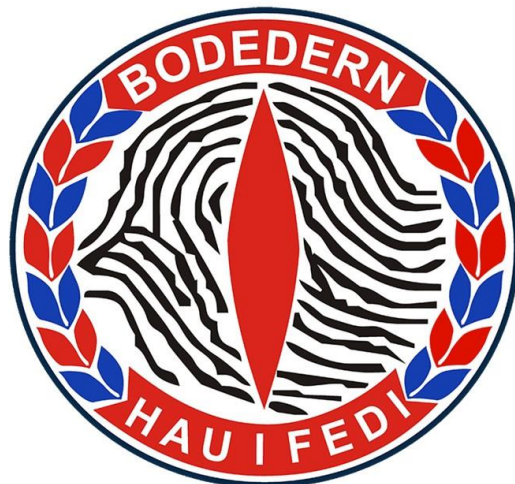


# YSGOL UWCHRADD BODEDERN



## POLISI DIOGELU

|   |  |
|---|--|
| Dyddiad wedi ei fabwysiadu gan y Corff Llywodraethu |  |
| Llofnod Cadeirydd y Llywodraethwyr                  |  |
| Llofnod y Pennaeth                                  |  |
| Dyddiad Adolygu                                     |  |

# POLISI DIOGELU AR GYFER YSGOL UWCHRADD BODEDERN

## 1. Cyflwyniad

Mae Ysgol Uwchradd Bodedern yn cydnabod yn llawn ei chyfraniad at ddiogelu.

Mae tair prif elfen i'n polisi:

- atal drwy'r diwylliant, yr addysgu a'r cymorth bugeiliol a gynigir i'r dysgwyr
- gweithdrefnau ar gyfer nodi achosion, neu achosion a amheuir, o gam-drin a rhoi gwybod amdanynt – oherwydd ein cyswllt â phlant o ddydd i ddydd, mae ein staff mewn sefyllfa dda i sylwi ar arwyddion allanol camdriniaeth
- cymorth i ddysgwyr sydd o bosibl wedi cael eu cam-drin.

Mae ein polisi yn gymwys i **bob** aelod o staff a gwirfoddolwr sy'n gweithio yn y lleoliad addysg ac i'r llywodraethwyr. Gall plant wneud datgeliadau yn gyntaf i gynorthwyr cymorth dysgu, goruchwylwyr canol dydd, gofawyr, ysgrifenyddion yn ogystal ag athrawon.

## 2. Atal

Rydym yn cydnabod bod lefelau uchel o hunan-barch, hyder, ffrindiau cefnogol a llinellau cyfathrebu da ag oedolyn y gellir ymddiried ynddo yn helpu i ddiogelu dysgwyr.

Felly bydd yr ysgol yn gwneud y canlynol:

- sefydlu a chynnal ethos lle mae plant yn teimlo'n ddiogel ac yn cael eu hannog i siarad, ac yn cael eu clywed
- sicrhau bod plant yn gwybod bod oedolion yn y lleoliad addysg y gallant siarad â nhw os ydynt yn pryderu neu'n wynebu anawsterau
- cynnwys gweithgareddau a chyfleoedd yn y cwricwlwm ar gyfe raddysg cydberthynas a rhywioldeb sy'n sicrhau bod plant yn meddu ar y sgiliau sydd eu hangen arnynt i gadw'n ddiogel rhag cael eu cam-drin a'u bod yn gwybod at bwy y gallant droi am gymorth
- cynnwys deunydd yn y cwricwlwm a fydd yn helpu plant i feithrin agweddau realistig at gyfrifoldebau oedolion, yn enwedig yng nghyswllt sgiliau gofal plant a rhianta
- meithrin cydberthnasau ag asiantaethau eraill a sicrhau y gwneir atgyfeiriadau cynnar a phriodol ar gyfer cymorth ac ymyriadau cyn i'r risgiau waethygu
- defnyddio dull gweithredu ysgol gyfan (lleoliad cyfan) mewn perthynas â llesiant a fydd yn cynnwys mesurau diogelu a mesurau ataliol i gefnogi plant a theuluoedd.

