Polisi Diogelu ac Amddiffyn Plant

Ysgol y Creuddyn

2016 - 2017

Polisi Diogelu ac Amddiffyn Plant Ysgol

Yr athro dynodedig ar gyfer yr ysgol yw Arwel Rol
Y dirprwyon ydy Manon Williams a Dr Meirion Da
Y cyswllt ar y Corff Llywodraethol ydy Mrs Nia Re

'Oherwydd eu cysylltiad dyddiol â phlant unigol yn ystod y tymor ysgol, mae athrawon a staff ysgol eraill mewn sefyllfa arbennig i weld arwyddion allanol o gam-drin, newid mewn ymddygiad neu fethu datblygu.' *(Gweithio gyda'n Gilydd dan Ddeddf Plant 2004).*

Mae Cadw Dysgwyr yn Ddiogel – **Cylchlythyr Llywodraeth Cymru 158/2015 yn nodi:-**

'Dylai pawb sy'n gweithio mewn addysg rannu'r un nodau i gadw plant a phobl ifanc yn ddiogel'.

Rydym yn Ysgol y Creuddyn yn gwneud hyn trwy:

- greu a chadw lleoedd diogel i ddysgu
- nodi ble mae yna bryderon o ran lles, a chymryd camau cywir
- helpu plant a phobl ifanc i fod yn ymwybodol a deall sut i gadw'n ddiogel

Rydyn ni'n cyrraedd y nodau hyn trwy:

- atal pobl anaddas rhag gweithio gyda phlant a phobl ifanc
- cael arferion diogel ar waith
- herio arfer gwael neu anniogel
- nodi pan mae yna fater neu bryder sy'n ymwneud â lles plentyn, a chymryd camau
- cydweithio â gwasanaethau eraill.

Mae Llywodraeth Cymru yn diogelu plant a phobl ifanc trwy sicrhau eu bod yn dilyn gofynion:-

- Deddf Plant 1989
- Deddf Addysg 2002
- Deddf Plant 2004
- Deddf Cydraddoldeb 2010
- Trefniadau Amddiffyn Plant Cymru Gyfan (2008)
- Deddf Gwasanaethau Cymdeithasol a Lles (Cymru) 2014
- Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn 1989 – mae'r rhain yn cynnwys 4 erthygl allweddol sy'n berthnasol i blant ac addysg (Erthygl 12/19/28/29)
- Mesur Hawliau Plant a Phobl Ifanc (Cymru) 2011
- 'Canllawiau Dyletswydd Prevent' i Gymru a Lloegr - ar y ddyletswydd yn y Ddeddf Gwrthderfysgaeth a Diogelwch 2015

PWRPAS POLISI DIOGELU AC AMDDIFFYN PLANT

1.1. Mae polisi amddiffyn plant ysgol gyfan yn un sy'n darparu cyfeiriad clir i staff ac eraill am eu dyletswyddau a'u cyfrifoldebau wrth drin materion amddiffyn plant. Mae polisi effeithiol hefyd yn gwneud yn eglur ymroddiad yr ysgol i ddatblygu ymarfer da a threfniadau cadarn. Mae hyn yn sicrhau y gellir trin pryderon amddiffyn plant yn sensitif, yn broffesiynol ac mewn ffyrdd sy'n cefnogi anghenion y plentyn.

2.1. Mae ein hysgol yn cydnabod yn llawn y cyfraniad y gall ei wneud i amddiffyn plant a chefnogi disgyblion yn yr ysgol. Mae tair prif elfen i'n polisi amddiffyn plant.

a) **Atal** (e.e. awyrgylch ysgol cadarnhaol, addysgu a chefnogaeth fugeiliol i ddisgyblion).

b) **Amddiffyn** (trwy ddilyn trefniadau cytunedig, sicrhau bod staff wedi'u hyfforddi a'u cefnogi i ymateb yn briodol a sensitif i bryderon amddiffyn plant).

c) **Cefnogaeth** (i ddisgyblion a staff ysgol a phlant a all fod wedi'u cam drin).

Mae'r polisi hwn yn berthnasol i'r holl staff a gwirfoddolwyr sy'n gweithio yn yr ysgol a llywodraethwyr. Gall cymhorthwyr cefnogi dysgu, goruchwylwyr amser cinio, gofalwyr, ysgrifenyddion yn ogystal ag athrawon fod y pwynt cyswllt cyntaf ar gyfer datgelu gan blentyn.

3. YMRWYMIAD YR YSGOL

3.1. Rydym yn cydnabod y gall hunan barch uchel, hyder, ffrindiau cefnogol a dulliau clir o gyfathrebu gydag oedolyn y gellir ymddiried ynddo fod o help i'n disgyblion gydag atal a chanfod cam drin. Felly bydd ein hysgol yn:

a) Sefydlu a chynnal ethos ble mae disgyblion yn teimlo'n ddiogel ac yn cael eu hannog i siarad, ac y gwrandewir arnynt.

b) Sicrhau bod disgyblion yn gwybod bod oedolion yn yr ysgol y gallant fynd atynt os ydynt yn pryderu neu mewn anhawster.

c) Cynnwys yn y cwricwlwm weithgareddau a chyfleoedd ar gyfer ABChI, sy'n rhoi'r sgiliau sydd arnynt eu hangen i aros yn ddiogel rhag cam drin. Gellir cael gwybodaeth bellach am y gweithgareddau a'r cyfleoedd hyn gan gydlynwyr ABChI yr ysgol.

d) Cynnwys deunydd yn y cwricwlwm, a fydd yn helpu disgyblion ddatblygu agwedd realistig tuag at fywyd fel oedolyn, yn arbennig ynghylch gofal plentyn a sgiliau rhianta. Gellir cael gwybodaeth bellach am y deunydd hwn gan gydlynwyr ABChI yr ysgol.

e) Sicrhau ble bynnag bo'n bosibl bod pob ymdrech yn cael ei wneud i sefydlu perthynas weithio effeithiol gyda rhieni a chydweithwyr o asiantau eraill.

4. FFRAMWAITH

4.1. Nid yw ysgolion yn gweithio ar ben eu hunain. Mae amddiffyn plant yn gyfrifoldeb pob oedolyn, yn arbennig rhai'n gweithio gyda phlant. Mae datblygu trefniadau priodol a monitro ymarfer da yn gyfrifoldeb y Bwrdd Diogelu Plant Rhanbarthol.

