

Polisi Diogelu ac Amddiffyn Plant (2023) (i'w ddefnyddio mewn ysgolion)

Safeguarding and Child Protection Policy (2023) (for use within schools)

Llofnod Signature	Dyddiad Date	Cafodd y polisi hwn ei gymeradwyo gan Gorff Llywodraethu Ysgol Morgan Llwyd.
Mr Huw Robertson Cadeirydd Bwrdd Llywodraethus, Ysgol Morgan Llwyd Chair of the Board of Governors, Ysgol Morgan Llwyd		

Dyddiad Adolygiad Revision Date	Cadeirydd Chair	Llofnod Signature	Dyddiad Date

Caiff y polisi hwn ei adolygu pob tair blynedd / This policy will be reviewed every three years.

Fersiwn Saesneg ar gael ar dudalen 49 / Please scroll to page 49 for English version

Staff Diogelu'r Ysgol a Manylion Cyswllt

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Dirprwy Swyddog Amddiffyn Plant: Ms Heddu Wyn- 01978 315050

Swyddog Diogelu'r Awdurdod Lleol (LADO). Rebecca Phillips - 07435654007

Pwynt Cyswllt CBS Wrecsam 01978 292039. Ffôn Uniongyrchol Lles 01978 295505

Sylwer. Dylai pob aelod o'r staff gael mynediad at y polisi hwn, gellir ei weld ar wefan Ysgol Morgan Llwyd neu ar Wefan Addysgu CBS Wrecsam.

Rhaid i'r holl staff cyfredol ac unrhyw benodiadau newydd lofnodi cofrestr yn yr ysgol i gadarnhau eu bod wedi darllen a deall y cynnwys. Bydd y gofrestr hon yn cael ei chadw'n ddiogel yn yr ysgol a bydd yn cadarnhau hefyd ddyddiad hyfforddiant diwethaf staff unigol. Dylai'r ysgol gofnodi hefyd fod staff wedi cael hyfforddiant Amddiffyn Plant Lefel 1.

Dyddiad Polisi gan yr ALI	Medi 2020
Cyhoeddwyd y Polisi gan:	Pennaeth Addysg, CBS Wrecsam
Dyddiad Fersiwn 001	Ebrill 2018
Dyddiad Mabwysiadu gan ALI	Ebrill 2018
Dyddiad Adolygu Blynyddol ALI	Awst 2021

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1. Disgrifiad o'r Ysgol

Ysgol Uwchradd cyfrwng Cymraeg yw Ysgol Morgan Llwyd sydd wedi'i lleoli yng Nghyngor Bwrdeistref Sirol Wrecsam. Ar hyn o bryd mae 894 o ddisgyblion ar y gofrestr sy'n cynnwys 84 o ddisgyblion chweched dosbarth. Mae 22.1% o ddisgyblion yn derbyn Prydau Ysgol am Ddim, mae 25% o ddisgyblion yn dod o deuluoedd Cymraeg eu hiaith, mae gan lai nag 1% o ddisgyblion Saesneg fel iaith ychwanegol.

2. Disgrifiad o Ffurio'r Polisi a'r Broses Ymgynghori

Mae'r polisi hwn yn ystyried y dogfennau allweddol canlynol:

- Cylchlythyr Llywodraeth Cymru: 158/2015 Cadw Dysgwyr yn Ddiogel. A dogfennau eraill a restrir yn y Cylchlythyr: 158/2015
- Cylchlythyr Llywodraeth Cymru: 009/2014 Diogelu Plant mewn Addysg – Ymdrin â honiadau o gamdriniaeth yn erbyn athrawon a staff eraill. Daw yn lle Adran 10 o'r ddogfen isod.
- Cylchlythyr Llywodraeth Cymru: 002/2013 Gweithdrefnau Disgyblu a Diswyddo i Staff sydd wedi'u lleoli mewn ysgol
- Rheoliadau Staffio Ysgolion a Gynhelir (Cymru) (Diwygiad) 2014
- Canllawiau Llywodraeth Cymru – Model o Bolisi Diogelu
- Gweithdrefnau Diogelu Cymru
- Taflen Un pwynt mynediad (SPOA) CBS Wrecsam 2018.
- Deddf Gwasanaethau Cymdeithasol a Llesiant 2014
- Deddf Plant 1989 a 2004

Mae'r Awdurdod Lleol wedi paratoi'r polisi hwn ar sail model a ddarparwyd gan Gyngor Sir Dinbych. Lluniwyd y model gwreiddiol yn dilyn ymgynghoriad ag ystod eang o bartneriaid ac ysgolion. Cyflwynwyd y model hefyd i'r Bwrdd Diogelu Plant Rhanbarthol ac fe'i derbyniwyd fel model cynhwysfawr o arfer da.

