



Ffynone House School



SAFEGUARDING and Child Protection POLICY

First Approved by: M Boulding

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The Introduction

Ffynone House School recognises its legal duty and takes seriously its responsibilities to protect and safeguard the health, safety and wellbeing of all the children in our care. Consequently, this policy aims to create a culture of vigilance which works in the best interest of the child. The school also recognises that effective child protection work requires sound procedures, a workforce that is competent and confident in responding to child protection situations and good inter-agency cooperation. Information may be shared with other agencies if deemed necessary by the Designated Safeguarding Lead.

Safeguarding, for the purpose of this document is defined as promoting the welfare and wellbeing of children and protecting them from maltreatment or abuse.

Safeguarding children's welfare encompasses several areas so this policy should be read in conjunction with other school policies:

- Anti-bullying policy
- Attendance policy
- Behaviour and discipline policy
- Education visits policy
- Equal opportunities policy
- Fire policy
- First Aid policy
- Health and Safety policy
- Lockdown
- Mobile phone policy
- PREVENT
- Racial discrimination policy
- Suicide safety and self-harm policies (annexes to this document)

Aims

- To ensure that all staff know that safeguarding is taken seriously and is everyone's responsibility.
- To provide pupils, parents and staff with clear guidance on procedures when safeguarding concerns are raised.
- To ensure all staff are aware that any member of staff may raise a concern.
- To raise awareness and provide guidance about different types of abuse.
- To foster an environment in which pupils and staff feel free to raise concerns in good faith and be assured that such concerns will be responded to in a timely and appropriate manner.
- To ensure that the curriculum includes activities and opportunities which equip pupils with the skills they need to stay safe from abuse.



- To ensure that there is a clear procedure for dealing with allegations made against the Head teacher or member of staff.

Local safeguarding children board

Swansea local authority and the Police Schools Liaison Officer provide oversight and support for the Safeguarding of all pupils at Ffynone House School.

The current Child protection officer is based in the City and County of Swansea local government:

Lisa Collins - Telephone: 01792 637148 / 07827 822700 lisa.collins@swansea.gov.uk

The current Police Liaison officer is PC Paul Harry 07776 233335 paul.harry@south-wales.pnn.police.uk

Safeguarding Training

All staff are to be briefed on safeguarding procedures as part of their induction training. Full training is to be updated by the DSL, deputy DSL and staff every two years with refresher updates annually.

All teachers are to read, and sign as having read, Part One of [Keeping children safe in education, Statutory guidance for schools and colleges \(September 2019\)](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf

Child abuse and how to recognise it

Recognising child abuse is not easy. Nevertheless, staff have a duty of care for our pupils and must pass any concerns to the Head teacher or senior member of staff if the Head is unavailable.

It is not always easy to know if someone is being abused and at times there will be straightforward explanations for injuries or changes in behaviour. However, staff should be alert for signs of abuse.

Some of the following signs might be indicators of abuse or neglect.

- Children whose behaviour changes: they may become aggressive, challenging, disruptive, withdrawn or clinging.
- Children with clothes which are ill-fitting and/or dirty.
- Children with consistently poor hygiene.
- Children who do not want to change clothes in front of others or participate in physical activities.
- Children who suddenly develop a lack of concentration or drop in work ethic.



- Children who appear tired and/or hungry.
- Children who talk about being left home alone, with inappropriate carers or with strangers.
- Children with poor attendance.
- Children who are reluctant to go home after school.
- Children with poor punctuality.
- Parents who are difficult to contact.
- Parents who are dismissive and/or non-responsive to the school's concerns.
- Children who are concerned for younger siblings without explaining why.
- Children who talk about running away from home and/or school.
- Children who shy away from being touched or flinch at sudden movements.

Types of abuse

Emotional Abuse

Emotional abuse occurs when a child's basic needs for love, security, praise and recognition are unmet. It may happen when an adult constantly behaves in an uncaring or hostile way, perhaps through bullying, rejecting, criticising or being inconsistent.

Some of the following may be indicators of emotional abuse:

- Children who are excessively withdrawn, fearful or anxious about doing anything wrong.
- Parents or carers who show little interest in their child e.g. not answering communications from the school, regular non-attendance at parents' evenings.
- Parents or carers who blame their problems on their child.
- Parents or carers who humiliate their child.