## 3. Gweithdrefnau

Byddwn yn dilyn Gweithdrefnau Diogelu Cymru sydd wedi cael eu cymeradwyo gan fyrddau diogelu plat. Bydd Ysgol Uwchradd Bodedern yn gwneud y canlynol:

- sicrhau bod ganddi berson diogelu dynodedig ar gyfer diogelu sydd wedi cael yr hyfforddiant priodol
- cydnabod rôl y person diogelu dynodedig a threfnu cymorth a hyfforddiant
- sicrhau bod pob aelod o staff a phob llywodraethwr yn gwybod:
  - enw a rôl y person dynodedig, person cyswllt yr awdurdod lleol, a'r llywodraethwr dynodedig ar gyfer diogelu
  - bod ganddo gyfrifoldeb unigol am roi gwybod am blant sy'n wynebu risg a phryderon ynglŷn ag amddiffyn i'r gwasanaeth cymdeithasol neu i'r heddlu, o fewn yr amserlenni y cytunwyd arnynt gyda'r Bwrdd Diogelu Rhanbarthol
  - sut i weithredu ar y pryderon hynny os nad yw'r person diogelu dynodedig ar gael
- sicrhau bod pob aelod o staff yn ymwybodol o'r angen i fod yn wylidwrus o arwyddion camdriniaeth ac esgeulustod, ac yn gwybod sut i ymateb i ddysgwyr sy'n datgelu ei fod yn cael ei gam-drin neu ei esgeuluso o bosib
- sicrhau bod aelodau o staff sydd wedi'u cofrestru â Chyngor Gweithlu Addysg yn ymwybodol o'r Côt Ymddygiad ac Ymarfer Proffesiynol ar gyfer cofrestreion gyda Chyngor y Gweithlu Addysg<sup>1</sup> a'r disgwyliad yn y Côt bod y sawl sydd wedi'i gofrestru yn rhoi sylw i ddiogelwch a llesiant dysgwyr yn ei ofal, a chynnwys cysylltiedig
- sicrhau bod rhieni/gofalwyr yn deall y cyfrifoldeb a roddir ar Ysgol Uwchradd Bodedern, a'r staff am ddiogelu ac amddiffyn pant drwy nodi ei rhwymedigaethau yn llyfryn yr ysgol.
- Darparu hyfforddiant i'r holl staff er mwyn sicrhau eu bod yn:
  - deall eu cyfrifoldebau personol
  - ymwybodol o'r gweithdrefnau lleol y cytunwyd arnynt a'u dyletswydd i ymateb
  - ymwybodol o'r angen i fod yn wylidwrs wrth nodi achosion o gam-drin neu esgeulustod
  - gwybod sut i gefnogi plentyn sy'n datgelu achos o gam-drin neu esgeulustod
  - deall y rhan y gall ymddygiad ar-lein ei chwarae yn yr holl agweddau uchod
- Hysbysu tîm gwasanaethau cymdeithasol yr awdurdod lleol:
  - os bydd dysgwr ar y gofrestr amddiffyn plant yn cael ei wahardd o'r ysgol am gyfnod penodol neu'n barhaol
  - os bydd dysgwr sydd ar y gofrestr amddiffyn plant yn absennol o'r ysgol heb esboniad am gyfnod o fwy na deuddydd (neu un diwrnod yn dilyn y penwythnos)
- gweithio i ddatblygu cysylltiadau effeithiol ag asiantaethau perthnasol a chydweithredu fel y bo angen â'u hymholiadau mewn perthynas â materion yn ymwneud ag amddiffyn plant, gan gynnwys bod yn bresennol yn yr adolygiad cychwynnol yn ogystal â mewn cynadleddau amddiffy plant a grwpiau craidd a chyflwyno adroddiadau ysgrifenedig i'r cynadleddau
- cadw cofnodion ysgrifenedig o bryderon ynghylch plant (gan nodi'r dyddiad, y digwyddiad a'r camau a gymerwyd), hyd yn oed os nad oes angen atgyfeirio'r mater at yr awdurdod lleol ar unwaith
- sicrhau bod yr holl gofnodion yn cael eu cadw'n ddiogel a than glo