Mae Adran Addysg Cyngor Bwrdeistref Sirol Wrecsam wedi paratoi'r ddogfen hon a ddiweddarwyd fel model o arfer da sy'n adlewyrchu'r systemau a'r prosesau sy'n weithredol yn Ardal yr Awdurdod Lleol.

Gall y Polisi gael ei fabwysiadu gan ysgolion unigol a dylai gael ei adolygu o bryd i'w gilydd gan y Pennaeth a'r Corff Llywodraethu. Gellir cofnodi'r adolygiadau hyn fel rhan o'r polisi ar y clawr ac isod.

Cyflwynodd Miss Catrin Pritchard (Swyddog Amddiffyn Plant yr ysgol) y polisi ysgol hwn a adolygwyd ac a ddiwygiwyd yn Nhachwedd 2023 pryd y cafodd ei gymeradwyo a'i gofnodi yng nghofnodion y cyfarfod.

3. Cyflwyniad

Mae diogelu plant o'r pwys mwyaf yn Ysgol Morgan Llwyd. Dylai ysgol fod yn amgylchedd diogel a chynhwysol lle gall plant a phobl ifanc flodeuo a thyfu. Er mwyn cyflawni hyn, rhoddwyd mesurau pellgyrhaeddol yn eu lle, drwy gyfrwng polisiau, fel yr amlinellir yn Adran 17.

Mae gwaith Amddiffyn Plant yn aml yn golygu ansicrwydd ac amwysedd. Fodd bynnag, mae'r broses sy'n sail i'r Broses Amddiffyn Plant yn glir a rhaid glynu wrthi. Mae'n egwyddor sylfaenol fod amddiffyn plant rhag niwed yn gyfrifoldeb i **bob unigolyn sy'n gweithio gyda phlant**. Yn naturiol, mae rhieni a'r cyhoedd yn disgwyl safonau uchel gan weithwyr amddiffyn plant wrth ddiogelu plant ond mae eu cyrraedd yn her i ymarferwyr sy'n gweithio yn y maes.

Mae Cyngor Bwrdeistref Sirol Wrecsam ac Ysgol Morgan Llwyd yn cydnabod pwysigrwydd Amddiffyn a Diogelu plant yn llwyr. Nod y polisi hwn yw lleihau'r risg o niwed i blant yn ein hysgol a sicrhau eu hiechyd a'u lles.

Mae'r termau 'amddiffyn plant' a 'diogelu' yn golygu gwahanol bethau i wahanol bobl ac oherwydd hyn mae Llywodraeth Cymru wedi diffinio'r termau a gellir gweld y rhain yn **Atodiad A**.

Mae Strwythur Arwain ar Ddiogelu Plant yr Ysgol fel a ganlyn:

Corff Llywodraethu - Trosolwg strategol
Pennaeth - Arweinyddiaeth gyffredinol
Swyddog Amddiffyn Plant - Rheoli a Gweinyddu
Holl Staff - Cyfrifoldeb i gofnodi ac adrodd am bryderon amddiffyn plant.

Mae tair prif elfen yn benodol sy'n dod o dan ddiogelu plant:

- Atal, drwy'r addysgu a'r gefnogaeth fugeiliol a gynigir i ddisgyblion.
- Gweithdrefnau ar gyfer adnabod a adrodd achosion, neu achosion a amheuir, o gam-drin. Oherwydd ein cyswllt â phlant o ddydd i ddydd, mae staff ysgol mewn lle da i sylwi ar arwyddion allanol camdriniaeth.
- Cymorth i blant a allai fod wedi dioddef camdriniaeth.

