



## INTRODUCTION

The Governing Body of Tre Uchaf Primary School recognises that, in order to support the complete development of each and every child, they have a duty to ensure that each child:-

- stays safe;
- is healthy;
- enjoys a high level of well-being
- is well informed
- makes a positive contribution.

## SAFEGUARDING STATEMENT

The Governors and staff of Tre Uchaf Primary School are fully committed to adhering to section 175 of the Education Act, 2002, which requires Local Authorities and Governing Bodies of maintained schools and institutions to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children. The Governing Body of Tre Uchaf Primary School responds to the objective of keeping children and young people safe by:-

- creating and maintaining a safe learning environment for children and young people;
- identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with other agencies;
- ensuring that children are listened to if they are expressing concerns; and
- the development of children's understanding, awareness and resilience through the curriculum.

The Governing Body recognises that achieving this objective requires a system designed to:-

- prevent unsuitable people from working with children and young people;
- promote safe practice and challenge poor and unsafe practice;
- identify incidents in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- contribute to effective partnership working between all those involved in providing services for children and young people.

Governors and staff in Tre Uchaf Primary School will work together with other agencies in order to achieve the above objective.

At Tre Uchaf Primary School the health and safety of all children is of paramount

importance. Parents send their children to school each day with the expectation that the school will provide a secure environment in which their children can flourish. The Governing Body and school staff, therefore, make every effort to ensure that this expectation becomes a reality. In order to do this, a wide range of measures and policies have been put in place.

This **Safeguarding Overview** makes reference to the following aspects and policies which support the safeguarding and promoting the welfare of pupils:-

- Child Protection;
- Attendance and Children Missing education
- Behaviour
- Bullying
- Communication with parents and learners
- Complaints
- Curriculum
- Digital Images, Child Sexual Exploitation and the Internet
- Disabled children
- Domestic Abuse, Gender-based Violence & Sexual violence
- Equality, Harrassment and Discrimination
- Extra-Curricular and Community Activities
- Fabricated or Induced illness (FII)
- First Aid
- Foster Care, including private fostering
- Health and Safety
- Induction of Staff and Volunteers
- Medical Conditions
- Neglect
- Online Safety
- Photographing and Videoing children
- Physical contact with students, including restraint
- Racist abuse
- Radicalisation
- Recruitment
- Sex and Relationships education
- Site Security
- Substance misuse
- Whistleblowing
- Withdrawal Rooms

## **CONTACTS**

**The Designated Teacher for Child Protection and Safeguarding for the School is: Mrs Louise Davies**

**The Deputy Designated Teacher for Child Protection and Safeguarding for the School is: Mrs Stephanie Edwards**

**The Chair Of Governors is: Rachel Rees**

**The Vice Chair of Governors is: C Wilkinson**

## Child Protection

There is a separate ***Child Protection Policy*** which sets out detailed guidance on procedures for responding to child welfare concerns.

### Attendance and Children Missing Education

The school works closely with the Educational Welfare Officer (EWO) to ensure that, should children fail to attend school, procedures are in place to find out where they are and to ensure they are safe. **The Attendance and Punctuality Policy** sets out the procedures for following up unexplained pupil absence. Where there are concerns and we have been told that a child has left the school the EWO takes steps to ensure the child has attended their destination school.

#### Duties and guidance

The Welsh Government has published statutory guidance to help prevent children and young people from missing education. It provides a practical toolkit to identify children and young people missing education.

### Behaviour and Bullying

All staff and governors at Tre Uchaf are committed to ensuring that pupils can learn in a safe and secure environment. The School has a clear ***Behaviour Policy*** which sets out our procedures for preventing and responding to unwanted behaviour. A Restorative Practice approach ensures that pupils maintain healthy relationships with one another within a context of taking personal responsibility for behaviour.