5. SWYDDOGAETHAU A CHYFRIFOLDEBAU

5.1. Mae gan bob oedolyn sy'n gweithio gyda neu ar ran plant gyfrifoldeb i amddiffyn plant. Fodd bynnag, mae pobl allweddol o fewn ysgolion a Gwasanaethau Addysg sydd â chyfrifoldebau penodol o dan drefniadau amddiffyn plant. Mae'r cyfrifoldebau hyn hefyd wedi eu hamlinellu yn 'Cadw Dysgwyr yn Ddiogel' (Cylchlythyr 158/2015) sydd ynghlwm. Mae gan y pennaeth neu'r dirprwy bennaeth neu'r Uwch Swyddog Dynodedig (adnabuwyd yn flaenorol fel y Cydlynydd Amddiffyn Plant) yn ei absenoldeb y cyfrifoldeb hwn o fewn yr ysgol. Mae'n hanfodol bod staff ysgol yn ymwybodol pwy yw'r uwch swyddog dynodedig enwebedig, ac yn gwybod ble mae Trefniadau Amddiffyn Plant Cymru Gyfan i'w cael, ac yn ddelfrydol dylai fod yn ystafell y staff. Dylai pob aelod o staff gael Taflen Amddiffyn Plant (2010). Dylid cyfeirio unrhyw ymholiadau ynghylch y trefniadau neu gyfeiriadau at yr Arweinydd Diogelu Dynodedig.

Dylai holl aelodau o staff ysgol hefyd fod yn ymwybodol o ganllawiau Llywodraeth Cymru ar - **Gwrthsafiad a pharch: Datblygu cydlyniant cymunedol - dealltwriaeth gyffredin ar gyfer ysgolion a'u cymunedau** sy'n nodi'r swyddogaeth sydd gan ysgolion wrth ddatblygu a chefnogi dulliau strategol o hyrwyddo a chynnal cydlyniant cymunedol a dileu eithafiaeth dreisgar (2011).

Yn ystod 2012 bu i Lywodraeth y DU gyhoeddi **Strategaeth Prevent - mae'r manylion yn y 'Ddogfen Cadw Dysgwyr yn Ddiogel' (tudalen 51 a 52).**

5.2. Swyddogaeth yr athro dynodedig yw sicrhau bod trefniadau amddiffyn plant lleol yn cael eu dilyn yn yr ysgol, a gwneud cyfeiriadau perthnasol at yr asiantau a enwyd yn ôl y canllawiau a roddwyd. Hefyd, eu swyddogaeth yw sicrhau bod yr holl staff a gyflogir yn yr ysgol yn ymwybodol o drefniadau mewnol yr ysgol, i gynghori staff a chynnig cefnogaeth i'r rhai sydd ei angen.

Swyddogaeth y pennaeth yw sicrhau bod polisïau amddiffyn plant mewn lle, bod digon o adnoddau ac amser i'r Uwch Swyddog Dynodedig, a bod yr holl staff a gwirfoddolwyr yn deall beth i'w wneud a theimlo'n gyffyrddus i godi pryderon.

5.3. Swyddogaethau a chyfrifoldebau'r llywodraethwr a enwyd sy'n gyfrifol am amddiffyn plant yw sicrhau bod gan yr ysgol bolisi effeithiol, y cydymffurfir â threfn amddiffyn plant, a chefnogi'r ysgol yn yr agwedd hon. Mae'n bwysig nad yw llywodraethwyr yn cael gwybodaeth yn ymwneud â sefyllfaoedd amddiffyn plant penodol i sicrhau nad yw cyfrinachedd yn cael ei dorri.

Mae gan bob corff llywodraethol ddyletswydd i sicrhau fod gan yr ysgol bolisi a threfniadau amddiffyn plant mewn lle ac edrychir arnynt bob blwyddyn; eu bod ar gael i rieni a gofalwyr os ydynt yn gofyn, ar gael mewn fersiwn penodol i ddisgyblion y gallant ei ddeall; cael camau mewn lle i ymdrin ag adroddiadau yn erbyn aelodau o staff; cefnogi staff newydd.

5.4. Mae Arweinydd Diogelu Dynodedig y Gwasanaethau Addysg yn cynghori, cefnogi ac yn trefnu hyfforddiant i'r ysgol ac i'r unigolyn a enwyd yn yr ysgol. Gallant hefyd gyfeirio at y Bwrdd Diogelu Plant Rhanbarthol a chodi pryderon ynghylch trefniadau ar ran yr ysgol.

6. TREFNIADAU

6.1. Byddwn yn dilyn y trefniadau a nodwyd yn Nhrefniadau Amddiffyn Plant Cymru Gyfan ac o fewn taflen Trefniadau Amddiffyn Plant i bob Sefydliad Addysgol a gynhyrchwyd yn Ebrill 2010.

Dilyn y trefniadau a nodir yng nghylchlythyr 002/2013 Llywodraeth Cymru: 'Trefniadau

Disgyblu a Diswyddo ar gyfer Staff Ysgol'

Sicrhau fod trefniadau recriwtio a dethol yn unol â chanllawiau Llywodraeth Cymru, Cylchlythyr 'Cadw Dysgwyr yn Ddiogel' 158/2015.

Sicrhau fod sylw o ran '**Strategaeth Prevent' ar gyfer Lloegr a Chymru - manylion yn y 'Ddogfen Cadw Dysgwyr yn Ddiogel' – ein dyletswydd fel ysgol yn dilyn Deddf Gwrthderfysgaeth a Diogelwch 2015.**

- Hysbysir pob aelod o staff ynghylch trefniadau amddiffyn plant, trwy anwytho, briffio a hyfforddiant ymwybyddiaeth - ac mae staff i gael eu hysbysu'n rheolaidd o bwy yw'r sawl a enwebwyd a'i ddirprwy yn ei absenoldeb.

- Rhaid cael cyfweliad wyneb yn wyneb wrth anwytho staff newydd, yn amlinellu trefniadau a chyfrifoldebau diogelu, a dylid cofnodi a ffeilio'r cyfweliadau hyn yn briodol.

- Hysbysir oedolion eraill sy'n ymweld â'r ysgol (e.e. athrawon peripatetig, staff cefnogi dysgu) o bolisi'r ysgol a'r sawl a enwyd os bydd angen mynegi pryderon.

- Bydd datganiad yn llyfryn yr ysgol yn hysbysu rhieni a gofalwyr am ddyletswyddau a chyfrifoldebau eu hysgol o dan Drefniadau Amddiffyn Plant Cymru Gyfan.

- Hysbysu'r tîm gwasanaeth cymdeithasol lleol os:-

- Yw plentyn sydd ar y gofrestr amddiffyn plant yn cael ei wahardd un ai am gyfnod penodol neu yn barhaol ac

- Os yw plentyn sydd ar y gofrestr amddiffyn plant yn absennol heb eglurhad am fwy na deuddydd o'r ysgol (neu un diwrnod ar ôl y penwythnos)

- Pan fydd disgybl sydd ar y gofrestr amddiffyn plant yn gadael, byddwn yn trosglwyddo gwybodaeth i'r ysgol newydd yn syth ac yn hysbysu'r Gwasanaethau Plant a Theuluoedd a Diogelu.