Physical Abuse

This is when someone physically hurts or harms a child. Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones.

Some of the following may be indicators of physical abuse:

- Children with frequent injuries.
- Children with unexplained or unusual fractures or broken bones.
- Children with unexplained bruises or cuts, burns or scalds, bite marks.

Neglect

Neglect can result when parents or carers fail to meet the physical and emotional needs of their child

Some of the following may be indicators of neglect

- Children who are often hungry or dirty.



- Children who are often without adequate clothing e.g. not having a Winter coat.
- Children who are often angry, aggressive or self-harm.
- Children who fail to receive basic health care.
- Parents who fail to seek medical treatment when their child is ill or injured.

Sexual Abuse

Sexual abuse involves forcing or persuading a child or young person to take part in sexual activities, whether or not they are aware of what is happening.

Sexual abuse can take many different forms from touching to intercourse but also includes involving children looking at or being forced to take part in the production of pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways. Sexual abuse happens to boys as well as girls, and often there will be no physical signs.

Some of the following may be indicators of sexual abuse

- Children who display knowledge or interest in sexual acts inappropriate for their age.
- Children who use sexual language inappropriate for their age.
- Children who ask others to behave sexually or play sexual games.
- Children with physical sexual health problems e.g. soreness in the genital and/or anal areas, sexually transmitted infections or pregnancy.

Child Sexual Exploitation (CSE)

Sexual exploitation can range from the seemingly consensual relationship where sex is exchanged for affection or gifts to organised crime by gangs or groups. Whatever the level, though, there is an imbalance of power as the perpetrator always holds power over the victim.

Some of the following may be indicators of sexual abuse

- Children who appear with unexplained gifts or new possessions.
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who misuse drugs and/or alcohol.
- Children whose parents/carers inform you go missing for periods of time or regularly come home late.
- Children who regularly miss school.

It is important to remember that these indicators do not always mean that a child is being abused; there may be other explanations such as the illness of a parent or a death in the family. However, if staff have concerns, it is important that they discuss them with the Head teacher or senior member of staff.



Misuse of mobile technology

- See Mobile phone policy
- Anti-bullying policy

Talking and listening to children

If a pupil volunteers to give you information about abuse you should be willing to listen.

- If possible, try to hold such discussions in a room with visual access.
- Ask the pupil if they wish to have someone else present.
- Listen carefully and uncritically at the child's pace.
- Take what is said seriously.
- Reassure the child that they are right to tell.
- Limit any questions to clarifying your understanding.

You should NEVER

- Ask the pupil leading questions which might convey to the pupil your own ideas of what might have happened e.g. "Did he/she do x to you?". Remember yours is a listening role.
- Take photographs or examine an injury.
- Jump to conclusions or react with shock, anger or horror.
- Speculate or accuse anybody.
- Confront another person (adult or child) allegedly involved.
- Offer opinions about what is being said or about the persons allegedly involved.

Confidentiality

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to a child is as follows:

"I will keep our conversation confidential and agree with you what information I can share , unless you tell me something that I believe will affect your or someone else's personal safety or that is illegal, but I will tell you if I am going to pass information on and to whom."

Record keeping

Records are essential in situations where it is suspected that a child may be at risk from abuse or harm. You should make a written note of your discussion with a child and

- State who was present, the date, time and place of the interview.
- Use the child's own words wherever possible.



- Be factual: state exactly what was said.
- Do not add your own opinions.
- Differentiate clearly between fact, opinion, interpretation, observation and allegation.
- Sign the record.
- Documents are to be stored using a secure filing system.

Once you have done this, give the record to the Head teacher. The Head teacher will then decide whether to investigate further or contact Swansea's Child Protection and Safeguarding Officer (wherever possible, this will be the school's police liaison officer) immediately for discussions on appropriate action. Normally, parents or carers of the pupil would be informed at this stage. However, if the allegation is against a parent or carer, then the parents or carers will not be informed. In the case of serious harm, the police will be informed from the outset by the Head teacher.

All written records will be kept in a safe place by the Head teacher, though they should notify their deputy of the location. Only the Head will have access to such records, though in an emergency, they will be available to the deputy or Chair of the Trustees.