The school has a clear ***Anti-bullying Policy*** which promotes good relationships in school, equality of treatment of all pupils and a structured response to bullying through Restorative Practice. Cyber-bullying is addressed through the school's Online Safety curriculum.

#### Duties and guidance

Welsh Government guidance [Respecting Others: Anti-Bullying Guidance \(24/2003\)](#) provides information on tackling bullying in schools and the steps to be taken to support children and young people who report bullying outside school. It offers guidance on:

- bullying around race, religion and culture
- bullying involving children with special educational needs and disabilities
- homophobic bullying
- sexist, sexual and transphobic bullying
- cyberbullying – advances in communication technologies, and access to them by children and young people, has required schools to be vigilant and innovative in finding solutions to their misuse.

## Communication with Parents and Learners

The school makes parents aware of its Safeguarding Policy and Procedures, and the need to share information with other agencies if necessary, when admitting pupils through the ***School Prospectus***. On admitting pupils, the school will also seek clarification as to who has parental responsibility, in respect of the pupil, and, in relation to non-custodial parents, will ensure that they receive their entitlement in respect of information regarding school events, as provided to any other parent, and reports on progress in respect of the pupil concerned.

Learners are made aware of what to do if they have a concern through discussions in PSE lessons and information posters placed around the school.

## Complaints

The school's ***Complaints Policy*** is available on the school's website. This sets out the procedures for making a complaint. Where a parent feels that safeguarding matters have not been dealt with effectively they should make their complaint through these procedures.

## Curriculum

The school's curriculum addresses Safeguarding issues in two ways. In the first instance through the curriculum, in subjects such as Personal and Social Education, relevant issues are discussed with the children and topics such as personal safety, drugs and sex and relationships, are included within this subject. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within each subject are discussed and safe practices taught; for example using equipment properly in PE and Design and Technology. The school audits all its schemes of work to ensure that Safeguarding is addressed. At all times, appropriate staffing levels are provided within the teaching environment and, when children are taught offsite, safe adult: pupil ratios are maintained. This may vary according to the nature of the Educational Visit.

The school uses visiting speakers, where appropriate, in order to enhance and keep safe the learning experiences of the children. The Police Liaison Officer provides advice with respect to stranger danger, bullying, fire safety, substance misuse and road safety. The Kerbcraft project is carried out with year 2 children, ensuring they know how to stay safe when crossing the road. Water Safety and Fire Safety are taught by visitors from the Local Authority. Hope UK run workshops for our Year 6 children to help them to understand the risks in using drugs and alcohol.

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## Digital Images, Child Sexual Exploitation and the Internet

Accessing abusive images of children is not a victimless action. Those who access inappropriate images of children are contributing to, and encouraging, continuing abuse of those children. Those children are victims of serious abuse and the abusers, whether the perpetrators of the initial abuse or those who access the images, should be subject to

appropriate and proportionate criminal action.

There is also growing concern about the exposure of children to inappropriate material via interactive communication technology, e.g. adult pornography and/or extreme forms of obscene material. Allowing or encouraging a child to view such material over an appreciable period of time may warrant further enquiry. Children themselves can engage in text bullying and use mobile camera phones to capture violent assaults of other children for circulation.

### **Duties and guidance**

Chapter 5.5 of the [All Wales Child Protection Procedures](#) covers indecent images of children and the internet.

Chapter 9 of [Safeguarding Children: Working Together Under the Children Act 2004](#) includes a section on child abuse images, the internet and information technology.

All staff complete Online Safety training. They also make use of 'thinkuknow' materials to help pupils to stay safe when using the Internet. Parents are also made aware of these materials so that they can be well informed about the risks to their children.

The school has an Online Safety curriculum for all year groups which aims to ensure that pupils are well informed about how to keep themselves safe online.

The school's IT system is protected through the Local Authority through a 'firewall' which filters out unsuitable materials. No child is allowed to access the Internet unsupervised in school and staff are aware of their duty to address and report any incident of access to abusive material in school.

