

Counter Terrorism Act 2015

Staff have due regard to the need to prevent people and pupils from being drawn into terrorism. Terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. Should you have any concerns please speak to the designated child protection officers.

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

For advice or any concerns please contact one of the NSPCC counsellors on 0808 800 5000, help@nspcc.org.uk or text 88858.

		
Policy Agreed Date: February 2013, May 2104, September 2015 Review Date: Anually		
Chair of Governors	Mr Keith Benning	
Child Protection Governor	Mr Keith Benning	
Headteacher	Mrs Olwen Corben	
Staff	Miss C. Rayner Cynddelw Miss L Sockett-Llanarmon Mrs L Richards-Pontfadog	

**Local Authority Contact:
Mr John Grant
01978 295418**



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CEIRIOG VALLEY FEDERATION

Child Protection Information for Staff

What to do if a child tells you they have been abused by someone other than a member of staff.

Where the allegation is against a member of staff you should refer to Welsh Assembly Government guidance circular 45/2004 and Keeping Learners Safe

Report immediately to the Child Protection co-ordinator

Concerns should be raised if any of the following circumstances have or are happening to a child:

- [physical abuse](#)
- [emotional abuse](#)
- [neglect](#)
- [sexual abuse](#)

Confidentiality

A child may confide in any member of staff and may not always go to a member of the teaching staff.

Staff to whom an allegation is made should remember:

- yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying.
- Any questions should be framed in an open manner so as not to lead the child;
- you must report orally to the school's **designated person for child protection** immediately;
- make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection.
- The note which should be clear in its use of terminology and should record the time, date, place and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible.
- Remember, your note of the discussion may be used in any subsequent court proceedings;
- Do not give undertakings of absolute confidentiality; that a child may be waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings;
And
- your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

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

A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else.

However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help.

They should reassure the child and tell them that their situation will not become common knowledge within the school.

Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.