



# Play, Learn & Grow Together

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## LPS Safeguarding Policy Appendices

### Appendix A: Responsibilities of the Designated Safeguarding Person (DSP)

Each school should identify a Designated Safeguarding Person (DSP) with lead responsibility for managing child protection issues and cases. The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a report to the relevant investigating agencies. The role involves providing advice and support to other staff, making reports to and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the head teacher informed of all child protection issues in the establishment.

The DSP need not be a teacher, but must be a senior member of the school's leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to child protection matters, and where appropriate directing other staff. Dealing with individual cases may involve the education welfare officer or other student support arrangements however this area of work remains the responsibility of the DSP.

All schools should ensure there is a deputy available to act in the absence of the DSP. In schools which are organised on different sites or with separate management structures, there should be a Designated Safeguarding Person for each part or site. In large organisations, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

The school must also make arrangements to cover the role of the DSP when that person is unavailable. In all cases, there will be a deputy DSP in place and larger schools may have a team of staff working together who will be expected to deputise for the DSP when necessary.

The DSP will take responsibility for the school's child protection practice, policy, procedures and their own professional development working with other agencies as necessary. The head teacher should ensure that the DSP:

- is given sufficient time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description
- has attended enhanced levels of training including DSP/Named Safeguarding Person training
- has access to appropriate support to undertake the role
- has time to attend and provide reports and advice to child protection conferences, core groups and other interagency meetings as required
- contributes and takes responsibility for school actions within a safety or care support and protection plan

## Reports

The DSP should act as a point of contact and a source of support, advice and expertise within the school when deciding whether to make a report by liaising with relevant agencies.

The DSP is responsible for making reports about allegations of suspected abuse to the relevant investigating agencies. Where these relate to cases of suspected abuse or allegations of abuse against staff, the responsibility lies with the headteacher (Chair of governors) and the process is set out in [Disciplinary and Dismissal Procedures for School Staff \(002/2020\)](#) and [Safeguarding Children in Education: handling allegations of abuse against teachers and other staff \(009/2014\)](#)

## Record keeping

It is the responsibility of the DSP to ensure detailed, accurate and secure written records of children are kept where there are safeguarding and child protection concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, reports, meetings, phone calls and emails.

Where children leave the establishment, the DSP should ensure their child protection file is sent to the new school as soon as possible but transferred separately from the main pupil file.

## Raising awareness

The Headteacher/DSP is responsible for ensuring that parents and carers see copies of the child protection policy. This avoids potential for later conflict by alerting them to the role of the legal requirements of the school and the fact that reports may be made. Many schools include information about this at induction meetings for new parents, in their prospectus and on their website.

It is good practice for the DSP to provide an annual briefing and regular updates at staff meetings on any new safeguarding and child protection issues or changes in local/regional/national procedures. This ensures that all staff are kept up-to-date and are regularly reminded of their responsibilities, and the school's policies and procedures. Many schools find it helpful to discuss safeguarding and child protection regularly at staff meetings so that awareness remains high.

The Headteacher/DSP should liaise with the Designated Governor for child protection, so that the Designated Governor can report on safeguarding issues to the governing body. Reports to the governing body should not be about specific child protection cases, but should review the safeguarding policies and procedures. It is good practice for the designated governor and the DSP to present the report together.

The DSP should ensure the school's child protection policy is updated and reviewed annually, and work with the governing body or proprietor regarding this.

## Policy review

As well as the school policy for child protection, there are other policies which have relevance to safeguarding and the DSP may be involved in monitoring the

effectiveness of these other policies to ensure the school safeguards its pupils. Other relevant policies include:

- attendance
- behaviour
- staff code of conduct
- anti-bullying
- intimate care
- safe recruitment and selection
- e-safety
- physical intervention
- confidentiality
- Appropriate use of ICT and social media policy for parents, pupils and staff

Further support and guidance on the role of the DSP may be obtained from the Child Protection & Safeguarding Officer Education in the Local Authority. Helpful resources and guidance are also available on Hwb.