7. HYFFORDDIANT A CHEFNOGAETH

7.1. Bydd ein hysgol yn sicrhau bod y pennaeth (Dr Meirion Davies), yr uwch athro dynodedig (**Arwel Roberts**) a'r dirprwy (**Manon Williams**) a'r llywodraethwr amddiffyn plant (**Nia Rees Williams**) a enwebwyd yn mynychu'r hyfforddiant priodol i'w swyddogaeth. Bydd yr holl staff yn cael hyfforddiant ymwybyddiaeth yn ystod eu hanwythiad (dylid cofnodi hyn a'i roi ar ffeil) i'r ysgol ac yn achlysurol i ddiweddaru eu gwybodaeth a dealltwriaeth. Bydd cefnogaeth ar gael i staff gan y pennaeth i gychwyn, a chan aelodau eraill o dîm rheoli'r ysgol pan fo pryder neu gwestiynau ynghylch amddiffyn plant. Dylai staff yr ysgol wybod eu cyfrifoldebau personol, a threfniadau lleol cytunedig, bod yn wyliadwrus o ran adnabod achosion o gam-drin a gwybod sut i gefnogi plentyn sy'n datgelu cam-drin.

8. CYFRINACHEDD PROFFESIYNOL

8.1. Mae cyfrinachedd yn fater sydd angen ei drafod a'i ddeall yn llawn gan bawb sy'n gweithio gyda phlant, yn arbennig yng nghyd-destun amddiffyn plant. Unig bwrpas cyfrinachedd yn y cyd-destun hwn yw bod o fantais i'r plentyn. Ni ddylai aelod o staff byth warantu cyfrinachedd i ddisgybl na chytuno gyda'r disgybl i'w gadw'n gyfrinachol, oherwydd

pan fo pryder amddiffyn plentyn mae'n rhaid dweud wrth y sawl a enwyd ac efallai y bydd angen ymchwilio pellach gan yr awdurdodau priodol. Byddai hyn yn arwain at dorri ymddiriedaeth y disgybl mewn oedolion ac efallai beryglu eu lles a diogelwch. Pan fo pryder, bydd y sawl a enwyd (y pennaeth neu'r uwch swyddogion dynodedig (Arwel Roberts a Manon Williams) yn dilyn y drefn a'r canllawiau a gytunwyd yn lleol. Hysbysir staff ar sail 'angen gwybod' yn unig o agweddau perthnasol amddiffyn plentyn. Rhaid i aelod o staff gadw unrhyw wybodaeth mae'n ei gael yn gyfrinachol iddynt eu hunain

9. COFNODION A MONITRO

9.1. Mae cofnodion da yn hanfodol i ymarfer amddiffyn plant da. Mae ein hysgol yn glir ynghylch yr angen i gofnodi unrhyw bryder ynghylch plentyn neu blant yn yr ysgol, statws y cofnodion a phryd ddylid trosglwyddo'r cofnodion hyn i asiantau eraill. Gwneir nodyn ffeil o bryder a godwyd a'r camau a gymerwyd. Cedwir y nodiadau ffeil mewn ffeil gyfrinachol, ar wahân i ffeiliau eraill, yn swyddfa'r ysgol. Yn yr un modd dylai nodiadau gael eu cadw ar unrhyw blentyn sy'n cael ei fonitro am resymau amddiffyn plant.

10. MYNYCHU CYNHADLEDD AMDDIFFYN PLANT

Bydd y pennaeth, **Dr Meirion Davies**, (neu'r uwch swyddog(ion) dynodedig) – **Arwel Roberts** neu **Manon Williams,** yn mynychu cynhadledd amddiffyn plant a gynhaliwyd ynghylch disgybl. Gall staff perthnasol eraill fod gyda'r plentyn (e.e. athro bugeiliol y disgybl) os yw hyn o fantais i'r disgybl. Bydd staff sy'n mynychu'r fath gynadleddau yn cael cynnig cefnogaeth a chynghori priodol pe baent yn ei ddymuno.

11. CEFNOGI DISGYBLION MEWN RISG

11.1. Mae ein hysgol yn cydnabod y gall plant sy'n cael eu cam drin neu'n dystion i drais ei chael yn anodd datblygu ymdeimlad o hunan werth a gweld y byd mewn modd cadarnhaol. Efallai mai'r ysgol hon yw'r unig amgylchedd sefydlog, diogel ac elfen ragweladwy ym mywydau disgyblion mewn risg. Tra yn yr ysgol gall eu hymddygiad barhau i fod yn heriol ac yn herfeiddiol. Mae'n cael ei gydnabod y gall rhai plant sydd wedi profi cam drin droi at gam-drin eraill. Mae hyn yn gofyn am ddull ystyriol, sensitif fel bod y plentyn yn cael y cymorth a'r gefnogaeth briodol.

11.2. Bydd yr ysgol yn ymdrechu i gefnogi disgyblion trwy'r:

a) Cwricwlwm i annog hunan barch a hunan ysgogiad.

b) Ethos ysgol sy'n hyrwyddo amgylchedd cadarnhaol, cefnogol a diogel sy'n rhoi ymdeimlad o barch a gwerth i bob disgybl ac oedolyn.

c) Gweithredu polisïau rheoli ymddygiad ysgol (yn angenrheidiol dan God Ymarfer, Deddf Addysg 2002 – yn cael ei ddiwygio yn bresennol).

d) Dull cyson sy'n cydnabod a gwahanu achos ymddygiad mae'r plentyn yn ei ddangos. Mae hyn yn hanfodol i sicrhau bod pob plentyn yn cael ei gefnogi o fewn yr ysgol.

e) Cyswllt rheolaidd â phobl broffesiynol ac asiantau eraill sy'n cefnogi disgyblion a'u teuluoedd.

f) Ymroddiad i ddatblygu perthynas gynhyrchiol, gefnogol gyda rheini, pan fo o les i'r plentyn i

wneud hynny.

g) Datblygu a chefnogi staff ymatebol a gwybodus, wedi'u hyfforddi i ymateb yn briodol i sefyllfaoedd amddiffyn plant.

11.3 Dylid ystyried y polisi hwn ynghyd â pholisïau cysylltiedig eraill yr ysgol. Dyma'r polisi ar gyfer addysgu ABCh, y polisi ar addysg rhyw a pherthynas, y polisi/canllawiau ar breifatrwydd ac urddas disgyblion, y polisi ar reoli ymddygiad disgyblion, y polisi iechyd a diogelwch, y polisi ar alcohol a cham drin sylweddau, y polisi gwrthfwlio a'r polisi/canllawiau bwyd a ffitrwydd, a'r ddyletswydd ar ysgolion i atal pobl rhag cael eu tynnu mewn i derfysgaeth.

11.4 Cydnabyddwn, yn ystadegol, bod plant gydag anawsterau ymddygiad ag anabledd mewn mwy o berygl o gael eu cam drin. Bydd angen i staff sy'n gweithio, mewn unrhyw fodd, gyda phlant ag anableddau dwys neu luosog, nam synhwyraidd a/neu emosiynol a phroblemau ymddygiad fod yn arbennig sensitif i arwyddion o gam drin. Rhaid pwysleisio hefyd y gall plant mewn cartref ble mae trais domestig, cam drin cyffuriau neu alcohol hefyd fod yn agored i niwed ac angen cefnogaeth neu amddiffyniad.