Should staff become aware of pupils accessing abusive materials through devices outside of school, parents are informed immediately.

## **Disabled Children**

Tre Uchaf has two STF's (Specialist Teaching Facilities). Disabled pupils within the STF's need support and care due to their learning difficulties. Staff and Governors are committed to ensuring that these vulnerable children are kept safe from harm.

### **Duties and guidance**

Chapter 9 of [Safeguarding Children: Working Together Under the Children Act 2004](#) includes guidance on abuse of disabled children.

Chapter 4.7 of the [All Wales Child Protection Procedures](#) covers abuse of disabled children. Where there are concerns about the welfare of a disabled child, they should be acted upon in accordance with the [All Wales Child Protection Procedures](#), in the same way as with any other child. The same thresholds for action apply. It would be unacceptable if poor standards of care were tolerated for disabled children which would not be tolerated for non-disabled

children. Where a disabled child has communication or learning difficulties, special attention should be paid to communication needs, ascertaining the child's perception of events, and his or her wishes and feelings.

The [Equality Act 2010](#) covers discrimination law, further strengthening the law to support progress on equality. The Act protects pupils from discrimination, harassment and victimisation based on 'protected characteristics'. Disability is a protected characteristic.

[Part 6 of the Equality Act](#) sets out the duties of schools and local authorities under the Equality Act 2010.

An **Accessibility Plan** is in place to ensure children with disabilities are fully and safely included in all aspects of school life. We work closely with a range of outside agencies to ensure these children have safe access to the full range of educational experiences in Tre Uchaf.

## Domestic Abuse, Gender-based Violence and Sexual Violence

The Welsh Government has adopted the following definitions in the [Genderbased Violence, Domestic Abuse and Sexual Violence \(Wales\) Bill](#).

- **Domestic abuse** is physical, sexual, psychological, emotional or financial abuse where the victim is associated with the abuser.
- **Gender-based violence** is violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation, female genital mutilation and forced marriage.
- **Sexual violence** includes sexual exploitation, sexual harassment, or threats of violence of a sexual nature.

Women and men can be victims of domestic abuse within heterosexual, lesbian, gay, bisexual and transgender relationships. They can also suffer abuse from other family members. However, the majority of domestic abuse is perpetrated by men against women and their children. Young women aged 16 to 24 years are most at risk of being victims of domestic abuse.

### Duties and guidance

The [Service Framework to meet the needs of people with Domestic Abuse and Substance Misuse Problems](#) is designed to assist domestic abuse and substance misuse care planners, commissioners and providers, to establish robust links between domestic abuse and substance misuse services which will provide a seamless care pathway for all clients.

The [All Wales Child Protection Procedures](#) includes the [All Wales Practice Guidance on Safeguarding Children and Young People Affected by Domestic Abuse](#) to support practitioners in responding to concerns.

The Gender-based Violence, Domestic Abuse and Sexual Violence (Wales) Bill is a key priority for the Welsh Government. Alongside a package of additional policy measures, it will build on the progress made under the 'Right to be Safe' Strategy (2010), for tackling all forms of

violence against women and domestic abuse, which includes advice on ‘enhancing our response in schools.’ The draft legislation focuses on three specific areas: improving leadership and accountability, improving education and awareness, and strengthening services in Wales. Statutory guidance to support the legislation will be published when the legislation becomes law and the Welsh Government will consider how this guidance might impact on safeguarding arrangements in education.

### **Link between domestic abuse and child abuse**

There is a strong link between domestic abuse and the abuse and neglect of children. One in three child protection cases shows a history of domestic violence to the mother. Young people in violent households are three to nine times more likely to be injured and abused, either directly or while trying to protect their parent. One in five child abuse cases dealt with by the NSPCC involves domestic abuse. In ninety percent of those cases, young people are present in the home and are affected while abuse is going on; and in about half the cases, there is abuse to the young person too.

