



Polisi Diogelu ac Amddiffyn Plant

2018 - 2019

Mabwysiadwyd gan y Corff Llywodraethol :

Llofnod y Cadeirydd: Dyddiad:

Llofnod y Pennaeth: Dyddiad:

Dyddiad Adolygu:

Polisi Diogelu ac Amddiffyn Plant

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Bydd y polisi ar gael yn Y Gragen i'r holl staff, a bydd yr holl staff yn arwyddo i nodi eu bod wedi ei ddarllen a deall ei gynnwys.

Mae pawb yn y Gwasanaethau Addysg yn rhannu'r nod o helpu i gadw plant a phobl ifanc yn ddiogel.

'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 a datblygu.' (*Gweithio gyda'n Gilydd dan Ddeddf Plant 2004*).

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 gwneud hyn trwy:

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- *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*

Rydym yn 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
- Adran 175 Deddf Addysg 2002
- 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
- Cylchlythyr Rhif 009/2014 Llywodraeth Cymru Diogelu Plant mewn Addysg - Ymdrin â honiadau o gam-drin yn erbyn athrawon a staff eraill

1. PWRPAS POLISI DIOGELU/AMDDIFFYN PLANT

Mae polisi amddiffyn plant ysgol gyfan effeithiol yn un sy'n darparu cyfeiriad clir i staff ac eraill am eu dyletswyddau a'u cyfrifoldebau wrth ymdrin â materion DIOGELU AC 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 DIOGELU/amddiffyn plant yn sensitif, yn broffesiynol ac mewn ffyrdd sy'n cefnogi anghenion y plentyn.

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 bugeiliol, cefnogaeth 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 i gynnwys llywodraethwyr, cymhorthwyr cefnogi dysgu, goruchwylwyr amser cinio, gofalwyr, staff gweinyddol yn ogystal ag athrawon, gall unrhyw un fod y pwynt cyswllt cyntaf ar gyfer datgelu gan blentyn.

Yn ogystal â bod yn berthnasol i'r rhestr o bobl a nodir uchod, mae'n gosod rhwymedigaeth bersonol arnynt:-

RHAID i holl staff gofnodi a dweud ynghylch unrhyw faterion, pryderon neu amheuon amddiffyn plant wrth yr Arweinydd Diogelu Dynodedig, cyn gynted ag y mae'n ymarferol bosib ac mewn unrhyw achos, o fewn 24 awr wrth y Gwasanaeth Plant a Theuluoedd (rhif ffôn ar dudalen flaen y polisi hwn).

2. YMRWYMIAD YR YSGOL

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 plant 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.
- f) Sicrhau cydymffurfiaid â'r cwricwlwm newydd a'r agenda Ace yng Nghymru trwy fynychu hyfforddiant priodol a sicrhau dull gydlynedig wedi ei seilio ar dystiolaeth o ran sut rydym yn gweithio yn ein hysgolion trwy wneud y defnydd gorau o wasanaethau sydd ar gael i gefnogi iechyd a lles ein disgyblion.

3. FFRAMWAITH

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.

4. SWYDDOGAETHAU A CHYFRIFOLDEBAU

4.1. Diogelu Cyffredinol - 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 Unigolyn Dynodedig (adnabuwyd yn flaenorol fel y Cydlynnydd Amddiffyn Plant) yn ei absenoldeb y cyfrifoldeb hwn mewn ysgolion. Bydd y pennaeth yn sicrhau bod staff ysgol yn ymwybodol o bwy yw'r uwch unigolyn dynodedig enwebedig, ac yn gwybod ble mae Gweithdrefnau Amddiffyn Plant Cymru Gyfan. Dylai pob aelod o staff gael Taflen Amddiffyn Plant (2010). Dylid cyfeirio unrhyw ymholiadau ynghylch y trefniadau neu gyfeiriadau at yr Arweinydd Diogelu Dynodedig Addysg.

4.2. 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.

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

4.4. 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 ein corff llywodraethol yn sicrhau fod gan yr ysgol bolisi a threfniadau amddiffyn plant mewn lle ac edrychir arnynt bob blwyddyn; eu bod ar gael i rieni a gofalu 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 a chefnogi staff newydd.

4.5. Mae Arweinydd Diogelu Dynodedig y Gwasanaethau Addysg yn cynghori, cefnogi ac yn sicrhau y dilynir hyfforddiant priodol. Gallant hefyd gyfeirio at y Bwrdd Diogelu Plant Rhanbarthol a chodi pryderon ynghylch trefniadau ar ran yr ysgol.

4.6 Radicaleiddio – Mae'r holl aelodau o staff 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).**

- Fel rhan o'n dyletswyddau diogelu ac amddiffyn plant parhaus rydym yn hollol gefnogol o *Strategaeth Prevent* y llywodraeth.
- O 1 Gorffennaf 2015 mae gan bob ysgol ddyletswydd o dan adran 26 Deddf Gwrth-derfysgaeth a Diogelwch 2015, i weithredu ei swyddogaethau i "roi sylw priodol i'r angen i atal pobl rhag cael eu tynnu mewn i derfysgaeth". Gelwir y ddyletswydd hon yn *Dyletswydd Prevent i Ysgolion*.
- Mae'r *canllawiau statudol* yn cyfeirio at bwysigrwydd hyfforddiant ymwybyddiaeth *Prevent* i alluogi staff i adnabod plant mewn risg o gael eu tynnu mewn i derfysgaeth ac i herio syniadau eithafol. Mae'r Swyddfa Gartref wedi datblygu hyfforddiant craidd i'r perwyl hwn – Gweithdy i Godi Ymwybyddiaeth o Prevent (WRAP). Mae ein holl staff allweddol wedi cael sesiynau hyfforddiant WRAP gan Heddlu Gogledd Cymru ar beth yw *Prevent* a sut i ddelio gydag unrhyw faterion a welant yn yr ysgol neu du allan i'r ysgol.

4.7 Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) - Mae bob aelod o staff yn ymwybodol o'r ddeddf hon, a weithredwyd ers Ebrill 2016. Mae'r ddeddf yn newid y ffordd mae'r gwasanaethau cymdeithasol yn gweithio. Mae lles yn sylfaen i'r system gyfan, gan gysylltu gyda'r rôl y gall ymyrraeth gynnwys ac atal eu chwarae wrth hyrwyddo lles. Mae diwygiadau diogelu o dan y ddeddf hon yn

cynnwys fframwaith cyfreithiol cryfach ar gyfer diogelu plant ac oedolion bregus. Mae'r ddeddf yn atgyfnerthu trefniadau diogelu sy'n bodoli ar gyfer plant trwy gyflwyno dyletswydd newydd i ddweud wrth yr awdurdod lleol ynghylch unrhyw blentyn yr amheuir sydd mewn risg o, neu'n cael ei gam-drin neu ei esgeuluso, gan gynnwys oedolion bregus.

Mae atal ac ymyrraeth gynnar yn hanfodol i ddeiliannau llwyddiannus wrth gefnogi teuluoedd, yn arbennig rhai sydd ag anghenion cymhleth. Mae cydweithrediad ar draws yr ysgol yn gwneud gwir wahaniaeth.