### **Child protection and multi-agency training**

It is the role of the DSP, working with the head teacher, to ensure all staff and volunteers:

- have access to and understand the school's child protection policy especially new or part-time staff & volunteers as well as catering and cleaning staff
- have induction and refresher training covering child protection, an understanding of safeguarding issues including the causes of harm, abuse and neglect
- are able to recognise the signs and indicators of harm
- know how to respond effectively when they have concerns
- know how to respond to a disclosure appropriately
- know that they have a responsibility to report any concerns immediately as they arise

Records should be kept by the DSP of the dates of the training, details of the provider and a record of staff attendance at the training and this information should be made available to the local authority Safeguarding Officer Education.

Teachers should receive training in child protection and safeguarding as part of the course of training leading to Qualified Teaching Status (QTS), but this will need to be reinforced by further training, or refresher training, when they are first appointed. The QTS Standards are a set of outcome statements that trainee teachers have to meet which are linked to other publications and statutory requirements as appropriate. Trainees must be able to evidence that they establish a purposeful learning environment for all children where learners feel secure and confident. All Staff should be regularly reminded of the EWC's [code of conduct](#) and its relation to safeguarding practice.

Trainees are also required to demonstrate professionalism to ensure that relationships with learners are built on mutual trust and respect, and to recognise that this will help maximise their learning potential. Trainees are expected to evidence this standard by being able to demonstrate knowledge and awareness of the rights and entitlements of all learners, as laid out in the United Nations Convention on the Rights of the Child (UNCRC) and key Welsh Government policies.

Other staff and governors should receive training when they are first appointed. All staff who do not have designated responsibility for safeguarding/child protection, including teachers, should undertake suitable refresher training at regular and appropriate intervals thereafter, to keep their knowledge and skills up-to-date.

Individual agencies are responsible for ensuring that staff have the competence and confidence to carry out their responsibilities for safeguarding and promoting children's welfare. West Glamorgan Safeguarding Board will be able to provide advice on the minimum levels of training required by staff to ensure they are able to comply with locally agreed procedures.

The purpose of multi-agency training is to achieve better outcomes for children and young people including:

- a shared understanding of the tasks, processes, principles, and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare
- more effective and integrated services at both the strategic and individual case level
- improved communications between professionals including a common understanding of key terms, definitions, and thresholds for action
- effective working relationships, including an ability to work in multidisciplinary groups or teams
- sound decision-making based on information sharing, thorough assessment, critical analysis, and professional judgement.

The DSP should receive prompt training in inter-agency procedures that enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfill their responsibilities. They should also undertake refresher training to keep their knowledge and skills up-to-date.

Other staff should receive training when they are first appointed and undertake suitable refresher training to keep their knowledge and skills up to date.

## Appendix B: Responsibilities of governing bodies/proprietors

Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children and monitoring its compliance with these policies. This responsibility is in accordance Keeping Learners Safe guidance and Local Authority policy.

Governing bodies of maintained schools and proprietors of independent schools should ensure that their respective organisations:

- have effective child protection policies and procedures in place that are:
  - in accordance with Local Authority guidance and locally/regionally agreed interagency procedures
  - inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.)
  - reviewed at least annually
  - made available to parents or carers on request
  - provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs
- operate safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out on new staff and volunteers who will work with children, including relevant references and DBS checks where appropriate
- ensure that the head teacher and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for safeguarding and child protection effectively, which is kept up-to date by refresher training
- give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children and young people on the School's arrangements for safeguarding and child protection and their responsibilities
- ensure that the governing body remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention with support and advice from the Local Authority's education safeguarding officer
- ensure that the Designated Safeguarding Person (DSP), the designated governor and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the West Glamorgan Safeguarding Board and refresher training to keep their knowledge and skills up to date, in addition to basic safeguarding/child protection training.

### Designated Governor

Identify a Designated Governor for child protection to:

- take responsibility for child protection matters
- ensure the governing body reviews the school's policies and procedures annually
- Ensure that the governing body/proprietor undertakes an annual review of safeguarding policies and procedures and how the above duties have been discharged.