- glynu wrth y gweithdrefnau a nodir yn nogfen Llywodraeth Cymru, Gweithdrefnau disgyblu a diswyddo staff ysgol: canllawiau diwygiedig i gyrff llywodraethu<sup>2</sup>
- sicrhau y caiff gweithdrefnau recriwtio a dethol eu gwneud yn unol â chanllawiau Cadw dysgwyr yn ddiogel Llywodraeth Cymru
- enwi llywodraethwr dynodedig ar gyfer diogelu a fydd yn goruchwyllo'r polisi ac ymarfer Ysgol Uwchradd Bodedern mewn perthynas ag amddiffyn plant

#### 4. Cefnogi'r rhieni sy'n wynebu risg

Rydym yn cydnabod y gall plant/pobl ifanc sy'n wynebu risg, sy'n cael eu cam-drin neu sy'n dioddef trais deimlo effaith ddwys o ganlyniad i hyn.

Mae'n bosibl mai Ysgol Uwchradd Bodedern fydd yr unig elfen sefydlog, ddiogel a rhagweladwy ym mywyd plant sy'n wynebu risg. Serch hynny, pan fyddant yn Ysgol Uwchradd Bodedern, mae'n bosibl y bydd eu hymddygiad yn heriol ac yn herfeiddiol neu y byddant yn mynd i'w cragen.

Bydd yr ysgol yn cefnogi'r dysgwyr drwy'r canlynol:

- deunydd a gaiff ei gynnwys yn y cwricwlwm i hybu hunan-barch a hunangymhelliant
- ethos Ysgol Uwchradd Bodedern a fydd:
  - Yn hybu amgylchedd cadarnhaol, cefnogol a diogel
  - Yn ennyn ymdeimlad ymhlith dysgwyr eu bod yn cael eu gwerthfawrogi (gweler adran 2 ar Atal)
- polisi ymddygiad Ysgol Uwchradd Bodedern, sydd â'r nod i gefnogi disgyblion agored i niwed yn yr ysgol. Bydd yr holl staff yn cytuno ar ddull cyson o weithredu sy'n canolbwyntio ar ymddygiad y plentyn ond nad yw'n amharu ar ymdeimlad yr uniogolyn o hunanwerth. Bydd Ysgol Uwchradd Bodedern yn ceisio sicrhau bod y dysgwr yn gwybod bod rhai mathau o ymddygiad yn annerbyniol ond ei fod yn cael ei werthfawrogi ac na fydd yn cael ei feio am unrhyw gam-drin sydd wedi digwydd.
- cydgysylltu ag asiantaethau eraill sy'n cefnogi'r dysgwr, fel y swyddogion yr awdurdod lleol – er enghraifft, y gwasanaeth seicoleg addysg, y gwasanaethau cymorth ymddygiad neu'r Gwasanaeth Lles Addysg – gwasanaethau iechyd meddwl plant a'r glasoed a gwasanaethau eirioli
- cadw confodion a hysbysu'r awdrudod lleol cyn gynted ag y bydd pryder yn codi eto.

Pan fydd dysgwr sydd ar y goferstr amddiffyn plant yn ymadael, byddwn yn trosglwyddo'r wybodaeth i'r darparwr newydd ar unwaith ac yn hysbysu'r gwasanaethau cymdeithasol.

#### 5. Gwrth-fwlio

Mae ein polisi gwrth-fwlio wedi'i nodi ym mholisi'r ysgol ac mae'n cael ei adolygu yn flynyddol gan y corff llywodraethu.