4.8 Ddeddf Trais yn erbyn Merched, Cam-drin Domestig a Thrais Rhywiol (Cymru) 2015

Mae'r ddeddf yn ddarn o ddeddfwriaeth bwysig iawn, yn torri tir newydd fel y gyfraith gyntaf o'i math yn y DU. Cafodd y ddeddf Gydsyniad Brenhinol ar 29 Ebrill 2015 ac yn ceisio gwell ymateb ar y cyd gan y sector cyhoeddus, arweinyddiaeth gryfach a ffocws mwy cyson ar y ffordd rydym yn mynd i'r afael â'r materion hyn yng Nghymru a helpu dioddefwyr, ond yn bwysicach mae'n ceisio stopio'r cam-drin rhag digwydd yn y lle cyntaf.

Mae'r ddeddf yn canolbwyntio ar addysg; bydd angen i Awdurdodau Lleol adrodd ar sut maent yn mynd i'r afael â'r materion hyn, gan gynnwys yn yr ysgolion, er enghraifft trwy wersi ar berthnasau iach. Mae'r ddeddf hefyd yn rhoi grymoedd i Weinidogion Cymru i gyhoeddi dogfennau canllaw i helpu awdurdodau perthnasol i gyfarfod amcanion y ddeddf. Bydd y rhain yn cynnwys: y Fframwaith Hyfforddiant Cenedlaethol, Ask and Act, Comisiynu, Cyflawnwyr, Pobl Hŷn a Chydweithio Aml Asiantaeth.

Mae'r ddeddf yn ymdrin â cham-drin domestig a thrais rhywiol yn erbyn pob un yng Nghymru, waeth beth yw eu rhyw neu dueddfryd rhywiol, mae hefyd yn ymdrin â thrais yn erbyn merch neu ddyn yn codi yn uniongyrchol neu'n anuniongyrchol o werthoedd, credoau neu arferion yn ymwneud â rhyw (gender) neu dueddfryd rhywiol. Nid oes cyfyngiad oed ar y ddeddf felly mae plant sy'n gweld neu'n profi trais neu gamdriniaeth a phobl hŷn wedi eu cynnwys.

Yn ein hysgol mae gennym(nodwch beth rydych wedi ei wneud i ymdrin â'r mater hwn e.e. mynychu hyfforddiant, cwblhau'r modiwl Hwb, gofyn i Brosiect Sbectwm a gomisiynwyd gan Lywodraeth Cymru ddod i'r ysgol) etc.

5. TREFNIADAU

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.

Rhoi sylw priodol i 'Ganllawiau Dyletswydd Prevent' i Gymru a Lloegr - y ddyletswydd yn y Ddeddf Gwrthderfysgaeth a Diogelwch 2015.

Rhoi sylw priodol i unrhyw ddeddfwriaeth benodol newydd arall sy'n dod i rym.

- 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.

- Bydd bob aelod o staff yn cael cyfweiliad wyneb yn wyneb wrth anwytho staff newydd, yn amlinellu trefniadau a chyfrifoldebau diogelu, a dylid cofnodi a ffeilio'r cyfweiliadau 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 gofalmwr 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.
 - Cyfeirio unrhyw bryderon amddiffyn plant yn syth i'r adrannau priodol
 - Cyfeirio unrhyw bryderon mewn perthynas ag oedolyn bregus (ee rhiant) yn syth

6. HYFFORDDIANT A CHEFNOGAETH

Bydd ein hysgol yn sicrhau bod y pennaeth; (sef yr uwch unigolyn dynodedig neu'r sawl a enwyd fel arfer), un aelod arall o staff enwebedig a'r llywodraethwr amddiffyn plant a enwebwyd yn mynychu'r hyfforddiant priodol i'w swyddogaeth yn flynyddol. 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 ddiweddarau 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 wyladwrus o ran adnabod achosion o gam-drin a gwybod sut i gefnogi plentyn sy'n datgelu cam-drin.

Disgwylir i holl staff rheng flaen gwblhau modiwlau e-ddysgu trwy hwb yn flynyddol, yn ôl cyfarwyddyd y Gwasanaethau Addysg a'r Uwch Unigolyn Dynodedig. Disgwylir i'r holl staff cefnogi gwblhau hyfforddiant bob tair blynedd i ddiweddarau eu gwybodaeth a'u sgiliau.

Gallai staff sy'n gweithio yn yr ysgol, sydd wedi bod yn gysylltiedig â phlentyn sydd wedi cael niwed, neu'n ymddangos yn debygol o ddioddef niwed, deimlo bod y sefyllfa yn peri gofid iddynt a/neu yn anodd yn broffesiynol ac yn foisol. Bydd staff yn cael cefnogaeth un ai yn ystod eu sesiwn goruchwyllo a allai ystyried cefnogaeth bellach gan unigolyn dynodedig yr ysgol, arweinydd diogelu yr awdurdod lleol a/neu iechyd galwedigaethol ac AD.

Gall uwch unigolion dynodedig hefyd gael cefnogaeth gyfoed trwy'r grŵp Cymuned Ymarfer Da, sy'n hwyluso cefnogaeth rwydweithio gan arweinwyr eraill a staff ALL.

7. CYFRINACHEDD PROFFESIYNOL

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 unigolyn dynodedig yn ein hysgol) 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.

8. Honiadau yn erbyn Aelodau o Staff

Bydd yr ysgol yn dilyn Cylchlythyr Rhif 009/2014 Llywodraeth Cymru – Diogelu Plant mewn Addysg – Ymdrin â honiadau o gam-drin yn erbyn athrawon a staff eraill.

Bydd y pennaeth a'r uwch unigolyn dynodedig yn sicrhau eu bod yn hollol ymwybodol o'r ddeddfwriaeth a'r canllawiau perthnasol mewn perthynas â'r gweithdrefnau angenrheidiol pan wneir honiad yn erbyn gweithiwr proffesiynol (mae'r canllawiau ar www.wales.gov.uk).

Mae'r holl staff yn deall a byddent yn dilyn y gweithdrefnau pe byddai honiad yn cael ei wneud yn erbyn unrhyw aelod o staff ac yn achos y pennaeth, byddent yn hysbysu'r llywodraethwr sy'n gyfrifol am ddiogelu/cadeirydd y llywodraethwyr.

9. Rhannu Pryderon:

Dylid dilyn polisi rhannu pryderon yr ysgol.

Llywodraethwr rhannu pryderon: os nad ydych yn teimlo eich bod yn gallu dilyn polisi rhannu pryderon yr ysgol ond yn parhau i fod yn bryderus rhaid i chi drafod eich pryderon gyda chorff priodol. Yn y sefyllfa hon gallwch gysylltu â'r Awdurdod Lleol, yr heddlu, gwasanaethau cymdeithasol neu linell gymorth NSPCC.

10. COFNODION A MONITRO

Mae cofnodion da yn hanfodol i ymarfer DIOGELU/amddiffyn plant da. Mae ein hysgol yn glir ynghylch yr angen i gofnodi unrhyw bryder ynghylch plentyn/plant, DIGWYDDIAD NEU DDATGUDDIAD o fewn yr ysgol, statws y cofnodion a phryd ddylid trosglwyddo'r cofnodion hyn i asiantau eraill. Gwneir COFNOD o bryder a godwyd a'r camau a gymerwyd. Cedwir y COFNODION hyn mewn modd cyfrinachol a DIOGEL.