BWLIO

Mae ein polisi ar fwlio wedi ei osod (mewn dogfen ar wahân/polisi ymddygiad yr ysgol) ac fe'i adolygir yn flynyddol gan y corff llywodraethol.

YMYRRAETH GORFFOROL

Mae ein polisi ar ymyrraeth gorfforol wedi ei osod (mewn dogfen ar wahân) ac fe'i adolygir yn flynyddol gan y corff llywodraethol.

12. YSGOL DDIOGEL, STAFF DIOGEL

- Byddai llawer o'n disgyblion yn cael anhawster yn siarad am y materion hyn ac nid oes gan y rhan fwyaf yr eirfa ar gyfer hyn. Bydd angen i staff fod yn sensitif i ddull y disgybl o gyfathrebu a'u hanghenion addysgu unigol os ydym i ddarparu amgylchedd diogel i'n disgyblion. Wrth ymwneud â disgyblion rhaid i'r holl staff fod yn ymwybodol o'r potensial i gam ddehongli ymdrechion disgyblion i fynegi pryder neu fater amddiffyn plant.

- Dylai staff sy'n gweithio mewn sefyllfa un i un gyda disgybl sicrhau eu bod wedi gosod eu hunain mewn modd fel eu bod yn weladwy a chlywadwy i staff eraill ble gallai fod yna'r posibilrwydd o gam ddehongli eu rhyngweithio â'r disgybl.

- Hysbysir staff am gwnsela a/neu roi cyngor i blant/pobl ifanc ynghylch materion rhywiol trwy bolisi'r ysgol ar addysg rhyw a pherthynas.

- Mae staff yr ysgol yn gyfarwydd gydag Arwyddion o Gam-drin (Atodiad 2)

- Mae staff yr ysgol yn ymwybodol o ddeddfwriaeth megis Protocol Cymru Gyfan ar Reoli Pobl Ifanc sy'n Cyflawni Ymddygiad Rhywiol Niweidiol, Canllawiau Diogelu rhag Ecsploetio Plant yn Rhywiol gan Lywodraeth Cymru, a Llywodraeth EM - Canllawiau Dyletswydd Prevent: **i Gymru a** Lloegr (canllawiau ar gyfer awdurdodau penodol yng Nghymru a Lloegr ar y ddyletswydd yn Neddf Gwrthderfysgaeth a Diogelwch 2015.

- Mae staff ysgol yn gweithio'n galed i gynnal partneriaeth effeithiol â rhieni a gofalwyr,

a dylent fod yn ymwybodol y gall y polisi hwn effeithio ar eu perthynas weithio. Fodd bynnag, byddwn yn cynnal ein hymroddiad i weithio gyda rheini a gofalwyr er lles pob disgybl. Bydd ymdriniaeth sensitif a chefnogol o'r materion hyn, wrth gadarnhau mai'r disgybl sy'n ein gofal yw'r flaenoriaeth gyntaf, yn helpu i gynnal y berthynas weithio hon.

- Cyn cychwyn gweithio mae angen i bob aelod o staff gwblhau gwiriad Datgelu a Gwahardd, sydd wedi cymryd lle archwiliad cofnodion yr heddlu ac archwiliadau'r Swyddfa Cofnodion Troseddol, cyn cychwyn yn eu swydd, ac arwyddo datganiad yn ystod y broses gwneud cais ynghylch dedfrydau'n ymwneud â niweidio plant. Bydd staff sy'n ceisio'n fwriadol i gam arwain yr ysgol ynghylch hyn yn cael eu diswyddo.

- Pan fo aelod o staff yn cael eu cyhuddo o gam drin, bydd hyn yn cael ei ymchwilio'n llawn o dan drefn disgyblu'r ysgol a Rhan 4 Trefniadau Amddiffyn Plant Cymru Gyfan. Dylid ceisio cyngor hefyd gan uwch swyddog Gwasanaethau Addysg ac Arweinydd Diogelu Dynodedig Addysg Conwy. Dylai unrhyw amheuaeth neu honiad o gam drin gael ei gyflwyno i Wasanaeth Plant a Theuluoedd a Diogelu.

Arwyddion o Gam-drin

Ni fwriedir i'r diffiniadau a'r dangosyddion hyn fod yn rhestr gyflawn, ond yn hytrach eu bwriad yw bod yn ganllaw i'ch cynorthwyo. Mae'n bwysig hefyd cofio y gall llawer o blant arddangos rhai o'r dangosyddion hyn ar ryw adeg neu'i gilydd, ac na ddylid ystyried presenoldeb un neu ragor ohonynt fel prawf bod cam-drin yn digwydd. Gall fod rhesymau eraill dros newid mewn ymddygiad megis profedigaeth neu eni babi newydd i'r teulu neu dor-perthynas rhwng rhieni/gofalwyr. Wrth asesu a yw dangosyddion yn gysylltiedig â cham-drin ai peidio, bydd y Gwasanaethau Cymdeithasol wastad eisiau eu deall mewn perthynas â datblygiad y plentyn a'r cyd-destun.

Plant Mewn Angen

Mae camdriniaeth ac esgeulustod yn ddwy ffurf o gam-drin plentyn. Gall rhywun gam-drin neu esgeuluso plentyn naill ai'n uniongyrchol trwy achosi niwed, neu'n anuniongyrchol, drwy fethu â gweithredu i atal niwed. Gall plentyn ddioddef camdriniaeth mewn amgylchedd teulu neu mewn amgylchedd sefydliadol neu gymunedol; gan bobl y maen nhw'n eu hadnabod; neu, yn fwy anaml, gan ddieithryn. Efallai y cânt eu cam-drin gan oedolyn neu oedolion, neu gan blentyn arall neu blant eraill.
Ceir pedwar math o gam-drin plant. Cânt eu diffinio yng Ngweithdrefnau Amddiffyn Plant Cymru Gyfan ac yng nghanllawiau Llywodraeth Cymru *Diogelu Plant*: *Gweithio gyda'n Gilydd o dan Ddeddf Plant 2004* fel a ganlyn:

Cam-drin corfforol

Gall cam-drin corfforol gynnwys taro, ysgwyd, taflu, gwenwyno, llosgi neu sgaldio, boddi, tagu, neu achosi niwed corfforol arall i blentyn. Gall niwed corfforol gael ei achosi hefyd pan fo rhiant neu ofalwr yn ffugio symptomau salwch mewn plentyn, neu'n eu cymell yn fwriadol.

Gall arwyddion o gam-drin corfforol gynnwys:

- cleisio, marciau neu anafiadau ar unrhyw ran o'r corff na ellir eu hesbonio

- nifer o gleisiau - mewn clystyrau, yn aml ar ran uchaf y fraich a'r tu allan i'r glun
- llosgiadau sigarét
- marciau brathu dynol
- esgyrn wedi torri
- sgaldio, gyda marciau tasgu'n mynd at i fyny
- nifer o losgiadau gydag ymyl wedi'i ddiffinio'n glir.