Tre Uchaf School is linked with Operation Encompass through which the head teacher is informed by the police, at the earliest opportunity, of reported incidents of domestic abuse within the child’s family.

### **Responding to concerns**

Where school staff have cause to believe that a young person is at risk from, is the subject of, or is living in a household with violence or abuse, the DSP should be informed immediately and action taken in accordance with the [All Wales Child Protection Procedures](#).

When the abuse is between adults in the household, the young person can be provided with advice on who can help, including local police, local domestic abuse advocacy services (please refer to locally produced information), the All Wales Helpline (0808 8010 800) or children’s social service departments.

The National Training Framework for Wales on gender-based violence, domestic abuse and sexual violence will set out the level of training appropriate for education-based staff. All relevant professionals must be able to ‘Ask and Act’ in relation to gender-based violence, domestic abuse and sexual violence. In practice, this means that all professionals likely to come into contact with those who may be experiencing abuse can identify the indicators of this experience and respond appropriately to that person.

### **Proactive approaches**

Prevention work should be integrated, where practical, into all aspects of school life and addressed at all appropriate points in the curriculum, for example in English, Welsh, Religious Education and [Personal and Social Education \(PSE\)](#). High quality PSE helps to create a positive school ethos where pupils have a safe environment in which to learn and have the opportunity and confidence to share concerns with others. Discussing the issues and listening to the views and opinions of peers can help change attitudes and provide support. When discussing sensitive issues within PSE or any school context, these need to be presented in a balanced way and ethical issues discussed objectively. However, it is equally important to equip learners to take responsibility for their behaviour in their personal



relationships and how to recognise inappropriate behaviour.

Some staff in Tre Uchaf are trained by Hafan Cymru in the different types of domestic abuse and how to identify signs of this in children. Visits from the NSPCC help to inform and empower pupils who may be worried about domestic abuse. Contact details for Childline are displayed prominently around school.

## Online Safety

The Welsh Government encourages schools to make full use of social technologies to engage learners and improve learning outcomes, while also developing learners to be confident and competent digital citizens. In March 2013, the Minister for Education and Skills published a [written statement on the safe and responsible use of social networking sites in education](#) and asked local authorities to work with the Welsh Government on a new and more positive approach. This recognised that for children to develop the skills and knowledge to become confident digital citizens, they need to understand how to use the internet safely, both under supervision and independently.

To help children and young people stay safe online, an [online safety zone](#) has been created on [Hwb](#) – the national digital content repository. This provides resources, news and research on staying safe in the digital space by adopting appropriate behaviours and a positive digital presence. It hosts online safety resources for all schools to help teachers raise awareness of online safety issues with parents and pupils.

Pupils are given advice on safe use of their mobile phones at home and parents are informed if any misconduct or abuse through digital devices is suspected.

In October 2014, [360 degree safe Cymru, an e-safety self review tool](#) was launched. This allows schools to review their online safety policies and practices. It provides template policies, in addition to links to good practice guidance, and allows schools to identify areas of strength and weakness and benchmark their progress and improvement against other schools. At Tre Uchaf this tool is being used to monitor our provision for online safety . Progress towards completion of this is monitored regularly by the Governing Body.

## Equality, Harrassment and Discrimination

The school's response to issues of harassment and discrimination is included within a separate ***Equal Opportunities Policy***. The policy sets out the school's commitment to ensuring that all adults and children within our school community are treated with respect and are able to teach and learn within a secure setting.

The school will not tolerate any issues of harassment and discrimination, whether carried out by adults or children, and its response to such issues is included within the above Policy.

All staff have received Equality Training.



## Educational Visits

**The member of staff responsible for educational visits is: Louise Davies**

A Risk Assessment is carried out for all educational visits and approved by the head teacher through the EVOLVE system. An adult; pupil ratio of at least 1;10 is required to take pupils off-site. Where there are very young pupils or pupils with additional needs in the class the ratio may be considerably higher. This decision is made in consultation with the head teacher.