11. RECRIWTIO MWY DIOGEL

Mae'r ysgol yn ymroddedig i egwyddorion recriwtio mwy diogel, ac, fel rhan o hynny, yn mabwysiadu trefn recriwtio sy'n helpu i atal, gwrthod a/neu adnabod pobl a allai gyflwyno risg i blant. Dilynr prosesau recriwtio diogel yn unol â Chanllawiau Cadw Dysgwyr yn Ddiogel Llywodraeth Cymru 158/2015, pennod 5.

Bydd pob aelod perthnasol o staff a llywodraethwyr sy'n ymwneud â recriwtio yn dilyn hyfforddiant recriwtio yn fwy diogel. Bydd yr ysgol yn sicrhau bod o leiaf un aelod o unrhyw banel penodi wedi dilyn yr hyfforddiant uchod.

Bydd yr ysgol yn sicrhau bod prosesau recriwtio mwy diogel yn gadarn o ran GDG, asesiadau risg, deunydd cyhoeddusrwydd, gwefan recriwtio, hysbysiaidau, gwybodaeth am ymgeiswyr etc. Bydd yr ysgol yn dilyn Gweithdrefnau Recriwtio yr Awdurdod Lleol a Chanllawiau Recriwtio Mwy Diogel Llywodraeth Cymru.

12. YSGOL DDIOGEL, STAFF DIOGEL

- Efallai y bydd llawer o'n disgyblion yn cael anhawster siarad am faterion sensitif ac nid oes gan rai yr eirfa ar gyfer hyn. Rhaid i/bydd staff yn ymwybodol o hoff ddull y disgybl o gyfathrebu a'u hanghenion arbennig unigol os ydym i ddarparu amgylchedd diogel i'n disgyblion. Wrth ymwneud â disgyblion rhaid/bydd yr holl staff fod yn ymwybodol o'r potensial i gam ddehongli ymdrechion ein 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 gwrsela 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 1)
- 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 Camfanteisio'n Rhywiol ar Blant 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 rhieni 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 neu'r heddlu.

13. Cod Ymddygiad Staff

Disgwylir i holl staff (rhai a delir a rhai gwirfoddol) ddilyn y cod ymddygiad o ran eu cysylltiad gyda disgyblion a'u teuluoedd. Mae'r Safonau Addysgu yn disgwyl i bob athro ddiogelu lles plant a chynnal ymddiriedaeth y cyhoedd yn y proffesiwn addysgu fel rhan o'u dyletswyddau proffesiynol. Bydd plant yn cael eu trin gyda pharch ac urddas ac ni chaniateir unrhyw gosbau, cadw, ataliaeth, sancsiynau neu wobrau y tu hwnt i'r rhai a nodir ym Mholisi Rheoli Ymddygiad yr ysgol. Tra byddai yn afrealistig ac yn annymunol i wahardd holl gyswllt corfforol rhwng oedolion a phlant, disgwylir i staff gymryd gofal ac osgoi rhoi eu hunain mewn sefyllfa ble all eu gweithredoedd fod yn agored i feirniadaeth neu gamddechongliad. Pan fo achosion yn codi a allai gael eu camddechongli, neu mewn amgylchiadau eithriadol pan fo'n angenrheidiol atal disgybl yn gorfforol er eu diogelwch eu hunain neu ddiogelwch eraill bydd hyn yn cael ei gofnodi yn briodol a dywedir wrth y pennaeth a'r rhieni yn syth.

Er eu diogelwch eu hunain, dylai staff gymryd gofal mewn sefyllfa pan fyddant ar ben eu hunain gyda disgyblion. Heblaw mewn sefyllfaoedd addysgu ffurfiol; er enghraifft yn ystod gwersi offeryn cerdd, dylid gadael y drws ar agor ble mae'r gwersi 1:1, cwnsela neu gyfarfod yn digwydd. Pan na fo hyn yn ymarferol oherwydd yr angen ar gyfer cyfrinachedd, gofynnir i aelod arall o staff fod yn bresennol gerllaw a chedwir cofnod o amgylchiadau'r cyfarfod. Bydd gan bob ystafell a ddefnyddir ar gyfer addysgu neu gwnsela disgyblion baneli gwydr clir a dirwystr yn y drysau.

Dylai staff ysgol hefyd fod yn wyladwrus o'r risgiau posib a allai godi o gyswllt cymdeithasol gyda disgyblion y tu hwnt i'r ysgol. Dylid ond ymweld â'r disgyblion a'u teuluoedd yn y cartref os yw'r pennaeth yn gwybod ac wedi cymeradwyo. Bydd unrhyw gyswllt na gynlluniwyd neu os amheuir fod y disgybl 'wedi gwirioni' neu yn 'ffansio' aelod o staff dywedir wrth y pennaeth yn syth.

Bydd staff ond yn defnyddio adnoddau a systemau technoleg digidol yr ysgol at bwrpas proffesiynol neu at ddefnydd a nodir yn 'rhesymol' gan y pennaeth a'r corff llywodraethol. Bydd staff ond yn defnyddio'r e-bost ysgol a gymeradwywyd, llwyfan dysgu'r ysgol neu systemau cyfathrebu eraill gyda disgyblion neu rieni/gofalwyr a gymeradwywyd gan yr ysgol a dim ond cyfathrebu gyda hwy am fusnes ysgol priodol a ni fyddant yn datgelu unrhyw wybodaeth bersonol e.e. cyfeiriad e-bost neu rifau ffôn. Ni fydd staff yn defnyddio camerâu personol (digidol neu fel arall) neu ffonau camera i gymryd a throsglwyddo delweddau o ddisgyblion neu staff heb ganiatâd a ni fyddant yn storio delweddau gartref.

Dylai staff fod yn ymwybodol o drefniadau rhannu pryderon yr ysgol a Threfniadau Amddiffyn Plant Cymru Gyfan a rhannu unrhyw ddatguddiad neu bryder yn syth sy'n ymwneud ag aelod o staff gyda'r pennaeth neu un o'r arweinwyr diogelu dynodedig ac os yw'r mater yn ymwneud â'r pennaeth, yna dylid cysylltu gyda chadeirydd y llywodraethwyr.

14. Trefniadau gweithgareddau estynedig ac oddi ar safle:

Mae pob gweithgaredd estynedig ac oddi ar safle yn destun asesiad risg i fodloni gofynion iechyd a diogelwch a diogelu. Pan fo gweithgareddau ysgol estynedig yn cael eu darparu a'u rheoli gan yr ysgol, mae ein polisi a'n gweithdrefnau diogelu/amddiffyn plant ein hunain yn berthnasol. Os yw sefydliadau eraill yn darparu gwasanaethau neu weithgareddau ar ein safle byddwn yn sicrhau bod ganddynt weithdrefnau priodol mewn lle, gan gynnwys gweithdrefnau recriwtio mwy diogel.