Allegations against a member of staff, volunteer or Head teacher

Allegations of abuse by a member of staff or volunteer to a child should be reported to the Head teacher. If the Head teacher believes that the member of staff or volunteer has:

- behaved in a way that has harmed or may harm a child or
- possibly committed a criminal offence against, or related to a child or
- behaved towards a child or children in a way that indicates that they may pose a harm or risk to children

the Headteacher will inform the Chair of the Trustees and Swansea Child and Family Services Children's Central Advice, Referral and Assessment Team or, if appropriate, the police for discussions on appropriate action.

If the allegation is made against the Head teacher, it should be reported directly to the Chair of Trustees without notifying the Head teacher. The Chair of the trustees will then inform Swansea Child and Family Services Children's Central Advice, Referral and Assessment Team or, if appropriate, the police for discussions on appropriate action.

Protection against allegations of abuse

Staff should seek to keep personal contact with pupils under review and seek to minimise the risk of any situation arising in which misunderstandings may occur. The following precautions can be taken when working alone with children.

- Work in a room where there is a glass panel in the door or leave the door open.



- Except for emergencies, do not give pupils a lift in your car, and if in your professional opinion it is necessary to give them a lift, try to contact parents or carers first and seek their permission.
- Do not arrange to meet pupils outside of school hours unless it is on school business e.g. a school trip, and parental permission has been given.
- Do not chat to pupils on social websites.

In normal circumstances the Head teacher will be responsible for handling safeguarding issues. In the event of the Head being indisposed this role will be undertaken by the deputy or the Head of Pastoral, Mrs Kayte Walsh. Advice is available from

Lisa Collins

School and Governor Unit

Education Directorate, Civic centre

Oystermouth Rd, Swansea. SA1 3SN

Email: Lisa.Collins@swansea.gov.uk

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Annex 1 - Suicide Safety Policy

Statement of Purpose

Ffynone House School is aware that:

- Suicide is a leading cause of death in young people
- We play a vital role in helping to prevent young suicide
- We want to make sure that children and young people at our school are as suicide-safe as possible and that our governors, parents and carers, teaching staff, support staff, learners themselves and other key stakeholders are aware of our commitment to be a suicide-safer school.

Ffynone House School acknowledges that:

- **Suicidal thoughts are common**
We acknowledge that thoughts of suicide are common among young people.
- **Stigma inhibits learning**
We recognise that the stigma surrounding suicide and mental illness can be both a barrier to help-seeking and a barrier to offering help. Ffynone House School is committed to tackling suicide stigma. In our language and in our working relationships, we will promote open, sensitive talk that does not stigmatise and perpetuate taboos. This will include avoiding the use of language which perpetuates unhelpful notions that suicide is criminal, sinful or selfish. We know that unhelpful myths and misconceptions surrounding suicide can inhibit young people in seeking and finding appropriate help when it is most needed.
- **Suicide is our business, too**
As a school community we recognise that learners may seek out someone whom they trust with their concerns and worries. We expect to play our part in supporting any learner who may have thoughts of suicide.
- **Safety is very important**
We know that learners who are having thoughts of suicide may or may not also be behaving in a way that puts their life in danger (suicide behaviour). School children experiencing suicidal thoughts are potentially at risk of acting on these thoughts. Those who are already engaging in suicide behaviours are also clearly at risk of death or harm. We want to work with our learners who may be thinking about suicide or acting on their thoughts of suicide. We want to support them, working in partnership with family, caregivers and other professionals where this may enhance suicide safety.
- **Suicide is a difficult thing to talk about**
We know that a child or young person who is suicidal may find it very difficult to make their feelings known and speak openly about suicide. We will equip adults with the skills to identify when a learner may be struggling with thoughts of suicide. These adults will be trained to help keep our young people suicide safe.
- **Talking about Suicide does not create or worsen risk**



We will provide our learners with opportunities to speak openly about their worries with people who are ready, willing and able to support them. We want to make it possible for schoolchildren and young people, and those who support them at Ffynone, to do so safely. This will be in a way that leads to support and help where this is needed.

Our Team and its Responsibilities

Our Leadership Team will be clear about how we will respond in the event of a suicide. Each member of our named response team will have a defined responsibility within our plan including leadership, family liaison and any communications with external agencies, including the media.