Residential visits are planned thoroughly to ensure pupils can be supervised effectively. Both male and female members of staff attend residential visits and additional staff are deployed where children with ALN are included. A member of staff with first aid training will always attend residential visits.

## Extra-Curricular and Community Activities

All school activities which extend beyond the school day, including breakfast club, Kids' Club, extra-curricular activities, lunch time activities and educational visits, are fully covered by the school's Safeguarding and Child Protection policies. Any issues of a Child Protection concern and consideration of Safeguarding matters that relate to these activities are responded to in accordance with the school's Child Protection Policies and Procedures.

When outside groups make use of the school premises, outside of the school day (for example community activities on school premises) the organisers of these activities must demonstrate to the head teacher that they have in place appropriate Child Protection and Safeguarding policies which reflect the All Wales Child Protection Procedures if their activities involve children. All leaders of these community groups must be in possession of an enhanced DBS check.

The governing body reserves the right to terminate agreements for the use of the school premises, outside of the school day, if they become aware of failings in terms of Child Protection or Safeguarding.

## Fabricated or Induced Illness

### Duties and guidance

Chapter 5.3 of the [All Wales Child Protection Procedures](#) contains a fabricated illness protocol.

In 2008 the Welsh Government published [Safeguarding Children in Whom Illness is Fabricated or Induced](#).

Where there is a suspicion that parents are guilty of Fabricated or Induced Illness Child Protection procedures are followed in line with our ***Child Protection Policy***.

### First Aid

**The school has trained members of staff who take responsibility for First Aid. The staff responsible for First Aid are:** Rhian Seager, Alison Morgan and Heather Horne.

First Aid kits are available in every classroom and the staffroom and these First Aid kits are also used for off-site activities. Detailed procedures as to action to be taken in the event of an accident or a child falling ill are included in the Staff Handbook, Supply Teachers Handbook and Student Handbook.

Details of all accidents, including minor bumps and grazes, are recorded. Guidance on reporting can be found displayed in the staffroom. More serious accidents are reported using the HS1, HS2 or HS3 forms which are located in the staffroom and are also available online. The head teacher monitors these and ensures steps are taken to ensure that the risk of similar accidents recurring is minimised.

### Foster Care, including Private Fostering

#### Duties and guidance

The [Children Act 2004](#) establishes the duty of all local authorities to promote awareness of the need to notify them about any privately fostered children living in their area.

In 2011 the Welsh Government published [Protecting Children, Supporting Foster Carers: A Toolkit for Dealing with an Allegation of Abuse](#) to assist fostering services in the public and independent sectors, and child protection managers in dealing with allegations against foster carers.

Teachers and other professionals should notify the local authority of any private fostering arrangement that comes to their attention where they are not satisfied that the local authority has been, or would be, notified of the arrangement. It is good practice to inform the foster parents of the referral but if it is considered that this could place the child at risk of harm then it is not necessary to obtain consent.

The [Children Act 1989](#) creates a number of offences in connection with private fostering, including failure to notify an arrangement or to comply with any requirement or prohibition imposed by the authority. The [Children Act 2004](#) strengthens local arrangements for notification. Paragraph 7A of [Schedule 8 to the Children Act 1989](#), requires local authorities to promote awareness in their area of notification requirements, and to ensure that such advice as appears to be needed is given to those concerned with children who are, or are proposed to be, privately fostered. This will include parents and private foster carers.

Where it comes to the school's attention that a child is being privately fostered the head teacher will make the carers aware of their duty to inform the Local Authority. Where there

are concerns that this has not been communicated the head teacher will seek advice from the Initial Assessment Team on 01792 635700.

The school is fully informed of pupils who are LAC (Looked After Children) and the head teacher attends all LAC Reviews and informs staff of any concerns, on a 'need to know' basis.