#### 6. Ymyriad corfforol

Mae ein polisi ar ymyriad corfforol wedi'i nodi mewn dogfen arwahan ac mae'n cael ei adolygu'n flynyddol gan y corff llywodraethu. Mae'n gyson â chanllawiau Llywodraeth Cymru ar *Ymyriad diogel ac effeithiol – defnyddio grym rhesymol a chwilio am arfau*.

## **7. Plant ag Anghenion Dysgu Ychwanegol**

Rydym yn cydnabod, yn ystadegol, mai plant ag anghenion dysgu ychwanegol sy'n wynebu'r risg fwyaf o gael eu cam-drin. Mae angen i staff sy'n gweithio gyda phlant ag anghenion dysgu ychwanegol, fel anabledd dwys a lluosog, nam ar y synhwyrâu neu broblem emosiynol ac ymddygiadol, fod yn arbennig o sensitif i arwyddion o gam-drin.

## Atodiad 2: Rhestr termau

|                                  |   |
|----------------------------------|---|
| <b>Addysg heblaw yn yr ysgol</b> | Darpariaeth addysg i ddiwallu anghenion penodol disgyblion na allant fynychu ysgol brif ffrwd neu ysgol arbennig am ba reswm bynnag yw addysg heblaw yn yr ysgol. Yn ôl y gyfraith, awdurdodau lleol sy'n gyfrifol am ddarparu'r gwasanaethau hyn.  |
| <b>Amddiffyn plant</b>           | Mae amddiffyn plant yn rhan o ddiogelu a hybu llesiant. Mae hyn yn cyfeirio at y gweithgarwch a wneir i amddiffyn plant penodol sy'n dioddef neu sy'n wynebu risg o ddioddef niwed sylweddol o ganlyniad i gamdriniaeth neu esgeulustod.  |
| <b>Coleg</b>                     | Colegau addysg bellach a cholegau chweched dosbarth fel y'u sefydlwyd yn unol â Deddf Addysg Bellach ac Uwch 1992 a sefydliadau y dynodwyd eu bod yn y sector addysg bellach.   |
| <b>Cosb gorfforol</b>            | Nid yw'n bosibl rhoi rhestr benodol o'r hyn sy'n cyfrif fel cosb gorfforol oherwydd gall fod yn unrhyw beth pan fo plentyn yn cael ei gosbi gan ddefnyddio grym corfforol. Mewn cyfraith, caiff cosbi plentyn yn gorfforol ei ystyried yn ymosodiad cyffredin. Yn Neddf Plant (Diddymu Amddiffyniad Cosb Resymol) (Cymru) ystyr cosb gorfforol yw unrhyw guro (yn yr ystyr sydd i "battery" yn y gyfraith gyffredin) a wneir fel cosb ac y cyfeirir ato fel "cosb gorfforol". |
| <b>Datblygiad</b>                | Datblygiad corfforol, deallusol, emosiynol, cymdeithasol neu ymddygiadol.   |
| <b>Diogelu</b>                   | Ystyr diogelu yw atal ac amddiffyn plant ac oedolion sy'n wynebu perygl o gael eu cam-drin neu eu hesgeuluso ac addysgu pobl o'u cwmpas i adnabod yr arwyddion a'r peryglon.  |
| <b>Dysgu seiliedig ar waith</b>  | <p>Mae dysgu seiliedig ar waith yn cynnwys prentisiaethau a rhaglenni cyflogadwyedd a ariennir yn gyfan gwbl neu'n rhannol gan Lywodraeth Cymru.</p> <p>At ddibenion y canllawiau hyn, dylai rhaglenni dysgu galwedigaethol a/neu raglenni cymorth a ariennir yn rhannol drwy Swyddfa Cyllid Ewropeaidd Cymru hefyd gael eu trin fel rhaglenni dysgu seiliedig ar waith.</p>  |