We will have a clear picture of who has received general suicide awareness education and commit to this being refreshed periodically.

We will have a clear policy about how staff should work together where thoughts of suicide or suicide behaviours are known among young people. We will manage the sharing of information in a way that enhances safety.

Guidance for teachers and support staff following a disclosure:

- Stay calm, be sensitive and do not judge them. Don't dismiss what they are saying, **they are asking for help**
- If you feel comfortable, ask the student if they are thinking of suicide? If they are not, they will tell you so. If they are, listen and allow them to express their feelings. **Be assured that you can't make it worse by asking the suicide question**
- Reassure them that they are not alone, and you can look for support together. Let them know that there is help and hope
- Inform the student that you will need to share the information with others
- Inform a member of SLT or Wellbeing and DSL

Guidance for teachers and support staff if there is imminent risk of death or harm:

- Act quickly to keep the student safe, ensuring there is no imminent risk
- If there is, call 999
- Inform parents and a member of SLT and DSL

Do not judge the student, ask if they are having suicidal thoughts. If they are, just listen. If they do not want to talk, inform them that you will remain with them in supportive silence. Your reassurance will help the student to feel understood and supported.

Supporting a Student with their Return to School Following a Suicide Attempt

- Meet with him or her with their parents or guardians
- Explore the support that is already in place and what further support the school can provide – ask the student what they need



- Create a Suicide – Safety plan: a plan that they have created with support that details how they want to stay safe from suicide. The plan should be created **with** the student
- The plan should include Helpline numbers (including 24-hour organisations), Safety Contacts: people and organisations that the student can contact when they feel they can't keep themselves safe, including a contact in school. The plan may also include professional support from a counsellor or therapist during school hours
- Arrange for regular 'check ins', amending the Suicide – Safety plan as and when necessary

Postvention – Dealing with a Student's Suicide

- A suicide within the school community is classed as a disaster, thus the Disaster Recovery plan would be initiated
- After speaking to the student's family, the Headteacher (or member of SLT in his absence) should meet with the SLT team. A meeting with the teaching and support staff should be arranged as soon as possible, informing all staff of the apparent suicide
- Ensure that the admin staff do not send any communication to parents ie through Engage, email or phone calls
- Inform the Chair of Trustees
- At the SLT team meeting, an agreement should be reached on the exact words that will be used to inform the students, ensuring that everyone is saying the same thing and as simultaneously as possible, to prevent students finding out from others
- Do **not** talk about the method the student used to end their life
- You may decide to give the students or colleagues time to be with their families
- Involve counsellors and therapists to further support both students and staff
- Debrief at the end of the day with the SLT to discuss how the day went and identify any students or staff who may need monitoring

Ongoing Support and Development of our Policy and Practice

Our school will keep our practice up to date by maintaining contact with best practice and ongoing training.

Suicide-Safety Plan

It is important that a child at risk or who has been identified as having suicidal thoughts has a Suicide-Safety Plan: a plan that they have created with support that details how they want to stay safe from suicide. It is essential that the plan is created together with the child – with them at its centre. We will create the plan with them, not for them. The plan must be something that they feel they are able to agree to.

The school will use the agreed Wellbeing Safety Template to create a plan. It will include the following:

- Helpline numbers that are available and appropriate – including 24-hour helplines.



- Safety Contacts: people and organisations that the child can contact when they feel they can't keep themselves safe, including a safety contact for when they are at school.

We will arrange for regular 'check-ins' with the child once they have returned to school to see how they are doing and to check the plan is working for them. We will be prepared to amend the Safety Plan based on their needs.

The Safety Plan may also include professional support from a counsellor or therapist during school time and we will accommodate this within the child's timetable.

At all times safeguarding will be paramount and the Designated Safeguarding Lead will be kept informed.



Ffynone House School Student Safety Plan

Name _____

Date _____

This Safety Plan is to provide you with information and support to help you feel safe in school.