## Health and Safety

The school has a ***Health and Safety Policy*** which is monitored by the school Governing Body. The Head teacher and Governors oversee the Policy and staff are required to report any concerns to the Head teacher who will either carry out or arrange an initial examination, assessing what remedial action needs to take place.

The Policy addresses Fire Risk Assessment, Evacuation Procedures, risks associated with different areas of learning, health and safety checks, transporting pupils and eSafety.

The school has a ***Site Risk Assessment*** which is monitored by the Premises Committee termly. There is also a Traffic Risk assessment.

## Induction

All new members of staff and new volunteers are provided with induction in relation to their role. This is carried out by either the head teacher, the deputy head teacher, a senior teaching assistant or the Student Mentor. Staff, students and volunteers are given a copy of the relevant handbook which sets out guidance on dealing with disclosures by pupils. The member of staff carrying out the induction is required to ensure new staff, students and volunteers understand procedures and policies associated with their role.

## Medical Needs

Members of staff will only give medicines to children when the parent has completed and signed the appropriate form requesting that staff administer medication; the decision to meet the request is at the discretion of the Head teacher. Prescribed medication will only be administered in accordance with the directions given on the packaging. It is essential that staff check that medication is prescribed in pupils' names, which should be visible on the packaging.

Training is given to staff in the administration of emergency medication such as epi-pens. Where a pupil has a high level of need with respect to medication or specific health risks, training will be given by a member of the medical profession.

Where a pupil has previously been hospitalised due to their medical condition, or if there is a chance that this may be necessary, a Health Care Plan will be agreed between school staff, parents and members of the medical profession. Health Care Plans are reviewed annually, under the direction of the ALNCo and are displayed in the staffroom. The plan will also be readily available in the ALN folder in the classroom.

Kitchen staff are made aware of allergies and food intolerances and, where appropriate photographs of children with food related medical needs are displayed for staff near to the serving hatch.

For matters of an intimate nature, arrangements for support of such pupils within the school will be agreed prior to admission of the pupils and every effort will be made to maintain the dignity of the young person involved. Where intimate care is necessary an ***Intimate Care Plan*** will be agreed with parents.

## Neglect

Child neglect falls into four main categories: physical, educational, emotional and medical neglect. A prevalence study carried out by the NSPCC in the UK shows that neglect was the most prevalent type of maltreatment in the family for all age groups and child neglect is the main reason why children in Wales were subject to a child protection plan.

Possible consequences include an array of health and mental health problems including developmental delay, emotional and behavioural difficulties, lower IQ and poor school performance and difficulty with friendships and maintaining relationships.

Physical neglect is the failure to provide for a child's basic physical needs. It usually involves the parent or caregiver not providing adequate quality and quantity of food, correct fit or type of clothing or a safe place to live, play and sleep. It can also include child abandonment and inadequate or inappropriate supervision, which leads to cuts, bruises, burns and other injuries.

Educational neglect involves the failure to ensure a child receives an adequate and suitable education and failing to support a child in their learning.

Emotional neglect or psychological neglect can include:

- ignoring a child's presence or needs
- consistently failing to stimulate, encourage or protect a child
- rejecting a child and not showing affection in a timely or consistent manner
- isolating a child, where the child does not have normal social contact with other children and adults.

Medical neglect is the failure to provide appropriate health care for a child. A parent may not recognise when a child requires medical attention, may refuse medical care for a child or may not start or administer the recommended treatment as directed by a healthcare professional. This also includes dental neglect, where a child may have severe untreated dental decay.

Staff members concerned about child neglect should report their concerns to the Designated Senior Person ie Mrs L Davies the Head teacher or Mrs S Edwards, the Deputy Head in her absence. They should apply basic safeguarding children principles including sharing information across agencies and being child-focused at all times. [Safeguarding Children: Working Together under the Children Act 2004](#) and the [All Wales Child Protection Procedures](#) both define child neglect and outline professionals' duties and responsibilities to act on concerns.