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| <b>Esgeulustod</b>         | Mae Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 yn diffinio esgeulustod fel “methiant i ddiwallu anghenion corfforol, emosiynol, cymdeithasol neu seicolegol sylfaenol person, sy’n debygol o arwain at amharu ar lesiant y person (er enghraifft, amharu ar iechyd y person neu, yn achos plentyn, amharu ar ddatblygiad y plentyn)”.  |
| <b>Hybu llesiant plant</b> | <p>Mae dyletswydd gyffredinol i geisio hybu llesiant pobl y mae angen gofal a chymorth arnynt, a gofalywyr y mae angen cymorth arnynt. Mae Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 yn diffinio llesiant (well-being) yng nghyd-destun unrhyw o'r canlynol—</p> <ol style="list-style-type: none"> <li>a. iechyd corfforol, iechyd meddwl a llesiant emosiynol</li> <li>b. amddiffyn rhag camdriniaeth ac esgeulustod</li> <li>c. addysg, hyfforddiant a gweithgareddau hamdden</li> <li>d. perthnasoedd domestig, teuluol a phersonol</li> <li>e. cyfraniad a wneir at y gymdeithas</li> <li>f. sicrhau hawliau a hawlogaethau</li> <li>g. llesiant cymdeithasol ac economaidd</li> <li>h. addasrwydd llety preswyl.</li> </ol> <p>O ran plentyn, mae “llesiant” hefyd yn cynnwys—</p> <ol style="list-style-type: none"> <li>a. datblygiad corfforol, deallusol, emosiynol, cymdeithasol ac ymddygiadol “lles” (welfare) fel y dehonglir y gair hwnnw at ddiben Deddf Plant 1989.</li> </ol> |
|                            | <p>Llesiant (Cymru) 2014 yn diffinio llesiant (well-being) yng nghyd-destun unrhyw o'r canlynol—</p> <ol style="list-style-type: none"> <li>i. iechyd corfforol, iechyd meddwl a llesiant emosiynol</li> <li>j. amddiffyn rhag camdriniaeth ac esgeulustod</li> <li>k. addysg, hyfforddiant a gweithgareddau hamdden</li> <li>l. perthnasoedd domestig, teuluol a phersonol</li> <li>m. cyfraniad a wneir at y gymdeithas</li> <li>n. sicrhau hawliau a hawlogaethau</li> <li>o. llesiant cymdeithasol ac economaidd</li> <li>p. addasrwydd llety preswyl.</li> </ol> <p>O ran plentyn, mae “llesiant” hefyd yn cynnwys—</p> <ol style="list-style-type: none"> <li>a. datblygiad corfforol, deallusol, emosiynol, cymdeithasol ac ymddygiadol “lles” (welfare) fel y dehonglir y gair hwnnw at ddiben Deddf Plant 1989.</li> </ol>   |
| <b>Iechyd</b>              | Iechyd corfforol neu iechyd meddwl.   |
| <b>Lleoliad addysg</b>     | Pob ysgol a choleg fel y'u diffinnir yn y rhestr hon, yn ogystal â phob lleoliad addysg arall gan gynnwys lleoliadau blynyddoedd cynnar nas cynhelir a ariennir a darparwyr dysgu seiliedig ar waith, ond heb fod yn gyfyngedig iddynt.   |