Mae'r polisi hwn yn weithredol i bob Llywodraethwr, Staff a Gwirfoddolwyr sy'n gweithio yn yr ysgol. Athrawon, Cynorthwyr Dysgu, Goruchwylwyr Amser Cinio, Gofalwyr, Ysgrifenyddion, a Staff Swyddfa; gallai pob un o'r rhain fod yn bwynt datgeliad cyntaf i blentyn.

Yn ogystal â bod yn weithredol i'r rhestr o bobl a nodwyd uchod, mae'n gosod rhwymedigaethau personol arnyn nhw.

Mae'n RHAID i bob aelod o'r staff gofnodi ac adrodd am unrhyw broblemau, pryderon neu amheuon amddiffyn plant i'r Swyddog Amddiffyn Plant, cyn gynted ac y mae'n ymarferol bosibl; dylai'r Swyddog Amddiffyn Plant adrodd i Un Pwynt Mynediad (SPOA) y Gwasanaethau Plant 01978 292039.

Ni ddylid oedi cyn adrodd am unrhyw achos neu bryder os nad yw staff y Gwasanaethau Plant ar gael. Rhaid i Ddirprwy neu berson dynodedig fod ar gael bob amser yn ystod y diwrnod ysgol.

4. Rhwymedigaethau Diogelu yr Awdurdod Lleol

Rhaid i Awdurdod Lleol wneud trefniadau i sicrhau fod eu swyddogaethau addysg yn cael eu harfer gyda golwg ar ddiogelu a hyrwyddo lles plant. [Adran 175, Deddf Addysg 2002].

Rhaid i'r Awdurdod Lleol:

- Ffonitro cydymffurfiaeth â Gweithdrefnau Diogelu Cymru.
- Sicrhau fod cyngor, canllawiau a hyfforddiant ar gael fel bo'r angen.

5. Rhwymedigaethau Diogelu yr Ysgol

Dylai'r Corff Llywodraethu:

- Sicrhau fod gan yr ysgol bolisiau a gweithdrefnau effeithiol yn eu lle i ddelio ag amddiffyn plant a materion diogelu.
- Sicrhau fod yr ysgol yn dilyn polisiau recriwtio diogel.
- Sicrhau fod gan yr ysgol bolisiau a gweithdrefnau yn eu lle i ddelio â honiadau o gamdriniaeth yn erbyn aelodau o'r staff.
- Monitro cydymffurfiaeth â'r polisiau a'r gweithdrefnau hynny.
- Sicrhau fod unrhyw ddiffygion o ran trefniadau amddiffyn plant yn cael eu dwyn i'w sylw a'u hunioni yn ddiymdroi.
- Sicrhau fod y staff i gyd yn derbyn hyfforddiant sy'n cyd-fynd â'u graddfa, yn unol â strategaeth hyfforddi'r Awdurdod Addysg Lleol **Atodiad K**.
- Sicrhau fod aelod o'r Corff Llywodraethu yn cael ei enwebu i gysylltu â'r Awdurdod Addysg Lleol ac asiantaethau eraill fel y bo'n briodol, pe digwydd fod honiadau o gam-drin yn cael eu gwneud yn erbyn y Pennaeth.

- Adolygu ei bolisiau a'i weithdrefnau yn flynyddol.

Dylai'r Pennaeth:

- Sicrhau fod yna uwch aelod o'r staff wedi'i ddynodi, sydd wedi derbyn yr hyfforddiant priodol ac uwch y mae'r rôl yn gofyn amdano. Yr enw ar y rôl fydd y Swyddog Amddiffyn Plant. Enw'r Swyddog Amddiffyn Plant a'r Dirprwy Swyddogion Amddiffyn Plant i gael eu harddangos yn glir o gwmpas yr ysgol.
- Sicrhau fod Swyddog Amddiffyn Plant dynodedig ar gael bob amser ar safle'r ysgol neu fod trefniadau priodol yn eu lle i sicrhau fod unrhyw faterion Diogelu/Amddiffyn plant yn cael eu delio â nhw gan Swyddog Amddiffyn Plant dynodedig sydd wedi'i hyfforddi a'i enwi.
- Sicrhau fod y mater yn cael ei gyfeirio yn brydlon ar y diwrnod y codwyd y pryder o fewn yr ysgol, yn arbennig os oes posibilrwydd fod plentyn yn dychwelyd adref cyn i'r mater gael ei gyfeirio neu ei ddatrys.
- Gweithio'n agos gyda'r Swyddog Amddiffyn Plant a'r Llywodraethwr Amddiffyn Plant dynodedig, a fydd yn goruchwyllo polisi ac ymarfer amddiffyn plant yr ysgol.
- Gweithio gyda phob aelod o'r Corff Llywodraethu fel eu bod yn deall ac yn cyflawni'u swyddogaethau i gyd.
- Sylweddoli pwysigrwydd y Swyddog Amddiffyn Plant a threfnu cefnogaeth a hyfforddiant. Mae Swyddog Amddiffyn Plant yr ysgol yn ffigwr allweddol a bydd yn cael hyfforddiant ychwanegol, uwch a hyfforddiant gloywi yn unol â Strategaeth Hyfforddi'r Awdurdod Lleol (**Atodiad K**)
- Dylai'r Pennaeth fod wedi darllen a deall yn llawn Canllawiau Llywodraeth Cymru: Cylchlythyr Rhif: 009/2014 - Diogelu Plant mewn Addysg - Ymdrin â honiadau o gamdriniaeth yn erbyn athrawon a staff eraill.
- Sicrhau fod pob aelod o'r staff a phob llywodraethwr yn gwybod:
 - enw'r Swyddog Amddiffyn Plant a'u rôl,
 - enw'r Llywodraethwr Amddiffyn Plant dynodedig,
 - fod ganddynt gyfrifoldeb unigol dros gyfeirio materion amddiffyn plant i'r Swyddog Amddiffyn Plant o fewn y terfynau amser y cytunwyd arnynt,
 - fod ganddynt gyfrifoldeb unigol dros fynd â phryderon at Ddirprwy Swyddog Amddiffyn Plant os nad yw'r Swyddog Amddiffyn Plant ar gael,
 - fod arnynt nhw ddyletswydd i ddilyn pryderon i fyny a chyfeirio os oes angen.

- Sicrhau fod aelodau o'r staff yn ymwybodol o'r angen i fod yn effro i arwyddion o gam-drin a gwybod sut i ymateb i ddisgybl a allai adrodd am gamdriniaeth.
- Sicrhau fod gan rieni ddealltwriaeth o'r cyfrifoldeb a roddwyd ar yr ysgol a'r staff dros amddiffyn plant drwy esbonio ei rhwymedigaethau yn llawlyfr yr ysgol a dogfennau/taflenni tebyg.
- Darparu hyfforddiant gorfodol i'r staff fel eu bod yn gwybod am:
 - eu cyfrifoldeb personol,
 - y gweithdrefnau y cytunwyd arnynt yn yr ysgol,
 - yr angen i fod yn wyladwrus wrth adnabod achosion o gam-drin,
 - sut i gefnogi'r plentyn sy'n sôn am gamdriniaeth.
- Mae **Atodiad B** yn rhoi'r diffiniadau o gam-drin/esgeulustod/niwed sylweddol
- Mae **Atodiad C** yn rhoi arwyddion cam-drin/esgeulustod/niwed
- Mae **Atodiad D** yn rhoi cyngor ar gyfrifoldebau staff – beth i wneud?
- Mae **Atodiad E** yn rhoi cyngor ar ba gamau i'w cymryd er mwyn siarad â phlentyn i ganfod a oes pryder amddiffyn plant yno
- Mae **Atodiad F** yn rhoi cyngor ar y camau i'w cymryd wrth gyfarfod â pherson ifanc i ganfod a yw'r protocol SHB yn gymwys neu a yw perthynas rywiol yn creu perygl o niwed iddyn nhw
- Sicrhau fod Swyddog Dynodedig yr Awdurdod Lleol (LADO) yn cael ei hysbysu **ac** Un Pwynt Mynediad i Blant Lleol y Gwasanaethau Cymdeithasol (SPOA Ffôn 292039) os yw'r ysgol:
 - yn gorfod gwahardd disgybl sydd ar y gofrestr amddiffyn plant, naill ai am dymor sefydlog neu'n barhaol,
 - yn gorfod gwahardd disgybl sy'n 'Blentyn sy'n derbyn Gofal' (LAC), naill ai am dymor sefydlog neu'n barhaol,
 - os yw disgybl sydd ar y gofrestr amddiffyn plant yn absennol heb esboniad (yn dilyn ymgynghori â Swyddog Lles yr ysgol)
- Sefydlu a chynnal cysylltiadau effeithiol gydag asiantaethau ac ysgolion perthnasol fel bo'r angen gyda sylw arbennig ar faterion amddiffyn plant. Mynychu neu sicrhau fod yr ysgol yn cael ei chynrychioli mewn adolygiadau cychwynnol a chynadleddau achos, a grwpiau craidd. Sicrhau hefyd fod adroddiadau ysgrifenedig yn cael eu hanfon i gynadleddau. Dylai ysgolion fynychu'r cyfarfodydd uchod ac ni ddylai hyn gael ei ddirprwyo ar ôl y gynhadledd achos gychwynnol h.y. mae'n rhaid i ysgolion gymryd rhan ym mhob cyfarfod yn y dyfodol am blentyn penodol wedi ymrwymo i fynychu cyfarfodydd grŵp craidd.