## Photographing and Videoing Children

On admission and annually, parents have the opportunity to inform the school that they do not wish their children to be photographed or recorded or that they do not wish their children's images to be used on the school website or in newspapers. Staff each have a list of children whose parents feel they may be at risk by having their images recorded or displayed.

All members of staff have read and signed the ICT Acceptable Usage Policy and understand that the protection of pupil identity is essential. Children's names are never published alongside their photograph on the school website.

Parents are asked to photograph and film only their own children, where possible, in school performances. Where they do capture images of other children they are asked not to use these images for the purposes of Social Media. Parents who do not comply with this will be told they must not use cameras of any kind at future events. This is made clear in the online Admissions and Permissions questionnaire which parents complete annually.

## Physical Contact with Pupils, including Restraint

### Duties and guidance

[Under section 93 of the Education and Inspections Act 2006](#) all school staff are able to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil himself)
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by Section 548 of the Education Act 1996.

In 2005 the Welsh Government issued the [Framework for Restrictive Physical Intervention Policy and Practice](#) to provide advice to all statutory agencies to enable a common framework of principles and expectations. In 2014 specific guidance to education services on

[Safe and effective intervention: The use of reasonable force](#) and searching for weapons was issued.

A school's policy on use of force should be consistent with, but not necessarily part of, its behaviour policy. The Welsh Government guidance on the promotion of positive behaviour and school behaviour policies can be found in the [Inclusion and Pupil Support Circular 47/2006](#). It should also be consistent with the school's policies on child protection and health and safety.

Tre Uchaf has a policy on ***Safe and Effective Handling of Challenging Behaviour*** which sets out guidance on dealing with pupils whose behaviour may put themselves or others in danger.

## Racist Abuse

Racial Equality is addressed within the ***Equal Opportunities Policy***. It is important to the Governing Body for pupils at the school to be prepared to live in an ethnically diverse society. The school will make every effort to promote racial equality and harmony by preventing and challenging racism. Racism is tackled in both the RE and PSE curriculum and also through our Assembly themes.

The children take part in discussions designed to raise awareness and address prejudices. Racist incidents are recorded and reported immediately to the Local Authority.

## Radicalisation

### Duties and guidance

In 2011, Welsh Government published guidance [Respect and resilience: Developing community cohesion – a common understanding for schools and their communities](#) which sets out the role that schools have in developing and supporting strategic approaches to promoting and maintaining community cohesion and eradicating violent extremism.

In 2012 the UK Government launched a refocused [Prevent](#) strategy. This strategy contained objectives to:

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address.

[Channel](#), a key element of the [Prevent](#) strategy, is a multi-agency approach to protect people at risk from radicalisation. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. Channel uses existing collaboration between statutory safeguarding partners (such as local authorities, the police, the NHS and youth and offender management services) to:

- identify individuals at risk of being drawn into terrorism
- assess the nature and extent of that risk
- develop the most appropriate support plan for the individuals concerned.

For more information about the Home Office's radicalisation awareness training product Workshop to Raise Awareness of Prevent (WRAP) email [WRAP@homeoffice.x.gsi.gov.uk](mailto:WRAP@homeoffice.x.gsi.gov.uk).

If you have a concern about a child in respect of extremism and the support options are not available locally, talk to your LSCB police representative who will be able to discuss support options.

All staff and Governors have had Prevent training through the Local Authority and are aware of how to identify possible radicalisation in pupils and of how to report this. The school is committed to ensuring pupils are well informed about a diversity of cultures and that they develop the confidence and decision making skills to help prevent them from entering into potentially harmful situations.

### Recruitment

The school adheres to the Authority's guidance in relation to safe recruitment. All appointments are made subject to a DBS check and the receipt of two professional references. The head teacher ensures that all staff, governors and volunteers working with children are in possession of a valid DBS certificate.