D.S. Bydd rhan fwyaf o blant yn cael toriadau a chleisiau wrth fyw bywyd bob dydd. Dylid dehongli anafiadau bob amser yng ngoleuni hanes meddygol a chymdeithasol y plentyn, ym mha gam datblygiadol y maent ac yng nghyd-destun yr esboniad a roddwyd. Mae'r rhan fwyaf o gleisiau damweiniol i'w gweld dros rannau esgyrnog y corff, e.e. pen-elinau, pen-gliniau, crimogau, ac yn aml ar flaen y corff. Dangosyddion pwysig o gam-drin corfforol yw cleisiau neu anafiadau sydd naill ai heb eu hesbonio neu sy'n anghyson â'r esboniad a roddwyd, neu sy'n weladwy ar rannau 'meddal' y corff lle bo anafiadau damweiniol yn annhebygol, e.e. bochau, abdomen, y cefn a'r pen ôl.

Gall newidiadau mewn ymddygiad hefyd fod yn arwydd o gam-drin corfforol:

- bod ofn i rywun ofyn i'r rhieni am esboniad
- ymddygiad ymosodol neu byliau difrifol o dymer
- cilio pan fo rhywun yn agosáu neu'n eu cyffwrdd
- amharodrwydd i dynnu dillad oddi amdanynt, er enghraifft mewn tywydd poeth
- iselder neu ymddygiad tawedog
- rhedeg oddi cartref

Cam-drin Emosiynol

Cam-drin emosiynol yw mynd ati i gam-drin plentyn yn barhaus yn emosiynol nes achosi effeithiau andwyol difrifol a pharhaus i ddatblygiad emosiynol y plentyn. Gall gynnwys cyfleu i'r plant eu bod yn ddiwerth a bod neb yn eu caru, eu bod yn annigonol, neu yn cael eu gwerthfawrogi yn unig i'r graddau eu bod yn bodloni anghenion person arall. Gall gynnwys rhoi disgwyliadau datblygiadol amhriodol ar blant. Gall gynnwys peri plant i deimlo'n ofnus neu mewn perygl yn aml (h.y. byw mewn amgylchedd ble mae cam-drin domestig) neu gam-fanteisio ar neu lygru plant. Mae rhyw lefel o gam-drin emosiynol ynghlwm ym mhob math o gam-drin plentyn, er y gall ddigwydd ar ei ben ei hun.

Gall newidiadau mewn ymddygiad sy'n arwyddion o gam-drin emosiynol gynnwys:

- ymddygiad niwrotig e.e. pwdu, troelli gwallt, siglo
- methu â chwarae
- bod ofn gwneud camgymeriadau
- nam lleferydd sydyn
- hunan-niweidio
- bod ofn i rywun fynd at riant ynghylch eu hymddygiad
- oedi datblygiadol o ran cynnydd emosiynol

Cam-drin Rhywiol

Mae cam-drin rhywiol yn golygu gorfodi neu hudo plentyn neu berson ifanc i gymryd rhan mewn gweithgarwch rhywiol, nad yw o reidrwydd yn cynnwys lefel uchel o drais, p'un a yw'r plentyn yn ymwybodol o beth sy'n digwydd ai peidio. Gall y gweithgarwch gynnwys cyffwrdd corfforol, gan gynnwys ymosodiad drwy dreiddio (er enghraifft, treisio neu gyfathrach eneuol) neu weithredoedd anhreiddiol megis mastyrbio, cusanu, rhwbio a chyffwrdd y tu allan i'r dillad. Gallent hefyd gynnwys gweithgarwch di-gyffwrdd, megis cynnwys plant wrth edrych

ar, neu gynhyrchu, delweddau rhywiol, gwylio gweithgarwch rhywiol, annog plant i ymddwyn mewn ffyrdd amhriodol yn rhywiol, neu baratoi plentyn i bwrpas rhyw i'w gam-drin (gan gynnwys drwy gyfrwng y rhyngrwyd) a thrwy Gamfanteisio'n Rhywiol ar Blant.

Gall arwyddion cam-drin rhywiol gynnwys:

- poen neu gosi o gwmpas yr organau rhywiol
- cleisio neu waedu o gwmpas yr organau rhywiol
- clefydau a drosglwyddir yn rhywiol
- rhedlif neu haint gweiniol
- poenau stumog wrth gerdded neu eistedd
- Beichiogrwydd

Gall newidiadau mewn ymddygiad sy'n arwyddion o gam-drin rhywiol gynnwys:

- newidiadau sydyn neu anesboniadwy mewn ymddygiad e.e. troi'n ymosodol neu'n dawedog
- bod ofn cael eu gadael â pherson neu grŵp penodol o bobl
- cael hunllefau
- rhedeg oddi cartref
- gwybodaeth rywiol y tu hwnt i'w hoed, neu eu lefel ddatblygiadol
- lluniau neu iaith rywiol
- gwlychu'r gwely
- problemau bwyta megis gorfwyta neu anorecsia
- hunan-niwed neu anffurfio, sydd weithiau'n arwain at roi cynnig ar hunanladdiad
- dweud bod ganddynt gyfrinachau na allant eu dweud wrth unrhyw un
- cam-drin sylweddau
- bod â ffynonellau o arian yn fwyaf sydyn heb esboniad
- ddim yn cael bod â ffrindiau (yn enwedig yn ystod glaslencyndod)
- ymddwyn mewn modd rhywiol tuag at oedolion

Esgeulustod

Esgeulustod yw methiant parhaus i ddiwallu anghenion corfforol a/neu seicolegol sylfaenol y plentyn, sy'n debygol o arwain at amhariad difrifol i iechyd neu ddatblygiad y plentyn. Gall gynnwys rhiant neu ofalwr sy'n methu â darparu digon o fwyd, cysgod a dillad, sy'n methu ag amddiffyn plentyn rhag niwed neu berygl corfforol, neu fethiant i sicrhau mynediad at ofal meddygol neu driniaeth briodol . Gall hefyd gynnwys esgeuluso, neu beidio ag ymateb i anghenion emosiynol sylfaenol y plentyn.

Gall arwyddion corfforol esgeulustod gynnwys:

- eisiau bwyd yn gyson, weithiau'n dwyn bwyd oddi ar blant eraill
- yn fudr neu'n 'drewi' o hyd
- colli pwysau, neu o dan bwysau'n gyson
- dillad anaddas ar gyfer y tywydd.

Gall newidiadau mewn ymddygiad sy'n arwyddion o esgeulustod gynnwys:

- cwyno eu bod wedi blino ar hyd yr amser
- peidio gofyn am gymorth meddygol ac/neu yn methu â mynychu apwyntiadau
- bod â nemor ddim ffrindiau

- crybwyll cael eu gadael ar eu pen eu hunain neu heb eu goruchwylio

13. RÔL GYFEIRIOL
13.1 Rôl gyfeiriol sydd gan yr ysgol, nid rôl ymchwiliol. Cyfrifoldeb y gwasanaethau cymdeithasol a'r heddlu yw ymchwilio i achosion o gam-drin plant a bydd yr ysgol yn gwneud popeth o fewn ei gallu i'w cefnogi a'u cynorthwyo yn y dasg. Bydd yr ysgol hefyd yn gweithio i sefydlu perthynas gydag asiantaethau eraill sy'n hybu dealltwriaeth, ymddiried a hyder er mwyn sicrhau cydweithio effeithiol ymhob achos o gam-drin neu gam-drin posib.