Pan fydd ein disgyblion yn mynychu gweithgareddau oddi ar safle, gan gynnwys ymweliadau dydd a phreswyl, byddwn yn cadarnhau bod trefniadau diogelu/amddiffyn plant effeithiol mewn lle.

15. GWIRFODDOLWYR

Diffinnir gwirfoddolwr fel rhywun sy'n gwneud gweithgaredd sy'n golygu treulio amser, yn ddi-dâl (heblaw ar gyfer teithio a chostau parod eraill a gymeradwywyd) yn gwneud rhywbeth sy'n anelu i fod o fudd i rywun (unigolion neu grwpiau).

Bydd trefniadau gwirio rhesymol yn berthnasol i unrhyw riant neu unigolyn/sefydliad arall a gyflogir gan yr ysgol i weithio yn wirfoddol gyda disgyblion. Rhaid i wirfoddolwyr ddilyn yr un cod ymarfer a'r staff ysgol a delir.

16. DARPARWYR ALLANOL

Os yw'r ysgol y galw ar wasanaethau darparwyr allanol un ai o fewn yr ysgol neu'n anfon disgyblion oddi ar y safle. Bydd yr ysgol yn sicrhau bod yr holl drefniadau diogelu yn gadarn e.e. eu bod wedi cadarnhau bod gan y darparwyr staff sydd â DBS cyfredol, sydd wedi dilyn hyfforddiant amddiffyn plant, mae'r staff yn gwybod pwy i gysylltu â hwy os gwneir honiad, y cydymffurfir â holl ofynion iechyd a diogelwch ynghyd â sicrhau y dilynir unrhyw asesiadau risg.

17. MYNYCHU CYNHADLEDD AMDDIFFYN PLANT

Bydd y pennaeth (neu'r uwch unigolyn(ion) dynodedig) yn mynychu cynhadledd amddiffyn plant a gynhelir ynghylch disgybl. Gall staff perthnasol eraill fynd gyda hwy (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 chwmsela priodol pe baent yn ei ddymuno.

18. CEFNOGI DISGYBLION MEWN RISG NEU RAI SYDD AG ANGHENION YCHWANEGOL

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.

Bydd yr ysgol hon 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 polisiau 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 rhieni, 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.

Dylid ystyried y polisi hwn ynghyd â pholisiau 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.

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 synhwyrdd 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.

Plentyn sydd Angen Cynllun Gofal a Chefnogaeth

Mae'r gyfraith o ran asesu anghenion plant yng Nghymru bellach yn Rhannau 3 a 4 Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014. **Adrannau 37-39 Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014; Rheoliadau Gofal a Chymorth (Cymhwysra) (Cymru) 2015 a Rheoliadau Gofal a Chymorth (Cynllunio Gofal) (Cymru) 2015; Cod Canllawiau Rhan 4**

Bydd plentyn yn gymwys i gael gwasanaeth os:

1. yw'r angen yn codi o amgylchiadau megis eu hoedran neu eu hiechyd
2. ac mae'n ymwneud â'u deilliannau lles personol
3. a ni ellir ei fodloni gan eu rhieni, y teulu ehangach na'r gwasanaethau cymunedol
4. a gellir ond ei fodloni gan eu hawdurdod lleol trwy drefnu neu ddarparu'r gwasanaeth neu wneud taliadau uniongyrchol.

Os yw'r plentyn yn gymwys ar gyfer gwasanaeth, cytunir ar **Gynllun Gofal a Chefnogaeth**.

Fel ysgol byddwn yn cyfeirio fel bo'n briodol at y Gwasanaethau Plant os adnabyddir y byddai plentyn yn elwa o gynllun cefnogaeth Plentyn mewn Angen gyda chaniatâd y rhiant/gofalwr

Camfanteisio'n Rhywiol ar Blant

Mae cam-fanteisio'n rhywiol ar blant yn fath o gam-drin rhywiol ble cam-fanteisir yn rhywiol ar blant ar gyfer arian, pŵer neu statws. Gall plant neu bobl ifanc gael eu twyllo i gredu eu bod mewn perthynas gariadus, gydsyniol. Gallant gael eu gwahodd i bartïon a chael cyffuriau ac alcohol. Gallant hefyd gael eu paratoi at bwrpas rhyw ar-lein. Rhai dangosyddion o gam-fanteisio'n rhywiol ar blant yw: mynd ar goll am gyfnodau neu ddod adref yn hwyr yn rheolaidd, colli'r ysgol neu addysg yn rheolaidd neu beidio â chymryd rhan mewn addysg, ymddangos gydag anrhegion anesboniadwy neu bethau newydd, cymysgu gyda phobl ifanc eraill sy'n ymwneud a cham-fanteisio, cael cariadon hŷn, dioddef o heintiau a drosglwyddwyd yn rhywiol, newid mewn hwyliau neu newidiadau mewn lles emosiynol, camddefnyddio cyffuriau ac alcohol a dangos ymddygiad rhywioledig amhriodol.

Nid yw plentyn o dan 13 oed yn alluog yn gyfreithiol o gydsynio i ryw (mae'n dreisio statudol) neu unrhyw fath arall o gyffwrdd rhywiol. Mae gweithgarwch rhywiol gyda phlentyn o dan 16 oed hefyd yn drosedd. Mae'n drosedd i unigolyn gael perthynas rywiol gyda rhywun 16 neu 17 oed os yw'r unigolyn hwnnw mewn safle o ymddiriedaeth neu awdurdod mewn perthynas â'r unigolyn ifanc. Mae rhyw heb gydsynio yn drais rhywiol beth bynnag fo oedran y dioddefwr. Os yw'r dioddefwr yn analluog trwy ddiodyd neu gyffuriau, neu os yw'r dioddefwr a'i d/theulu wedi dioddef trais, neu fygythiad o drais, yna ni ellir ystyried bod ganddynt wir gydsyniad, ac felly efallai bod troseddau wedi eu cyflawni. Felly gall cam-fanteisio'n rhywiol ar blantyn fod yn fater amddiffyn plant i holl blant o dan 18.

Pan sylweddolwn fod plentyn o dan 13 oed yn, neu o bosib yn cael rhyw, os ydynt yn ddisgybl yn yr ysgol hon ai peidio, cyfeirir yn syth at y Gwasanaethau Plant. Yn achos unigolyn ifanc rhwng 13 ac 16 oed, cynhelir asesiad risg unigol yn unol â Threfniadau Amddiffyn Plant Cymru Gyfan.

Anffurfio Organau Cenhedlu Merched (AOCM)

Mae'r Ddeddf Trosedd Difrifol 2015 yn cyflwyno dyletswydd adrodd gorfodol sy'n nodi'r angen i weithwyr proffesiynol gofal cymdeithasol rheoledig ac athrawon yng Nghymru a Lloegr i ddweud wrth yr heddlu ynghylch achosion 'hysbys' o AOCM mewn rhai dan 18 oed y maent yn eu hadnabod yn eu gwaith proffesiynol. Mae Adran 130 Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) yn berthnasol i achosion sy'n dod o dan ddyletswydd adrodd AOCM. Mae AOCM yn anghyfreithlon yn y DU.