Where a DBS check is not in place due to delays or where a volunteer is working with the school on just an occasional basis, a risk assessment is carried out and steps to be taken to supervise personnel are communicated to the relevant staff.

### Sex and Relationships Education

The provision of sex and relationships education is addressed through a separate ***Sex and Relationships Education policy***.

### Site Security

The school makes every effort to provide a secure site and therefore, all people on the site have to adhere to the rules that govern it. The arrangements for maintaining site security are as follows:-

- There is a high perimeter fence around the main school site, with only one point of entry after children have arrived in school.
- Routines are in place for locking gates and doors.
- The main gate to the site has a high level bolt which is too high for the younger children to reach. This prevents young children from exiting the site.
- There are nine CCTV cameras installed around the site so that any unauthorised visitors can be seen and monitored



- Entry into the main building is via a buzzer entry system on the front door which can only be unlocked by school staff.
- Pupils are not allowed to admit any visitors into the building
- Visitors are required to sign the visitors book and wear a visitors badge to show that they have reported to the school office
- The School Field, which is a public right of way, will only be accessed by children via the Foundation Phase Yard and under the supervision of an appropriate number of adults. A separate Site Risk Assessment sets out how safe use of the School Field is managed. Staff are required to complete a new risk assessment check list each time they plan to use the field.
- There is a Lockdown Procedure in place should there be danger present on the school premises eg an intruder, a hazard caused by structural damage

## Substance misuse

The Advisory Council on the Misuse of Drugs' (ACMD) report [Hidden Harm – Responding to the needs of children of problem drug users](#) estimated that that there could be as many as 17,500 children and young people in Wales living in families affected by parental drug misuse, and that 64,000 Welsh children may be adversely affected by parental alcohol problems.

### **Duties and guidance**

Chapter 9 of [Safeguarding Children: Working Together Under the Children Act 2004](#) includes a section on safeguarding the children of substance misusing parents.

The Welsh Government's [Substance Misuse Delivery Plan 2013 – 2014](#) supports its 10-year strategy [Working Together to Reduce Harm: The Substance Misuse Strategy for Wales 2008- 2018](#) and sets out the actions to be taken to reduce the harm caused by substance misuse.

[Guidance for Substance Misuse Education](#) was published in July 2013. The [guidance](#) provides detailed information relating to the delivery of appropriate substance misuse education according to curriculum requirements and specific need, and substance misuse incident management including support, legislation and good practice.

[Working Together to Reduce Harm: The Substance Misuse Strategy for Wales 2008-2018](#) places particular emphasis on prevention work with children and young people in relation both to alcohol and other substances. The Welsh Government aims to reach a position where no-one in Wales is ignorant either of the consequences of misusing drugs or alcohol, or where they can seek help and support.

The Welsh Substance Misuse Helpline, [DAN 24/7](#), provides easy access 24 hours a day to information and advice, including where to access further support or treatment.

The school has a separate policy on ***Substance Misuse***. The policy sets out how our pupils will be given information on the dangers of substance misuse through the Police Liaison Programme. Hope UK sometimes also work with our year 6 pupils to inform them of the dangers of substance misuse.

## Whistleblowing

***Whistleblowing*** is covered in a separate policy. If members of staff have any concerns about the behaviour or intentions of any person, including staff, within the building, school grounds or in the proximity of children, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality.

## Withdrawal Rooms

From time to time children will carry out activities in rooms other than their main classroom. A separate policy for use of ***Withdrawal Rooms*** is in place and all staff are aware of their safeguarding responsibilities when using these rooms.

|                    | Name         | Signature | Date |
|--------------------|--------------|-----------|------|
| Chair of Governors | R Rees       |           |      |
| Head Teacher       | Mrs L Davies |           |      |

|                 |              |
|-----------------|--------------|
| Review Date     | January 2021 |
| Review Date     | January 2022 |
| Next review due | January 2023 |