While governing bodies have a role in exercising their disciplinary functions in respect of child protection allegations against a member of staff, they do not have a role in the consideration of individual cases which will be investigated under arrangements set out in [Safeguarding children in education: handling allegations of professional abuse against teachers and other staff](#) (Welsh Government circular 009/2014).

For the governing body to have an effective policy in place and for the Designated Governor to have confidence in their role, it is important for all members of governing bodies undertake relevant safeguarding and child protection training. This ensures they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities. Other useful information on the role of governors in safeguarding and child protection can also be found on the [Governors Wales website](#).



## Appendix C: Definitions and indicators of child abuse

What is child abuse?

Abuse and neglect are forms of maltreatments of a child. A child is abused and neglected when someone inflicts significant harm, or fails to act to prevent harm. Children may be abused in a family, or in an institutional or community setting, by those known to them, or more rarely, by a stranger. A child is anyone who has not yet reached their 18<sup>th</sup> birthday. “Children”, therefore, means “children and young people” throughout. The fact that a child has become 16 years of age and may be living independently does not change their status or their entitlement to services or protection under the Children Act, 1989.

Significant harm is defined in legislation as serious ill treatment or the impairment of health and development of a child, compared with that which could be reasonably expected of a similar child.

Everybody should:

- be alert to potential indicators of harm, abuse and neglect;
- be alert to the risks that abusers may pose to children;
- share their concerns so that information can be gathered to assist in the assessment of the child’s needs and circumstances;
- work with agencies to contribute to actions that are needed to safeguard and promote the child’s welfare
- Continue to support the child and their family.

Classifications of Abuse:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Financial abuse

### Physical Abuse:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated or induced illness.

**Indicators of Physical Abuse:**

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

**Changes in behaviour that can also indicate physical abuse:**

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched

- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

### **Sexual Abuse:**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Indicators of Sexual Abuse:**

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

### **Changes in behaviour which can also indicate sexual abuse include:**

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

### **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 children that they are worthless or unloved, inadequate, or valued only insofar 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, or the exploitation or corruption of a child.

### **Indicators of Emotional Abuse:**

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

### **Changes in behaviour which can also indicate neglect may include:**

- extremes of passivity or aggression
- overreaction to mistakes
- self-depreciation ('I'm stupid, ugly, worthless, etc')
- inappropriate response to pain ('I deserve this')

### **Neglect:**

Neglect is the 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; not ensuring adequate supervision (including the use of inadequate care-givers); or failing to provide access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Indicators of Neglect:**

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

### **Changes in behaviour which can also indicate neglect may include:**

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised.

### **Financial Abuse:**

Includes:

- having money or other property stolen;
- being defrauded
- being put under pressure in relation to money or other property
- having money or other property misused
- not meeting their needs for care and support which are provided through direct payments
- complaints that personal property is missing

## Appendix D: Abuse of Trust

Welsh Assembly Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

In the Education Service, all relationships between staff and pupils are founded on trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of trust or influence over the other, by virtue of their work or the nature of their activity. The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power it gives them over those they care for and the responsibility they must exercise as a consequence. While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal in a relationship of trust, and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.

The Sexual Offences (Amendment) Act, 2000, set out a series of occupations to which the Abuse of Position of Trust laws apply. This includes anyone working in an educational institution.

The primary purpose of the Abuse of Trust provisions is to provide protection for young people aged 16 and 17, who are considered particularly vulnerable to exploitation by those who hold a position of trust or authority in their lives.

Subject to a number of limited definitions, it is a criminal offence for a person, in a position of trust, to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis of their relationship is consensual.

A relationship exists where a member of staff or volunteer is in a position of power or influence over young people aged 16 or 17 by virtue of the work or nature of the activity being undertaken.

The principles apply irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. They apply equally to all, without regard to gender, race, religion, sexual orientation or disability. This is an area where it is very important to avoid any sexual or other stereotyping. In addition, it is important to recognise that women as well as men may abuse a position of trust.

All staff should ensure that their relationships with young people are appropriate to their age and gender, and take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.