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| <b>Llesiant</b>                               | Mae diffiniad adran 2 o Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 o lesiant yn cynnwys “lles” fel y diffinnir y term Saesneg cyfatebol “welfare” at ddibenion Deddf Plant 1989.  |
| <b>Plant sy'n wynebu risg</b>                 | Yn ôl diffiniad Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014, ystyr “plentyn sy'n wynebu risg” yw plentyn: <p>a) sy'n cael, neu sy'n wynebu risg o gael, ei gam-drin neu ei esgeuluso neu ddioddef mathau eraill o niwed; a</p> <p>b) y mae arno anghenion am ofal a chymorth (p'un a yw'r awdurdod yn diwallu unrhyw un neu rai o'r anghenion hynny ai peidio).</p>   |
| <b>Plentyn</b>                                | Yn ôl diffiniad Adran 175 o Ddeddf Addysg 2002 ac adran 3 o Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014, ystyr plentyn yw person o dan 18 oed.   |
| <b>Profiadau niweidiol yn ystod plentynod</b> | Profiadau trawmatig sy'n digwydd cyn 18 oed ac sy'n cael eu cofio gydol oes yw profiadau niweidiol yn ystod plentynod. Maent yn cynnwys cam-drin plant megis cam-drin corfforol, rhywiol a geiriol ac esgeulustod, a phrofiadau ehangach o gamweithrediad y cartref, megis tyfu i fyny mewn cartref y mae trais domestig, rhieni'n gwahanu, defnyddio alcohol a chyffuriau, salwch meddwl neu rieni/gofalwyr yn y carchar wedi effeithio arno.                                      |
| <b>Niwed</b>                                  | Cam-drin neu niweidio iechyd neu ddatblygiad gan gynnwys, er enghraifft, niwed a ddioddefir wrth weld neu glywed rhywun arall yn cael ei gam-drin.  |
| <b>Niwed sylweddol</b>                        | Mae Adran 31(10) o Ddeddf Plant 1989 yn datgan “where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child”.   |
| <b>Uned cyfeirio disgyblion</b>               | Math o ysgol a sefydlwyd gan awdurdod lleol yw uned cyfeirio disgyblion, ac mae dyletswydd arni i ddarparu addysg addas i blant a phobl ifanc na fyddant yn cael addysg o'r fath mewn ysgol brif ffrwd o bosibl, oherwydd salwch, am eu bod wedi'u gwahardd o'r ysgol, neu am reswm arall.  |
| <b>Ysgol</b>                                  | Pob ysgol gan gynnwys ysgolion a gynhelir, ysgolion nas cynhelir a ariennir ac ysgolion annibynnol, ysgolion meithrin a gynhelir ac unedau cyfeirio disgyblion. <p>Mae diffiniad Deddf Addysg 2002 o swyddogaethau ysgol mewn perthynas ag awdurdod addysg lleol yn golygu swyddogaethau mewn perthynas â'r canlynol:</p> <p>(a) ysgolion a gynhelir,</p> <p>(b) unedau cyfeirio disgyblion, neu</p> <p>(c) ddarparu addysg i blant o oedran ysgol gorfodol heblaw yn yr ysgol.</p> |



1. <https://www.ewc.wales/site/index.php/cy/documents-cym/fitness-to-practice-1/1757-j16540-ewc-code-of-professional-conduct-w-web/file.html>
2. <https://llyw.cymru/gweithdrefnau-disgyblu-diswyddo-staff-ysgol>

## YSGOL UWCHRADD BODEDERN



# SAFEGUARDING POLICY

|                                       |  |
|---------------------------------------|--|
| <b>Date adopted by Governing Body</b> |  |
| <b>Chair of Governors Signature</b>   |  |
| <b>Headteacher's Signature</b>        |  |
| <b>Review Date</b>                    |  |

# SAFEGUARDING POLICY FOR YSGOL UWCHRADD BODEDERN

## 1. Introduction

Ysgol Uwchradd Bodedern fully recognises the contribution it makes to safeguarding.

There are three main elements to our policy:

- prevention through the culture, teaching and pastoral support offered to learners
- procedures for identifying and reporting cases, or suspected cases, of abuse – because our day-to-day contact with children our staff are well placed to observe the outward signs of abuse
- support to learners who may have been abused.