You have shared with us that you feel at risk regarding one of more of the following concerns:

- | | |
|-------------------|-------------------------------------|
| Eating issues | Anxiety |
| Low mood | Self-harm |
| Suicidal thoughts | Gender/identity/relationship issues |
| Depression | Struggles at home |
| Substance abuse | Issues with faith |

We will support you in school through this time. Here is how we agreed to help:

- You know you can visit one of the pastoral or wellbeing staff
- You have a Wellbeing card to show teachers so you can leave a lesson
- You have agreed not to isolate yourself around school
- We have discussed the importance of not being alone if you are feeling distressed, low in mood, voicing suicidal thoughts or have thoughts to deliberately self-harm
- You know that if you are struggling, you can always seek adult help in school
- If no teachers are around, you will go to the Receptionist who will find someone to help you
- Your family are aware of your situation and we can contact them at any time
- Outside agencies are aware of your situation and you have their details
- We are in contact with your outside agencies
- Your Head of Year/Form Teacher/Teachers have been made aware
- Pastoral support/meetings are in place for you
- We have agreed to monitor how you are coping
- You have a safe place in school
- You have a list of contacts you can use

Additional notes:

Agreed between _____ and _____

Date to review _____



Useful organisations and contacts

Sources of help for young people	Sources of help for parents/carers
<p>PAPYRUS HOPELineUK - 0800 068 41 41 Text: 07786209697 Email: pat@papyrus-uk.org</p> <p>www.youngminds.org.uk For urgent help text YM to 85258</p> <p>www.childline.org.uk 0800 1111</p> <p>The Samaritans Call: 116 123 Email: jo@samaritans.org</p> <p>Self-Injury Support – for those affected by self-harm Text us on 07800 472908 or email TESS at www.selfinjurysupport.org.uk</p> <p>MEIC - a helpline service for children and young people up to the age of 25 in Wales tel: 0808 802 3456 text: 84001 www.meiccymru.org</p> <p>Red Button - Everything you need to know about drugs and alcohol www.red-button.org</p> <p>B-eat - beating eating disorders www.b-eat.co.uk</p> <p>Mermaids - gender identity issues www.mermaidsuk.org.uk</p> <p>LGBT Helpline in Wales www.lgbtcymruhelpline.org.uk Tel: 0800 840 2069</p> <p>Karma Nirvana - Help with worries about forced marriage and honour-based abuse Tel: 0800 5999 247</p> <p>NSHN - National Self-Harm Network www.NSHN.co.uk</p>	<p>www.childline.org</p> <p>www.youngminds.org.uk Young Minds parent helpline: 0808 802 5544</p> <p>PAPYRUS HOPELineUK - 0800 068 41 41 Text: 07786209697 Email: pat@papyrus-uk.org</p> <p>The Samaritans Call: 116 123 Email: jo@samaritans.org</p> <p>CAMHS – referrals can be made through your doctor</p> <p>Rethink Mental Illness www.rethink.org</p> <p>Harmless - information and support about self-harm www.harmless.org.uk</p> <p>Mermaids - gender identity issues www.mermaidsuk.org.uk</p> <p>LGBT Helpline in Wales www.lgbtcymruhelpline.org.uk Tel: 0800 840 2069</p> <p>NSHN - National Self-Harm Network www.NSHN.co.uk</p>



Annex 3 - Self-Harm

1. Introduction

Recent research indicates an increase in the number of people engaging in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with special educational needs. School staff can play an important role in preventing self-harm and in supporting students, peers and parents of students currently engaging in self-harm.

2. Scope

This document describes the school's approach to self-harm. This policy is intended as guidance for all staff including non-teaching staff and governors.

3. Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents/carers

4. Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body. For example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

5. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse
- Depression / anxiety



Family Factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social Factors

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

6. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from the designated teacher for safeguarding children, currently the Headteacher.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope

7. Staff Roles in Working with Students who Self-harm

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. Staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection.

In order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students must be made aware that it is not possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.



Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should **consult the designated teacher for safeguarding children – the Headteacher. (MB / KW)**

Following the report, the designated teacher will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse, social services
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- **In the case of an acutely distressed student, the immediate safety of the student is paramount, and an adult should always remain with the student**
- **If a student has self-harmed in school a first aider should be called for immediate help (LH / SP)**

8. Further Considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the student's child protection file. (See Headteacher / DSL)

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action & being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group, they may also consider using the STEP programme to inform staff. When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that several students in the same peer group are harming themselves.