14. SYLFAEN STATUDOL
Fe reolir gwaith ysgol ym maes amddiffyn plant gan: **Dr Meirion Davies / Arwel Roberts**

Canllawiau Amddiffyn Plant Cymru Gyfan 2008

Gweithredir y polisi gyda chefnogaeth **Noella Roberts**.

Argymhellwyd a chadarnhawyd y polisi gan:

UDA

Corff Llywodraethol yr Ysgol

Dyddiad: 15/03/16

CAMAU GWEITHREDU.

Rolau a Chysylltiadau Allweddol

Ysgol y Creuddyn:
01492 544344

Dr Meirion Davies	**Pennaeth**
Mr Arwel Roberts	**Dirprwy Bennaeth (Swyddog Gofal Plant)**
Ms Manon Williams	**Dirprwy Swyddog Gofal Plant**
Miss Gwenno Davies	**Pennaeth Cynorthwyol**
Mr Gethin Davies	**Pennaeth Cynorthwyol**

Awdurdod Addysg Cyngor Bwrdeistref Conwy
01492 575031/2

Sian Pineau	**Rheolwraig Gwasanaethau Cymdeithasol Addysg**
Lowri Gravell	**Seicolegydd Addysg**
Katie Haselgrove	**Gweithiwr Cymdeithasol mewn Addysg**

Gwasanaethau Cymdeithasol Cyngor Bwrdeistref Conwy
01492 575111

Heddlu Gogledd Cymru
101 (mewn argyfwng 999)

PC Meirion Williams	**Heddwas cymunedol yr ysgol**

Corff Llywodraethol Ysgol y Creuddyn

Mrs Nia Williams	**Aelod cyswllt Diogelu.**

Cyngh. Gareth Jones **Cadeirydd y Corff Llywodraethol**

Canllawiau

Mewn achos o bryder.

Dylech roi gwybodaeth i Arwel Roberts neu Manon Williams. Os nad ydynt ar gael, dylid rhoi'r wybodaeth i'r pennaeth Os nad oes 'run o'r tri ar gael, dylid mynd at y Gwenno Davies neu Gethin Davies. NI DDYLID AROS. Mae'n hanfodol bwysig i weithredu ar unwaith, ac mae hyn yn gyfrifoldeb ar bob un ohonom. Os oes gennych unrhyw amheuaeth *(nid ydych angen tystiolaeth)* am ddisgybl, dylech drosglwyddo'r wybodaeth heb oedi. Ni ddylech aros, e.e. i gael mwy o wybodaeth, i gael tystiolaeth.

Os oes disgybl yn dod atoch chi'n bersonol efo rhyw wybodaeth sensitif (e.e. am eich bod yn diwtor dosbarth iddo / iddi) mae'n rhaid dilyn canllawiau:

- Ceisiwch annog y disgybl i gael person arall yn bresennol.
- Ni ddylech roi addewid o gyfrinachedd – rhaid sicrhau fod y disgybl yn deall y byddwch yn gorfod trosglwyddo'r wybodaeth.
- Cadwch gofnod ar bapur o'r hyn sydd yn cael ei ddweud. Dylid gwneud hyn yn syth, a'i drosglwyddo i AR/MW.
- Cofnodwch y ffeithiau, nid eich argraffiadau.
- Ceisiwch beidio dangos emosiwn o unrhyw fath oherwydd fe all hyn rwystro'r disgybl rhag dweud mwy wrthych.
- Sicrhewch mai eich unig rôl ydy i WRANDO ar y disgybl. Peidiwch a gorymateb, na gwneud mwy o'r sefyllfa nag sy'n rhaid.
- Ni ddylech ofyn cwestiynau caeedig. Peidiwch a rhoi geiriau yn eu cegau.
- Peidiwch a bod yn feirniadol – mae pawb yn wahanol!
- Peidiwch a rhoi addewid y bydd 'rhywbeth yn cael ei wneud'.
- Cadwch unrhyw luniau, nodiadau disgyblion.

Y Gwasanaethau Cymdeithasol sydd yn gweithredu.
Cyfeirio yn unig y byddwn ni'n wneud.

Honiadau yn erbyn oedolion sy'n gweithio gyda phlant

Os caiff honiad amddiffyn plant ei wneud yn erbyn aelod o staff, rhaid i'r person a gafodd yr honiad hwnnw drosglwyddo manylion y pryder i'r Pennaeth yn syth, neu, yn absenoldeb y Pennaeth, i aelod o staff sydd â chyfrifoldebau Pennaeth. Yna, bydd y Pennaeth yn cysylltu â'r Gwasanaethau Cymdeithasol a'r Awdurdod Addysg Lleol.

Os caiff honiad amddiffyn plant posibl ei wneud yn erbyn y Pennaeth, bydd yn rhaid i'r aelod o staff a gafodd yr honiad hwnnw gysylltu â'r aelod cyswllt o'r Corff Llywodraethol neu gadeirydd y Corff Llywodraethol. Bydd yr aelod yn cysylltu â Gwasanaethau Cymdeithasol a'r Awdurdod Addysg Lleol. Os na fedrir cysylltu gyda'r aelod cyswllt neu'r cadeirydd yn dylid cysylltu'n uniongyrchol a'r Gwasanaethau Cymdeithasol a'r Awdurdod Addysg Lleol.

School Child Protection Policy

Ysgol y Creuddyn

2016 - 2017

School Child Protection Policy

'Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.'
(Working Together under the Children Act 2004

Keeping Learners Safe – ***Welsh Government Circular 158/2015 states:-***

'Everyone who works in education should share the same goals to keep children and young people safe'. *We do this by:-*

- *creating and keeping safe places to learn*
- *Identifying where there are welfare concerns and taking the right action*
- *Helping children and young people to be aware and understand how to stay safe*

We reach these goals by:-

- *Stopping unsuitable people working with children and young people*
- *Having safer practice in place*
- *Challenging poor or unsafe practice*
- *Identifying when there's an issue or concern about a child's welfare and taking actions*
- *Working together with other services*

Welsh Government safeguard children and young people by making sure they follow requirements of:-

- The Children Act 1989
- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- All Wales Child Protection Procedures (2008)
- Social Services & Wellbeing (Wales) Act 2014
- United Nations Convention on the Rights of the Child (UNCRC) 1989 – these include 4 key articles relevant to children and education (Article 12/19/28/29)
- The Rights of Children & Young Persons (Wales) Measure 2011
- 'Prevent Duty Guidance' for England & Wales – on the duty in the Counter Terrorism and Security Act 2015

1. PURPOSE OF A CHILD PROTECTION POLICY

1.1. An effective whole-school child protection policy is one which provides clear direction to staff and others about their duties and responsibilities in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good

practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

2.1. Our school fully recognises the contribution it can make to protect children and support pupils in school. There are three main elements to our child protection policy.

a) Prevention (eg positive school atmosphere, teaching and pastoral, support to pupils).

b) Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).

c) Support (to pupils and school staff and to children who may have been abused).

