT training so skill and competence level in Safeguarding remains high. She should attend NWSCB conferences or local training so that our school maintains effective working relationships with all other agencies.
- 14.2 All adults in the school receive regular training to raise their awareness of safeguarding issues, and to improve their knowledge of safeguarding procedures that have been agreed by the local Safeguarding Board. All teachers undertake level 2 safeguarding training at least every 3 years, and yearly PREVENT training.

- 14.3 We will do all we can to ensure that all those working with children in our school are suitable to do so. This involves scrutinizing applicants, verifying their identity and obtaining references, as well as DBS checks and EWC membership.
- 14.4 Good practice guidance as outlined in Guidance document no: 283/2022 'Keeping Learners Safe' Section 9 should always be followed in respect of creating a safe working environment in school.
- 14.5 The school will ensure that safer recruitment practices are in place and followed in checking the suitability of all staff and volunteers to work with children. Evidence of these checks (the Single Central Record) will be maintained as required by the current Guidance.

15 Confidentiality

- 15.1 We regard all information relating to individual child protection issues as confidential, and we treat it accordingly. We pass information on to appropriate persons only.
- 15.2 The files we keep on children are open to those children's parents or carers. Information from third parties will not be disclosed without their prior consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse. Working notes are not subject to disclosure, but will be summarised and then kept on file.

16 Monitoring and review

- 16.1 The Principal will regularly monitor and review any incidents detailed in the interventions book, while all staff participate in the school's training with regard to child protection procedures.
- 16.2 The Principal will conduct a review of self-evaluation for safeguarding and child protection practices, yearly.
- 16.3 This policy will be reviewed every year or earlier if necessary.

Signed:



Date: 24/02/2026

Annex 1

SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard, children, young people and families from violent extremism. Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism” and refer any concerns of extremism to the police (in prevent priority areas the local authority will have a prevent lead who can also provide support).

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with sectors and institutions where there are risks of radicalisation which we need to address

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity to support terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation, Fairholme School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The Designated Member of Staff for Child Protection (DMS together with the deputy DMS will assess the level of risk within the school and put actions in place to reduce that risk.

The school is required to identify a single point of contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. At Fairholme the SPOC will be the DMS for safeguarding.

Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. Violent extremists exploit vulnerabilities in individuals, it is important for staff to recognise those vulnerabilities which include Identity Crisis, where the pupil is distanced from their religious or cultural heritage and feels uncomfortable with their place in society; Personal Crisis where the pupil may be experiencing family tensions, a sense of isolation, dissociation from friends and have a low self esteem.

In addition to identifying circumstances where pupils may be vulnerable for exploitation, Fairholme takes a proactive approach to promote inclusion, friendship, tolerance and respect for British values. This is undertaken through assemblies, PHSE lessons, RE lessons, visits by the PCSO, whole-school involvement in music and drama events and inclusion in sports teams irrespective of ability.

Accessibility to inappropriate material online and to social media sites is blocked at Fairholme using the Cyberoam service.

Teachers have been trained to undertake the Prevent duties as part of their broader safeguarding roles.

In addition to the contacts set out in the Child Protection Policy the National Anti-Terrorist Hotline is available on 0800 789 321

Annex 2:

Model note for staff - What to do if a child tells you they have been abused by someone other than a member of staff

N.B. Where the allegation is against a member of staff you should refer to Welsh Government Circular 002/2013: Disciplinary and Dismissal Procedures for School Staff.

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 if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child
- you must report orally to the school's designated senior person for child protection immediately
- make a note of the discussion, as soon as is reasonably practicable (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. Remember, your note of the discussion may be used in any subsequent court proceedings
- do not give undertakings of absolute confidentiality
- that a child may be waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings
- 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.

Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. 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 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.

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 that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the designated senior person and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file.

The designated senior person for child protection in this school is Mrs Elizabeth Perkins