Our policy applies to **all** staff and volunteers working in the education setting and governors. Learning support assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

## 2. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard learners.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure children know that there are adults in the education setting whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities for relationships and sexuality education which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate
- take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

## 3. Procedures

We will follow the Wales Safeguarding Procedures that have been endorsed by SCBs. Ysgol Uwchradd Bodedern will:

- Ensure it has a DSP for safeguarding who has undertaken appropriate training
- recognise the role of the DSP and arrange support and training
- ensure every member of staff and every governor knows:
  - the name of the DSP and their role, the local authority point of contact and the designated governor for safeguarding
  - that they have an individual responsibility for reporting children at risk and protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board
  - how to take forward those concerns when the DSP is unavailable
- ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect
- ensure that members of staff who are EWC registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council<sup>1</sup> and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content
- ensure that parents/carers have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school brochure.
- Provide training for all staff so that they:
  - Understand their personal responsibility
  - Know the agreed local procedures and their duty to respond
  - aware of the need to be vigilant in identifying cases of abuse and neglect
  - know how to support a child who discloses abuse or neglect
  - understand the role online behaviours may have in each of the above
- notify the local authority's social services team if:
  - a learner on the child protection register is excluded, either for a fixed term or permanently
  - there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend)
- work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences
- keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately

- ensure all records are kept secure and in locked locations
- adhere to the procedures set out in the Welsh Government's Disciplinary and dismissal procedures for school staff: Revised guidance for Governing Bodies<sup>2</sup>
- ensure that recruitment and selection procedures are made in accordance with Welsh Government's *Keeping learners safe* guidance
- designate a governor for safeguarding who will oversee Ysgol Uwchradd Bodedern's child protection policy and practice.

#### **4. Supporting those at risk**

We recognise that children/young people who are at risk, suffer abuse or experience violence may be deeply affected by this.

Ysgol Uwchradd Bodedern may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the learner through:

- the content of the curriculum to encourage self-esteem and self-motivation
- Ysgol Uwchradd Bodedern's ethos which:
  - promotes a positive, supportive and secure environment
  - gives learners a sense of being valued (see section 2 on Prevention)
- Ysgol Uwchradd Bodedern's behaviour policy, which is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies who support the learner such as local authority officers – for example the educational psychology service, behaviour support services or the Education Welfare Service – child and adolescent mental health services, and advocacy services
- Keeping records and notifying the local authority as soon as there is a recurrence of a concern.

When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform social services.

#### **5. Anti-bullying**

Our policy on anti-bullying is set out in the school's behaviour policy and is reviewed annually by the governing body.

#### **6. Physical intervention**

Our policy on anti-bullying is set out in the school's behaviour policy and is reviewed annually by the governing body, and is consistent with the Welsh Government's guidance *Safe and effective intervention – use of reasonable force and searching for weapons*.

## **7. Children with Additional Learning Needs**

We recognise that statistically children with additional learning needs are most at risk of abuse. Staff who work with children with an additional learning need, such as a profound and multiple disability, sensory impairment or emotional and behavioural problem, need to be particularly sensitive to signs of abuse.

## Appendix 2: Glossary of Terms

|                          |  |
|--------------------------|--|
| <b>ACEs</b>              | Adverse Childhood Experiences (ACEs) are traumatic experiences that occur before the age of 18 and are remembered throughout adulthood. They include child maltreatment such as physical, sexual and verbal abuse and neglect, and wider experiences of household dysfunction, such as growing up in a household affected by domestic violence, parental separation, alcohol and drug use, mental illness or parental incarceration. |
| <b>Child</b>             | Section 175 of the Education Act 2002 and section 3 of the Social Services and Well-being (Wales) Act 2014 defines a child as a person under the age of eighteen.  |
| <b>Child at risk</b>     | The Social Services and Well-being (Wales) Act 2014 defines a “child at risk” as a child who: <ul style="list-style-type: none"> <li>a) is experiencing or is at risk of abuse, neglect or other kinds of harm; and</li> <li>b) has needs for care and support (whether or not the local authority is meeting any of those needs).</li> </ul>  |
| <b>Child protection</b>  | Child protection is a part of safeguarding and promoting well-being. This refers to the activity that is undertaken to protect specific children who are suffering or are at risk of suffering significant harm as a result of abuse or neglect.   |
| <b>College</b>           | Means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector.  |
| <b>Development</b>       | Physical, intellectual, emotional, social or behavioural development.  |
| <b>Education setting</b> | All schools and colleges as defined above, plus all other education settings including, but not exclusive to, funded non-maintained early years settings and work-based learning providers.  |
| <b>EOTAS</b>             | Education otherwise than at school (EOTAS) is an education provision to meet specific needs of pupils who, for whatever reason, cannot attend a mainstream or special school. In law, local authorities are responsible for providing these services.  |
| <b>Harm</b>              | Ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.   |
| <b>Health</b>            | Physical or mental health.   |
| <b>Neglect</b>           | The Social Services and Well-being (Wales) Act 2014 defines neglect as “a failure to meet a person’s basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person’s well-being   |