This policy applies to all staff and volunteers working in the school and governors. Learning Support Assistants, mid-day supervisors, caretakers, secretaries as well as teachers can be the first point of disclosure for a child.

3. SCHOOL COMMITMENT

3.1. We recognize that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult can help with the prevention and identification of child abuse. Our school will therefore:

a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.

b) Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.

c) Include in the curriculum activities and opportunities for PSHE, which equip pupils with the skills they need to stay safe from abuse. Further information about these activities and opportunities can be obtained from the school's PSHE coordinators.

d) Include in the curriculum material, which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills. Further information about this material can be obtained from the school's PSHE coordinators.

e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

4. FRAMEWORK

4.1. Schools do not operate in isolation. Child protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Regional Safeguarding Childrens Board.

5. ROLES AND RESPONSIBILITIES

5.1. All adults working with or on behalf of children have a responsibility to protect children. There are, however; key people within schools and the Education Services who have specific responsibilities under child protection procedures. These responsibilities are also outlined in ‘Keeping Learners Safe (Circular 158/2015) which is attached. The Head teacher or in his/her absence the deputy headteacher or Designated Senior Person (previously known as the Child Protection Co-ordinator) have this responsibility within schools. It is essential school staff

should be made aware of who the nominated Designated Senior Persons are, and be informed where the All Wales Child Protection Procedures are situated, which ideally should be in the staff room. All members of staff should also be in receipt of the small Child Protection Leaflet (2010). Any queries regarding procedures or referrals should be directed at the Designated Safeguarding Lead for Education.

All members of school staff should also be made aware of the Welsh Governments published guidance on – **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 (2011).

During 2012 the UK Government launched a refocused **Prevent Strategy – details of which can be found in the 'Keeping Learners Safe Document' (page 51, & 52).**

5.2. It is the role of the designated teacher to ensure that local child protection procedures are followed within the school, and to make relevant referrals to the named agencies according to the guidance given. Additionally, it is their role to ensure all staff employed within the school is aware of the schools internal procedures, to advice staff and to offer support to those requiring this.

It is the role of the Head Teacher to make sure that child protection policies are in place, that there are enough resources and time for the Designated Senior Person, and that all staff and volunteers understand what to do and feel able to raise concerns.

5.3. The roles and responsibilities of the named governor responsible for child protection are to ensure that the school has an effective policy, that child protection procedures are complied with, and to support the school in this aspect. It is important that governors are not given details relating to specific child protection situations to ensure confidentiality is not breached.

Each Governing Body has a duty to ensure that the school has a child protection policy and procedures in place that are looked at every year; these are available to parents and carers if they ask; are available in a youth friendly version that pupils can understand; have steps in place to deal with reports against members of staff; support new staff.

5.4. The Education Services Designated Safeguarding Lead provides advice, support, and arranges the training to the school and to the schools named person. They can also make referrals to the Regional Safeguarding Childrens Board and can raise concerns about procedures on behalf of the school.

6. PROCEDURES

6.1. We will follow the procedures set out in the All Wales Child Protection Procedures and the within the Child Protection Procedures produced for all Education Services in April 2010 in leaflet form.

Adhere to the procedures set out in the Welsh Government circular 002/2013: 'Disciplinary and Dismissal Procedures for School Staff'

Ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance, 'Keeping Learners Safe' Circular 158/2015

Pay due regard to the 'Prevent Duty Guidance' for England & Wales – the duty in the Counter Terrorism and Security Act 2015.

- All Staff are kept informed about child protection procedures, through induction, briefings and awareness training – and staff are to be kept informed regularly who the nominated person is and his/her deputy in his/her absence

- There needs to be a face to face interview on induction for new staff, outlining safeguarding procedures and responsibilities, and these interviews should be recorded and filed appropriately

- Other adults visiting the school (e.g. peripatetic teachers, learning support staff) will be advised of the schools policy and the named person to whom they should raise any concerns with.

- A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under the All Wales Child Protection Procedures.

Notify the local social service team if:-

- A pupil on the child protection register is excluded either for a fixed term or permanently and

- If there is an unexplained absence of a pupil on the child protection register for more than two days from the school (or one day following a weekend)

- When a pupil on the child protection register leaves we will transfer information to the new school immediately and inform Children & Family & Safeguarding Service.

7. TRAINING AND SUPPORT

7.1. Our school will ensure that the head teacher **(Dr Meirion Davies),** the senior designated teacher (Arwel Roberts), and the deputy **(Manon Williams)** and the nominated governor for child protection **(Mrs Nia Rees Williams)** attend training relevant to their role. All staff will undertake awareness raising training during their induction (this should be recorded and put on file) into the school and periodically to refresh and update their knowledge and understanding. Support will be available for staff from the headteacher in the first instance, and from other members of the school's management team where there are concerns or queries about child protection. School staff should know their personal responsibilities, and agreed local procedures, be vigilant in identifying cases of abuse, and know how to support a child who discloses abuse.

8. PROFESSIONAL CONFIDENTIALITY

8.1. Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with the pupil to keep a secret, as where there is a child protection concern this must be reported to the named person and may require further investigation by appropriate authorities. This would lead to a breakdown in trust of adults by the pupil and could potentially compromise their wellbeing and safety. The named person (the headteacher or designated senior person in our school) will invoke the local agreed guidelines and procedures, where there is a cause for concern. Staff will be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves.

9. RECORDS AND MONITORING

9.1. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. A file note will be made of the concern raised and action taken. These file notes are kept in a confidential file, which is separate to other files, in the school's office. In the same way notes must be kept of any pupil who is being monitored for child protection reasons.

10. ATTENDANCE AT CHILD PROTECTION CONFERENCES

The headteacher, **(Dr Meirion Davies**), or designated senior person/s **(Arwel Roberts or Manon Williams)** would attend a child protection conference called in respect of a pupil. He/she may be accompanied by other relevant staff (eg the pupil's pastoral teacher) if this is of benefit to the pupil. Staff attending such conferences will be offered support and access to appropriate counselling if they wish to receive this.

11. SUPPORTING PUPILS AT RISK

11.1. Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

11.2. This school will endeavour to support pupils through:

a) The curriculum to encourage self-esteem and self-motivation.

b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.

c) The implementation of school behaviour management policies (required under the Code of Practice, 2002 Education Act – currently under revision)

d) A consistent approach, which recognizes and separates the cause of behavior from that which the child displays. This is vital to ensure that all children are supported within the school setting.

e) Regular liaison with other professionals and agencies that support the pupils and their families.

f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.

g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

11.3 This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSE, the policy on sex and relationships education, the policy/guidelines for privacy and dignity of our pupils, the policy for management of pupils' behaviour, the health and safety policy, alcohol and substance misuse policy, anti-bullying policy, and food & fitness policy/guidelines, and the duty on schools to prevent people from

being drawn into terrorism.