Mae AOCM yn drefn ble mae organau cenhedlu merched yn cael eu hanafu neu eu newid ac nid oes unrhyw reswm meddygol dros hyn. Yn aml mae'n weithred hynod o drawmatig a threisgar i'r dioddefwr a gall achosi niwed mewn sawl ffordd. Gall yr ymarfer achosi poen difrifol a gall fod effeithiau iechyd yn syth a/neu hir dymor, gan gynnwys problemau iechyd meddwl, anawsterau wrth eni plentyn, gan achosi perygl i'r plentyn a'r fam a/neu farwolaeth.

Mae AOCM yn norm cymdeithasol a wreiddiwyd yn ddwfn, sy'n cael ei ymarfer gan deuluoedd am amrywiaeth o resymau cymhleth. Yn aml fe'i hystyrir yn hanfodol i ferch ddod yn ddynes go iawn ac i fod yn briodadwy. Nid yw'r ymarfer yn ofynnol gan unrhyw grefydd. Mae AOCM yn ymarfer annerbyniol ac nid oes unrhyw gyfiawnhad drosto. Mae'n fath o gam-drin plant ac yn ffurf o drais yn erbyn merched.

- **Delweddau Rhywiol a Gynhyrchwyd gan Ieuenticid (Secstio)**

Mae rhannu delweddau wedi bod yn beth cyffredin gyda rhwyddineb technoleg fodern. Gellir rhannu lluniau a fideos yn syml iawn trwy negeseuon testun, e-bost, cyfryngau cymdeithasol neu yn gynyddol trwy apps negeseuon symudol, megis Snapchat, WhatsApp neu Facebook Messenger.

Mae'r cynnydd hwn yng nghyflymder a rhwyddineb rhannu delweddau wedi codi pryderon ynghylch pobl ifanc yn cynhyrchu a rhannu delweddau rhywiol o'i hunain. Gall hyn eu gwneud yn agored i risgiau, yn arbennig os rhennir y delweddau ymhellach, gan gynnwys embaras, bwlio a chynnydd yn y posibilrwydd o gael eu hecsbloetio'n rhywiol. Yn bwysig, mae cynhyrchu a rhannu delweddau rhywiol o rai dan 18 yn anghyfreithlon.

Cynhyrchwyd canllawiau i gefnogi ysgolion, colegau a lleoliadau addysgol eraill i ddatblygu gweithdrefnau i ymateb i ddigwyddiadau yn ymwneud â delweddau a gynhyrchir gan ieuenticid. Mae hefyd yn cyfeirio at ffynonellau o adnoddau a chefnogaeth. Mae'r cyngor hwn yn anstatudol a dylid ei ddarllen ochr yn ochr â chanllawiau statudol Llywodraeth Cymru [Cadw Dysgwyr yn Ddiogel](#) a bydd ein hysgol yn dilyn y canllawiau hyn wrth ymateb i ddigwyddiadau o'r natur hwn.

- **BWLIO**

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

- **YMYRRAETH GORFFOROL**

Mae ein polisi ar ymyrraeth gorfforol yn (dogfen ar wahân) ac fe'i hadolygir yn flynyddol gan y corff llywodraethol.

- **Plant yn Colli Addysg**

Cedwir golwg agos ar bresenoldeb, absenoldeb a gwaharddiadau. Mae plentyn yn mynd ar goll o addysg yn ddangosydd posib o gam-drin ac esgeulustod, yn cynnwys cam-drin rhywiol a cham-fanteisio'n rhywiol. Bydd yr uwch unigolyn dynodedig yn monitro absenoldeb ac yn cymryd camau priodol gan gynnwys hysbysu'r awdurdod lleol a dilyn gweithdrefnau lleol, yn arbennig pan fo plant yn mynd ar goll yn aml a/neu ar goll am gyfnodau yn ystod y diwrnod ysgol.

- **Addysg Ddewisol yn y Cartref**

Pan fo'n briodol byddwn yn cynghori'r Awdurdod Lleol pan fydd plant yn gadael ein hysgol i gael eu haddysgu yn y cartref cyn gynted â phosib trwy'r ffurflen gywir.

- **Gofalwyr Ifanc**

Fel ysgol rydym yn cydnabod anghenion gofalwyr ifanc gan y gallant fod yn fwy bregus neu mewn risg. Anelwn i allu adnabod gofalwyr ifanc a sicrhau eu bod yn cael eu cefnogi i helpu i gyrraedd eu potensial gyda dealltwriaeth y bydd angen i staff a gwirfoddolwyr o bosib gyfeirio at wasanaethau cymorth cynnar i gael asesiad o'u hanghenion.

- **Priodas dan Orfod**

Mae Llywodraeth y DU yn disgrifio hyn fel cymryd rhywun, dramor fel arfer, i'w gorfodi i briodi (os yw'r briodas dan orfod yn digwydd ai peidio) neu briodi rhywun sydd heb y gallu meddyliol i ganiatáu'r briodas (gall gorfodaeth gynnwys pwysau corfforol, seicolegol, ariannol, rhywiol ac emosiynol). Gall hefyd olygu trais a cham-drin corfforol neu rywiol. Fodd bynnag mae'r dewis o ran derbyn y trefniadau ai peidio yn aros gyda'r darpar ŵr a'r wraig. Gall plant fod wedi priodi yn ifanc iawn ac yn llawer is na'r oedran cydsynio. Dylai'r holl staff fod yn arbennig o effro i amheunon neu bryderon a godir gan ddisgybl. Ers Mehefin 2014 mae gorfodi rhywun i briodi wedi dod yn drosedd yng Nghymru a Lloegr o dan y Ddeddf Ymddygiad Gwrthgymdeithasol, Trosedd a Phlisma 2014.

Os oes gan yr ysgol bryder ynglŷn â phlentyn y gallai hyn fod yn berthnasol iddynt, cysylltir â'r asiantau perthnasol yn syth i gael arweiniad a chynghor.

- **Maethu Preifat**

Trefniant maethu preifat yw pan ofalir am blentyn am 28 diwrnod yn olynol neu fwy gan rywun nad ydynt yn aelod o deulu agos y plentyn. Mewn achos o'r fath dylid hysbysu'r awdurdod lleol. Os yw'r ysgol yn ymwybodol o drefniant o'r fath rhaid iddynt ddweud wrth y teulu bod gan yr ysgol gyfrifoldeb i hysbysu'r awdurdod lleol ac annog y teulu i ddweud wrth yr awdurdod lleol eu hunain. Gellir/bydd cyfeiriad yn cael ei wneud i'r asiantau perthnasol pan fo'n briodol.