|   |   |
|---|---|
|   | (for example, an impairment of the person's health or, in the case of a child, an impairment of the child's development)".  |
| <b>Physical punishment</b>                  | It is not possible to give a set list of what makes up physical punishment because it can be anything where a child is punished using physical force. In law, physically punishing a child is seen as common assault. In the Children (Abolition of Defence of Reasonable Punishment) (Wales) Act physical punishment is defined as any battery carried out as punishment and referred to as "corporal punishment".   |
| <b>Promoting the well-being of children</b> | <p>There is an overarching duty to seek to promote the well-being of people who need care and support and carers who need support. The Social Services and Well-being (Wales) Act 2014 defines well-being in relation to any of the following:</p> <ul style="list-style-type: none"> <li>a) physical and mental health and emotional well-being</li> <li>b) protection from abuse and neglect</li> <li>c) education, training and recreation</li> <li>d) domestic, family and personal relationships</li> <li>e) contribution made to society</li> <li>f) securing rights and entitlements</li> <li>g) social and economic well-being</li> <li>h) suitability of living accommodation.</li> </ul> <p>In relation to a child, "well-being" also includes:</p> <ul style="list-style-type: none"> <li>a) physical, intellectual, emotional, social and behavioural development</li> <li>b) "welfare" as that word is interpreted for the purposes of the Children Act 1989.</li> </ul> |
| <b>Pupil referral unit</b>                  | A pupil referral unit (PRU) is a type of school established by a local authority that has a duty to provide suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school.  |
| <b>Safeguarding</b>                         | Safeguarding means preventing and protecting children and adults at risk from abuse or neglect and educating those around them to recognise the signs and dangers.  |
| <b>School</b>                               | <p>All schools, whether maintained, funded non-maintained or independent schools, maintained nursery schools, and PRUs.</p> <p>The Education Act 2002 defines school functions in relation to a local education authority, meaning functions relating to:</p> <ul style="list-style-type: none"> <li>a) maintained schools</li> <li>b) pupil referral units, or</li> <li>c) the provision of education for children of compulsory school age otherwise than at school.</li> </ul>   |

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| <b>Significant harm</b>    | Section 31(10) of the Children Act 1989 states that “where the question of whether harm suffered by a child is significant turns on the child’s health or development, his health or development shall be compared with that which could reasonably be expected of a similar child”.   |
| <b>Well-being</b>          | Section 2 of the Social Services and Well-being (Wales) Act 2014 defines well-being as including “welfare” as that word is interpreted for the purposes of the Children Act 1989.  |
| <b>Work-based learning</b> | Work-based learning (WBL) includes apprenticeships and employability programmes that are funded or part-funded by the Welsh Government. For the purpose of this guidance, vocational learning and/or support programmes that are part-funded through the Welsh European Funding Office should also be treated as WBL programmes. |

1. <https://www.ewc.wales/site/index.php/cy/documents-cym/fitness-to-practice-1/1757-j16540-ewc-code-of-professional-conduct-w-web/file.html>
2. <https://llyw.cymru/gweithdrefnau-disgyblu-diswyddo-staff-ysgol>