11.4 We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

BULLYING

Our Policy on bullying is set out in (a separate document/the school's behaviour policy) and is reviewed annually by the governing body.

PHYSICAL INTERVENTION

Our policy on physical intervention is set out (a separate document) and is reviewed annually by the governing body.

12. SAFE SCHOOL, SAFE STAFF

- Many of our pupils would have difficulty in talking about these issues and most lack the vocabulary for this. Staff will need to be sensitive to the pupil's preferred style of communication and their individual special needs if we are to be able to provide a safe environment for our pupils. When engaging with pupils all staff must be aware of the potential for misinterpreting our pupils' efforts to raise a child protection concern or issue.

- Staff working in a one-to-one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a pupil.

- School staff are informed about counselling and/or giving advice to children/ young people about sexual matters through the school policy on sex and relationships education.

- School staff are familiar with the Signs of Abuse (Appendix 2)

- School staff are aware of legislation such as the All Wales Protocol for the Management of Young People Engaged in Sexually Harmful Behaviour; the Child Sexual Exploitation Safeguarding Guidance from Welsh Government, and the HM Government – Prevent Duty Guidance: for England & Wales (guidance for specified authorities in England & Wales on the duty in the Counter-Terrorism and Security Act 2015.

- School staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship.

- All staff are required to complete a Disclosure and Barring check, which has replaced the Police Records and CRB checks, prior to taking up their appointment, and to sign a declaration regarding convictions relating to the harm of children during their application process. Staff who deliberately seeks to mislead the school in respect of this will be subject to dismissal.

- Where a member of staff is subject to an accusation of abuse, this will be fully investigated under the school's disciplinary procedures and All Wales Child Protection Procedures Part 4. Advice should also be sought from a Senior Officer in Education Services and Conwy's Education Designated Safeguarding Lead. Any suspected or alleged abuse must be reported to Children & Family & Safeguarding Service or the Police.

Signs of Abuse

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, Social Services will always want to understand them in relation to the child's development and context.

Children in Need

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing 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. They may be abused by an adult or adults, or another child or children.
There are four types of child abuse. They are defined in the All Wales Child Protection Procedures and Welsh Government guidance *Safeguarding Children: Working Together Under the Children Act 2004* as follows:

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 may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

The physical signs of abuse may include:

- 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.

N.B. Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbow, knees, shins, and are often on the front of the body. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e g, cheeks, abdomen, back and buttocks.

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 or withdrawn behaviour
- running away from home.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment 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 (i.e. living in a domestic abuse environment**)** or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Changes in behaviour which can indicate emotional abuse include:

- 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

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) and through Child Sexual Exploitation.

The physical signs of sexual abuse may include:

- 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
- bedwetting
- 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
- substance or drug abuse
- suddenly having unexplained sources of money not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

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.

The physical signs of neglect may include:

- 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

13. DIRECTIVE ROLE

13.1 The school has a directive role, not an investigative role. It is the responsibility of the social services and the police to investigate cases of child abuse and the school will do everything in its power to support and help them in their task. The school will also work to establish a relationship with other agencies that promote understanding, trust and confidence in order to ensure effective co-operation in every case of abuse or possible abuse.

14. STATUTORY BASIS

The school's work in the field of child protection is governed by:
Dr Meirion Daveis / Arwel Roberts

All Wales Child Protection Procedures 2008

This policy is implemented with the support of **Noella Roberts**.

The policy was recommended and endorsed by:

SLT

School Governing Body

Date: 15/03/16

ACTIONS TO TAKE.

Key Roles and links

Ysgol y Creuddyn:
01492 544344

Dr Meirion Davies	**Head**
Mr Arwel Roberts	**Deputy head (Child Welfare Officer)**
Ms Manon Williams	**Deputy Child Welfare Officer**
Miss Gwenno Davies	**Assistant Head**
Mr Gethin Davies	**Assistant Head**

Conwy Borough County Council Education Department
01492 575031/2

Sian Pineau	**Education Social Service Manager**
Lowri Gravell	**Educational Psychologist**
Katie Haselgrove	**Education Social Worker**

Conwy Borough County Council Social Services
01492 575111

North Wales Police
101 (emergency 999)

PC Meirion Williams	**School community policeman**

Ysgol y Creuddyn Governing Body

Mrs Nia Williams	**Safeguarding link.**
Cyngh. Gareth Jones	**Chair.**

Guidelines

If any concerns arise.

Inform Arwel Roberts or Manon Williams. If they are not available, information should be passed on to the to the headteacher. If none of the three are available the matter should be passed on to Gwenno Davies or Gethin Davies. DO NOT DELAY. It is vitally important to take immediate action, and this is a responsibility for all staff. If you have any concerns (you do not need evidence) about a pupil, you should convey the information without delay. Do not wait, eg for more information, to obtain evidence

If a pupil comes to you personally with some sensitive information (eg because you are his/her class tutor) you must follow these guidelines:

- Try to encourage the pupil to have another person present.
- You should not give a promise of confidentiality – you must ensure that the pupil understands that you have to pass the information.
- Keep a record on paper of what is being said. This should be done immediately, and handed over to AR / MW.
- Record the facts, not your impressions.
- Try not show any kind of emotion because this can stop the pupil from telling you more.
- Your only role is to LISTEN to the pupil. Do not overreact, or make more of the situation than is necessary.
- You should not ask closed questions. Do not put words in their mouths.
- Do not be judgmental - everyone is different !
- Do not promise that 'something is being done'.
- Keep any pupils' pictures, notes pupils

.

It is the Social Services who will ultimately act.
Our role is a referral one.

Allegations against adults who work with children

If a child protection allegation is made against a staff member, the person who received the allegation must transfer details of these concerns immediately to the Headteacher, or, in the absence of the Head, the staff member who is the Headteacher in charge. The Head should contact Social Services and the Local Education Authority.

If potential child protection allegations are made against the Head, the staff member who received the allegation should contact the Governing Body safeguarding link or the chair of the Governing Body. The Governing Board member will contact Social Services and the Local Education Authority. If neither the chair or safeguarding link can be contacted the member of staff should directly contact Social Services and the Local Education Authority.

ACTIONS TO TAKE.

Key Roles and links

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01492 544344

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Mr Arwel Roberts	**Deputy head (Child Welfare Officer)**
Ms Manon Williams	**Deputy Child Welfare Officer**
Miss Gwenno Davies	**Assistant Head**
Mr Gethin Davies	**Assistant Head**

Conwy Borough County Council Education Department
01492 575031/2

Sian Pineau	**Education Social Service Manager**
Lowri Gravell	**Educational Psychologist**
Katie Haselgrove	**Education Social Worker**

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<u>North Wales Police</u>
101 (emergency 999)
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