- **Plant dan ofal**

Y rheswm mwyaf cyffredin i blant ddod yn rhai dan ofal yw o ganlyniad i gam-drin a/neu esgeulustod. Dylai cyrff llywodraethol sicrhau bod gan staff y sgiliau, yr wybodaeth a'r ddealltwriaeth angenrheidiol i gadw plant dan ofal yn ddiogel. Mae gan ein hysgol unigolyn PDO dynodedig. Bydd yr arweinydd dynodedig hwn yn sicrhau bod gan staff priodol yr wybodaeth maent ei hangen mewn perthynas â statws cyfreithiol plentyn dan ofal (os ydynt dan ofal o dan drefniadau gwirfoddol gyda chaniatâd y rhieni neu ar orchymyn gofal interim neu llawn) a threfniadau cyswllt gyda rhieni geni neu rai sydd â chyfrifoldeb rhieni. Maent hefyd yn gyfrifol am sicrhau bod ganddynt wybodaeth am drefniadau gofal y plentyn a'r lefelau o awdurdod a ddirprwywyd i'r gofalwr gan yr awdurdod lleol sy'n gofalu amdanynt. Bydd gan yr arweinydd plant dan ofal dynodedig fanylion gweithiwr cymdeithasol y plentyn. Byddant wedi llunio cynllun addysg unigol a bydd yr arweinydd PDO dynodedig yn mynychu hyfforddiant rheolaidd os oes plant dan ofal yn yr ysgol ai peidio.

- **Cam-drin Cyfoed i Gyfoed**

Dylai holl staff fod yn ymwybodol y gall materion diogelu amlygu eu hunain trwy gam-drin cyfoed i gyfoed. Mae'r rhesymau dros hyn yn gymhleth ac yn amlochrog. Deallwn ein bod angen systemau a gweithdrefnau clir mewn lle i adnabod a dweud ynghylch digwyddiadau neu bryderon. Anelwn i leihau'r ymddygiad hwn ac unrhyw ddigwyddiadau cysylltiedig gyda disgwyliad i ddileu'r ymddygiad hwn yn yr ysgol.

Mae cam-drin cyfoed i gyfoed yn bryder diogelu a bydd angen trafodaeth gyda'r arweinydd diogelu dynodedig a fydd yn ceisio cyngor gan asiantau a gweithwyr proffesiynol gan gynnwys cyfeirio at y gweithdrefnau diogelu. I ddechrau bydd hyn yn golygu cael sgwrs gydag asiantau perthnasol, e.e. yr heddlu, gwasanaethau cymdeithasol a'r Gwasanaeth Cyfiawnder Ieuencid. Mae cam-drin cyfoed i gyfoed yn fwyaf tebygol o gynnwys, ond efallai na fydd yn gyfyngedig i:

- □iaith sy'n fychanol, diraddiol, ymfflamychol;
- □bwlio, gan gynnwys bwlio seiber;
- □trais yn seiliedig ar ryw
- □ymosodiadau ac aflonyddu rhywiol
- □sectio

Rydym yn gweithio'n galed fel ysgol i fod yn rhagweithiol ac i herio'r math hwn o gam-drin. Anelwn i ddefnyddio dulliau yn y cwricwlwm i ymdrin a mynd i'r afael â cham drin cyfoed i gyfoed.

Arwyddwyd.....(Llywodraethwr Cyfrifol) Dyddiedig.....

Arwyddwyd..... (Pennaeth) Dyddiedig

Arwyddwyd..... (Dirprwy).....

ATODIAD 1 - 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.

Mae camdriniaeth ac esgeulustod yn ffurfiau 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 yn Nhrefniadau 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-gliniau, penelinoedd, 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

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- 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 gamfanteisio 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 unigolyn 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, gwyllo 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 rhyngwyd) 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 gydag unigolyn 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 trwy'r amser
- peidio gofyn am gymorth meddygol ac/neu yn methu â mynychu apwyntiadau
- dim llawer o ffrindiau
- crybwyll cael eu gadael ar eu pen eu hunain neu heb eu goruchwyllo

Yn ogystal â'r mathau o gam-drin a nodwyd uchod, bydd aelodau o staff hefyd yn edrych am faterion diogelu eraill YN UNOL Â'R POLISI HWN.

Gellir ychwanegu unrhyw bolisi arall a deimlir sy'n briodol at hwn fel bo angen, efallai y byddwch eisiau cynnwys rhywbeth ar:

- Contractwyr
- Disgyblion Bregus
- Diogelwch yn yr Ysgol
- Cwricwlwm
- Ysgolion lach – perthnasau, cydraddoldeb, rhyw, iechyd a diogelwch disgyblion
- Rhywiaeth, hiliaeth, homoffobia
- PRESENOLDEB
- Gweithio mewn Partneriaeth gyda Rhieni
- Rôl y Corff Llywodraethol
- Cwynion
- Polisi Diogelu Corfforaethol Conwy
- Parch a Gwydnwch; Datblygu cydlyniant cymunedol

Monitro a Gwerthuso

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- Hefyd bydd angen i chi sicrhau fod yr Adnodd Archwilio Diogelu yn cael ei gwblhau bob blwyddyn gyda chynllun gweithredu i ymdrin ag unrhyw feysydd.
- Dylid hefyd darllen copi o'r Ddogfen Sicrwydd Ansawdd Diogelu ar y cyd â'r ddogfen hon.
- Dylai copi o siart lif amddiffyn plant fod yn weledol i bawb o amgylch yr ysgol
- Dylid arddangos lluniau o'r uwch unigolion dynodedig
- Dylai rhifau cyswllt fod ar gael yn rhwydd i bawb.



SAFEGUARDING AND CHILD PROTECTION POLICY

2018 - 2019

Policy adopted by Governing Body :

Signed by Chairperson: Date:

Signed by Headteacher: Date:

Review Date:

Safeguarding and Child Protection Policy

Safeguarding Personnel and Contact Numbers:

Name: Mr Gari Evans Telephone No: 01745540228
 Email address: pennaeth@llanefydd.conwy.sch.uk

Governor with Responsibility for Safeguarding and Child Protection:

Mrs Helen Davies

Head Teacher:

Mr Gari Evans

Designated Safeguarding Lead:

Mr Gari Evans

Deputy/Second Deputy Safeguarding Lead:

Mrs Gwawr Davies

Safeguarding Lead in Education: Sian Pineau, ESW Service Manager, 01492 575036
sian.pineau@conwy.gov.uk

Education Social Work Service: Ffion Hughes, Anwen Brown, Kathryn Hywel, Katie Haselgrove (Conwy internal email addresses) or contact via Yvonne Simmonds, ESW Admin Officer on 01492 575096

Children and Family Services: Duty Social Worker, 01492 575111 (datduty@conwy.gcsx.gov.uk)
 Safeguarding and Reviewing Unit for concerns about adults: 0300 456 1111
 Out of hours telephone number: 01492 515777

All staff will have access to this policy which can be found in Y Gragen and all staff will sign to the effect that they have read and understood its contents.

Everyone in Education Services shares an objective to help keep children and young people safe.

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
- Section 175 of the Education Act 2002
- Welsh Government Circ 158/2015 Keeping learners Safe
- 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**
- **Welsh Government Circular No 009/2014 Safeguarding Children in Education – Handling allegations of abuse against teachers and other staff**

1. PURPOSE OF A SAFEGUARDING/CHILD PROTECTION POLICY

An effective whole-school child policy is one which provides clear direction to staff and others about their duties and responsibilities in dealing with SAFEGUARDING AND 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 SAFEGUARDING/child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

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 TO include governors, learning Support Assistants, mid-day supervisors, caretakers, ADMINISTRATION as well as teachers, any of whom could be the first point of disclosure for a child.

