

Ysgol y Foel

Child Protection Policy

Approved:	Spring 2026
Next Review:	Spring 2027
Headteacher	Mrs Emma O'Neill
Chair of Governors	Hannah Mitchell

School is committed to promoting the health and welfare of all its pupils, and to following the national and local guidance for the protection of children. This policy applies to everyone who works in school, whether they are employed or volunteers.

The school will follow Wales Safeguarding Procedures 2019 and follow guidance from Flintshire Local Safeguarding Children's Board (LSCB). In particular the school will:

- Appoint two designated members of staff for child protection who will be trained to Level C standard and supported in the task of overseeing all child protection matters within the school.
- Ensure that a named governor for child protection/ safeguarding is also appointed.
- Make every member of school staff aware of their individual responsibility for the protection of children in their care; ensure that everyone knows the name and role of the designated teacher and governor.
- Arrange basic Level A/B training for all staff in child protection basic awareness, will include what to do if they are worried about a child and how to respond to a child who makes an allegation.
- Maintain an accurate record-keeping system to monitor all children about whom concerns have been expressed, whether or not these concerns lead to a child protection referral. (CPOMs)
- Ensure that all staff, and all volunteers who have substantial contact with children, have undergone Criminal Record Bureau (DBS) checks at the appropriate level.
- Develop effective links with other agencies, such as Social Services for Children, Police and Health and contribute to inter-agency enquiries, child protection conferences and other related groups as appropriate. School reports to be submitted to all CP conferences irrespective whether staff attend or not.
- Make parents aware of the school's responsibilities in child protection.
- Fulfil any special responsibilities or tasks required in the care of children on the child protection register.

PROMOTING A PROTECTIVE ETHOS

The curriculum, staff training and daily practice of School seek to create a protective ethos where risk to the personal safety of children, particularly the risk of abuse, is minimised.

- The school will also encourage working practices that will protect staff from misunderstanding or malicious accusations.
- If school staff become concerned about a possible risk to the health and welfare of a pupil, the school will work as much as possible in partnership with parents. However, current Wales Safeguarding Procedures 2019 will be followed, and where appropriate, the school will have to share its concern with Social Services. We hope parents share this philosophy and accept that School will not act maliciously or thoughtlessly in this regard.
- The school recognises the importance of high self-esteem and self-confidence in keeping children safe. The school curriculum includes activities designed to promote the well-being of the children and give them personal safety

information that is appropriate to their ages and levels of development. The increased vulnerability of special needs children, and those who have been bullied or isolated by their peers, is recognised. The school seeks to support those children who may be especially vulnerable to abuse through sensitive monitoring and by ensuring that all children have around them a network of people they can go to for help when necessary.

The school also has policies in related areas that might be useful to read in conjunction with this one. They are:-

- All Wales Child Protection Procedures.
- Flintshire Child Protection Procedures Handout.
- Code of Conduct for teachers regarding their behaviour with pupils, including guidance on physical restraint through the LEA recommended programme Anti-bullying Policy
- Positive Behaviour Policy.
- Additional Needs Policy.

**The Designated Teacher for School is:
Mrs Emma O'Neill**

**The Designated Governor is:-
Mrs Sarah Watts/ Mrs Gwen Hardman**

**Other useful contacts are:
Mrs Amanda Walker – Level 3
Miss Keely Taylor – Level 3
Miss Kim Edwards – Level C**

This will be updated in line with the LA training schedule.

SCHOOL
CHILD PROTECTION POLICY

DEFINITIONS

Significant Harm

Under s31(9) of the children Act 1989:

harm means ill treatment or the impairment of health or development;

development means physical, intellectual, emotional, social or behavioural development;

health means physical or mental health; and

ill treatment includes sexual abuse and forms of ill treatment which are not physical.

Under s31(10) of the Act:

Where the question of whether the harm suffered by a child is significant turns on the child's health and development, his health or development shall be compared with that which could reasonably be expected of a similar child.

(Working together 2000).

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm can also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health in and to a child whom they are looking after. (The situation is most recently described using the term fabricated or induced illness by carer).

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

In addition Emotional Abuse may occur due to Domestic Violence.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

'Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access

to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

SCHOOL CHILD PROTECTION POLICY

DEFINITIONS

Significant Harm

Under s31(9) of the children Act 1989:

harm means ill treatment or the impairment of health or development;

development means physical, intellectual, emotional, social or behavioural development;
health means physical or mental health; and

ill treatment includes sexual abuse and forms of ill treatment which are not physical.

Under s31(10) of the Act:

Where the question of whether the harm suffered by a child is significant turns on the child's health and development, his health or development shall be compared with that which could reasonably be expected of a similar child.

(*Working together 2000*).

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm can also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health in and to a child whom they are looking after. (The situation is most recently described using the term fabricated or induced illness by carer).

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

In addition Emotional Abuse may occur due to Domestic Violence

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

'Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition Neglect may occur during Pregnancy as a result of maternal substance misuse.