As well as applying to the list of people set out above, it imposes personal obligation upon them:-

All staff MUST record and report any child protection issues, concerns or suspicions to the Designated Safeguarding Lead in the school, as soon as it is identified and Practically possible and in any case, within 24 hours to the Children and Family Service (as per telephone number on the front page of this policy).

2. SCHOOL COMMITMENT

We recognise 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.
- f) Ensure compliance with the new Curriculum and Ace Agenda in Wales by attending appropriate training and securing a co-ordinated and evidenced based approach in how we work in our school by making the best use of services available to support the health and wellbeing of our pupils

3. FRAMEWORK

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.

4. ROLES AND RESPONSIBILITIES

4.1. General Safeguarding - 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. The head teacher will ensure that all school staff should be aware of who the nominated Designated Senior Persons are, and are aware where the All Wales Child Protection Procedures are situated. 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.

4.2. 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 are aware of the schools internal procedures, to advise staff and to offer support to those requiring this.

5.3It 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.

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

Our Governing Body ensures 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 and support new staff.

4.5. The Education Services Designated Safeguarding Lead provides advice, support, and ensures that appropriate training is undertaken. They can also make referrals to the Regional Safeguarding Childrens Board and can raise concerns about procedures on behalf of the school.

4.6 Radicalisation -All members of school are 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).**

- As part of our ongoing safeguarding and child protection duties we are fully behind the government's *Prevent Strategy*.
- From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to

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prevent people from being drawn into terrorism”. This duty is known as the *Prevent Duty for Schools*.

- *The statutory guidance* refers to the importance of *Prevent* awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). All our Key staff have received WRAP training sessions from North Wales Police on what *Prevent* is about and how to deal with any issues they may see inside or outside school.

4.7 Social Services and Wellbeing Act (Wales) Act - All members of staff are aware of this Act, which has been implemented since April 2016. The Act fundamentally changes the way social services work. Wellbeing underpins the whole system, linking through to the role that early intervention and prevention can play in promoting wellbeing. Safeguarding reforms under this Act include a strengthened legal framework for safeguarding children and vulnerable adults. The Act reinforces existing safeguarding arrangements for children through the introduction of a new duty to report to the local authority any child suspected of being at risk of, or experiencing, abuse or neglect, including vulnerable adults.

Prevention and early intervention are critical to successful outcomes in supporting families, particularly those with complex needs. Co-operation across the school, makes a real difference. (added April 18 not translated)

4.8 Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015

The Act is a landmark piece of legislation, breaking new ground as the first law of its kind in the UK. The Act received Royal Assent on 29 April 2015 and seeks an improved collective public sector response, stronger leadership and a more consistent focus on the way we tackle these issues in Wales and help victims, but more importantly it seeks to stop the abuse happening in the first place.

The Act has a focus on education; Local Authorities will be required to report how they are tackling these issues, including school, for example through lessons on healthy relationships. The Act also provides Welsh Ministers with powers to publish guidance documents to help relevant authorities meet the aims of the Act. These will include: the National Training Framework, Ask and Act, Commissioning, Perpetrators, Older People and Multi Agency Collaboration.

The Act addresses domestic abuse and sexual violence perpetrated against all people in Wales, irrespective of gender or sexual orientation, it also addresses violence perpetrated against a woman or man arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation. There is also no age limit on the Act so children who witness or experience such violence or abuse and older people are included.

In our school we have(put in what you have done to address this issue e.g. attended training, completed the Hwb module, asked the Welsh Government commissioned Spectrum Project into school) etc.

5. PROCEDURES

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

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

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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.

Pay due regard to any other new specific pieces of legislation that come into force.

- 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
- All staff will have a face to face interview on induction for new staff, outlining safeguarding procedures and responsibilities, and these interviews will 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.
 - Refer immediately any child protection concerns to the appropriate Departments.
 - Refer immediately any concerns in relation to a vulnerable adult (eg parent)

6. TRAINING AND SUPPORT

Our school will ensure that the head teacher; (who is normally the senior designated person or named person), one other second nominated member of staff and the nominated governor for child protection attend training relevant to their role on an annual basis. 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.

All front-line staff will be expected to complete e-learning modules via hwb on an annual basis, as directed by Education Services and the Designated Senior Person. All ancillary staff will be expected to complete training on a three yearly basis to update their knowledge and skills.

Staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation upsetting and/or professionally and morally difficult. Staff will be supported either by their supervision who may consider further support from the school Designated Person, Local Authority Safeguarding Lead and/or Occupational Health and HR.

Designated Senior Persons can also access Peer support via the Community of Good Practice group, which facilitates networking support from other Leads and LA staff.

7. PROFESSIONAL CONFIDENTIALITY

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.

8. Allegations made against Members of Staff

The school will follow the Welsh Government Circular No:009/2014 Safeguarding Children in education – Handling allegations of abuse against teachers and other staff.

The Head Teacher and Designated Senior Person will ensure that they are fully aware of the relevant legislation and guidance in relation to procedures required when an allegation is made against a professional. (Guidance can be found on www.wales.gov.uk).

All staff understand and would follow the procedures if an allegation is made against any member of staff and in the case of the Head Teacher, would alert the Governor responsible for Safeguarding/Chair of Governors.

9. Whistleblowing:

Please adhere to the schools whistle blowing policy.

Whistleblowing Governor: In the event that you do not feel able to follow the schools whistle blowing policy but remain concerned you must discuss your concerns with an appropriate body. In this situation you could contact the Local Authority, the Police, Social Services or the NSPCC helpline.

10. RECORDS AND MONITORING

Well-kept records are essential to good SAFEGUARDING/ child protection practice. Our school is clear about the need to record any concerns held about a child/children, INCIDENT OR DISCLOSURE within our school, the status of such records and when these records should be passed over to other agencies. A RECORD will be made of the concern raised and action taken. These RECORDS are kept in a confidential and SECURE MANNER.

11. SAFER RECRUITMENT

The school is committed to the principles of safer recruitment and, as part of that, adopts recruitment procedure that help deter, reject and/or identify people who might pose a risk to children. Safe recruitment process are followed as per the Welsh Governments Keeping Learners Safe Guidance 158/2015, chapter 5.

All relevant members of staff and governors who are involved in recruitment will undertake safer recruitment training. The school will ensure that at least one person on any appointment panel has undertaken the above training.

The school will ensure that safer recruitment processes are robust in terms of DBS, risk assessments, publicity materials, recruitment website, advisements, candidate information etc. The school will adhere to the Local Authority Recruitment Procedures and the Welsh Government Safer Recruitment Guidance.

12. SAFE SCHOOL, SAFE STAFF

- Many of our pupils may have difficulty in talking about sensitive issues and some lack the vocabulary for this. Staff must/will be aware of the pupil's preferred style of communication and their individual additional needs if we are to be able to provide a safe environment for our pupils. When engaging with pupils all staff must/will 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 healthy relationships education.
- School staff are familiar with the Signs of Abuse (Appendix 1_
- 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.

13. STAFF CODE OF CONDUCT

All staff (paid and Voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Teaching Standards expect all teachers to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Children will be treated with respect and dignity and no punishments, detention, restraint, sanctions or rewards are

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allowed outside of those detailed in the schools Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others safety this will be appropriately recorded and reported to the Head teacher and Parents immediately.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. Other than in formal teaching situations; for example during musical instrument tuition, the door to the room in which the 1:1 coaching, counselling or meeting is taking place should be left open. Where this is not practicable because of the need for confidentiality, another member of staff will be asked to maintain a presence nearby and a record will be kept of the circumstances of the meeting. All rooms that are used for the teaching or counselling of pupils will have clear and unobstructed glass panels in the doors.

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the school. Home visits to pupils and their families should only take place with the knowledge and approval of the Head Teacher. Any unplanned contact or suspected infatuations or 'crushes' will be reported to the Head teacher immediately.

Staff will only use school's digital technology resources and systems for professional purposes or for uses deemed 'reasonable' by the Head and Governing Body. Staff will only use the approved school email, school learning platform or other school approved communication systems with pupils or parents/carers and only communicate with them on appropriate school business and will not disclose any personal information e.g. email address or telephone numbers. Staff will not use personal cameras (digital or otherwise) or camera phones for taking and transferring images of pupils or staff without permission and will not store images at home.

Staff should be aware of the schools whistle blowing procedures and all Wales Child Protection Procedures and share immediately any disclosure or concern that relates to a member of staff with the Head teacher or one of the Designated Safeguarding Leads and if the issue is in regards to the Head teacher, then the Chair of Governors should be contacted.

14. Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own safeguarding/ child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, we will check that effective safeguarding/ child protection arrangements are in place.

15. VOLUNTEERS

A volunteer is defined as a person who performs an activity which involves spending time, unpaid (except for travel and other approved out of pocket expenses) doing something which aims to benefit someone (individuals or groups).

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subject to all reasonable vetting procedures. Volunteers will be subject to the same code of conduct as paid employees of the school.

16. OUTSIDE PROVIDERS

If the school is calling on the Services of outside providers either within the school or sending pupils off site. The school will ensure that all safeguarding arrangements are robust e.g. that they have checked that the providers have staff who have a current DBS, have undertaken child protection training, the staff know who to contact if an allegation is made, that all health and safety requirements are complied with together with ensuring that any identified risk assessments are adhered to.

17. ATTENDANCE AT CHILD PROTECTION CONFERENCES

The headteacher (or designated senior person/s) will 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.

18. SUPPORTING PUPILS AT RISK OR WITH ADDITIONAL NEEDS

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.

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 recognises 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.

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.

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.

- **Child in Need of Care and Support Plan**

The law about assessment of needs of children in Wales is now in Parts 3 and 4 of the Social Services and Well-being (Wales) Act 2014. **Sections 37-39 Social Services and Well-being (Wales) Act 2014; Care and Support (Eligibility) (Wales) Regulations 2015 and Care and Support (Care Planning (Wales) Regulations 2015; Part 4 Code of Guidance**

A child will be eligible for a service if:

1. the need arises from circumstances such as their age or health
2. and it relates to their personal well-being outcomes
3. and it cannot be met by their parents, wider family or community services
4. And it can only be met by their local authority arranging or providing the service or making direct payments.

If the child is eligible for a service, a **Care and Support Plan** will be agreed.

As a school will we refer as appropriate to Children Services if it is recognised that a child would benefit from a Child in Need of support plan with the permission of the parent/carer.

- **Child Sexual Exploitation (CSE)**

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late, regularly missing school or education or not taking part in education, appearing with unexplained gifts or new possessions, associating with other young people involved in exploitation, having older boyfriends or girlfriends, suffering from sexually transmitted infections, mood swings or changes in emotional wellbeing, drug and alcohol misuse and displaying inappropriate sexualised behaviour.

A Child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have true consent and therefore offences may have been committed. CSE is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school. This will result in immediate referral to Children's Services. In the

case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the All Wales Child Protection Procedures.

- **Female Genital Mutilation (FGM)**

The Serious Crime Act 2015 introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. Section 130 of the Social Services and Well-being (Wales) Act applies to cases covered by the FGM reporting duty. FGM is illegal in the UK.

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother and /or death.

FGM is a deeply embedded social norm, practiced by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman and to be marriageable. The practice is not required by any religion. FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

- **Youth Produced Sexual Imagery (Sexting)**

Sharing images has become commonplace with the ease of modern technology. Photos and videos can be shared very simply through text messages, email, social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger.

This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Importantly, producing and sharing sexual images of under-18s is illegal.

Guidance has been produced to support schools, colleges and other educational settings in developing procedures to respond to incidents involving youth produced sexual imagery. It also signposts sources of resources and support. This advice is non-statutory and should be read alongside the Welsh Government's statutory guidance Keeping Learners Safe and our school will adhere to this guidance when responding to incidents of this nature. (The LA has a model policy that can be used if required)

- **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 in (a separate document)- the school's behavior management policy and is reviewed annually by the governing body.

- **Children Missing Education**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSP will monitor absence and take appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

- **EHE- Elective Home Education**

When appropriate we will advise the Local Authority of when children leave our school to be electively home educated at the earliest opportunity via the correct form.

- **Young Carers**

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs.

- **Forced Marriage**

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse. However the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent. All Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time the school had a concern regarding a child who this may apply too immediate contact will be made with the relevant agencies for guidance and advice.

- **Private Fostering**

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed. If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves. Advice or a referral can/will be made to relevant agencies when appropriate.

- **Looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. Our school has its own designated LAC person. This designated lead will ensure that appropriate staff have the information they

need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child’s care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child’s social worker. They will have drawn up an individual education plan and the designated LAC lead will attend regular training/briefings regardless of whether there are currently children within the school who are in care.

- **Peer on Peer Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with relevant agencies, e.g. Police, Social Services and Youth Justice Service. Peer on peer is most likely to include, but may not be limited to:

- ☐☐ Language seen as derogatory, demeaning, inflammatory;
- ☐☐ Bullying, including cyberbullying;
- ☐☐ Gender based violence
- ☐☐ sexual assaults and harassment
- ☐☐ sexting

We are working hard as a school to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

Signed(Responsible Governor)Dated

Signed..... (Head Teacher) Dated

Signed (Deputy).....

APPENDIX 1 - 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.

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

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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

In addition to the types of abuse mentioned above, members of staff will also be alert to specific safeguarding issues **AS PER THIS POLICY**.

Any other policy that you feel appropriate can be added to this as necessary, you may want to include something on:

- Contractors
- Vulnerable pupils
- Safety in the School
- Curriculum
- Healthy Schools – relationships, equality, gender, healthy and safety of pupils
- Sexism, racism, homophobia
- ATTENDANCE
- Working in Partnership with Parents
- The role of the Governing Body
- Complaints
- Conwy's Corporate Safeguarding Policy
- Respect and Resilience; Developing community cohesion

Monitoring and Evaluation

-You will also need to ensure that the Safeguarding Audit tool is completed each year with an action plan to address any outstanding areas.

-A copy of the Safeguarding Quality Assurance Document should also be read in conjunction to this document.

- A copy of the child protection flow chart should be visible to all around the school
- Photographs of the DSP's should be displayed
- Contact numbers should be easily available to all.