- Sicrhau fod cofnodion ysgrifenedig yn cael eu cadw am blant (gan nodi'r dyddiad, digwyddiad, y rhai oedd yn bresennol yn ystod trafodaethau, y camau a gymerwyd, y rhesymau y gwnaed unrhyw benderfyniadau) **Atodiad D**.
- Sicrhau fod cofnodion i gyd yn cael eu cadw dan glo (gweler Gweithdrefn Cadw Cofnodion).
- Glynu at y drefn a osodwyd yng nghylchlythyr canllaw LIC pan wneir honiad yn erbyn aelod o'r staff Cylchlythyr Llywodraeth Cymru: 002/2013 - Gweithdrefnau Disgyblu a Diswyddo i Staff Ysgol a Chylchlythyr Llywodraeth Cymru 009/2014 - (Ymdrin â honiadau o gamdriniaeth yn erbyn athrawon a staff eraill) sy'n cysylltu â Rhan 5 o Weithdrefnau Diogelu Cymru.
- Sicrhau fod y trefniadau recriwtio a dethol yn cael eu gwneud yn unol â Chylchlythyr Llywodraeth Cymru: 158/2015 Pennod 5.
- Sicrhau fod cofrestr ddiweddar yn cael ei chadw i gadarnhau'r dyddiad y cafodd y staff i gyd hyfforddiant Amddiffyn Plant/Diogelu. (Dylai'r staff i gyd gael hyfforddiant gloywi o fewn 3 blynedd i'r hyfforddiant gwreiddiol).

Dylai'r Swyddog Amddiffyn Plant:

- Gael yr hyfforddiant priodol ac uwch y mae'r rôl hon yn ei fynnu, fel yn ôl y strategaeth hyfforddiant **Atodiad K**.
- Bod ar safle'r ysgol, neu sicrhau fod trefniadau yn eu lle yn ei absenoldeb, i sicrhau fod unrhyw faterion diogelu/amddiffyn plant yn cael eu delio â nhw gan Ddirprwy Swyddog Amddiffyn Plant dynodedig a hyfforddwyd.
- Cyfeirio'r mater ar y diwrnod y gwnaed y pryder ac yn brydlon er mwyn galluogi'r Gwasanaethau Plant i ymateb cyn diwedd y diwrnod ysgol.
- Gweithio gyda holl aelodau'r Corff Llywodraethu i ddeall a chyflawni cyfrifoldebau'r ysgol.
- Hysbysu'r Pennaeth a'r Llywodraethwyr am unrhyw ddiffyg cydymffurfiaeth â'r drefnu neu am anghenion hyfforddiant pellach.
- Bod yn effro i arwyddion camdriniaeth. Gwybod sut i ymateb i ddisgybl a all ddweud am gamdriniaeth ac i ddisgybl a all ddatgelu camdriniaeth.
- Wedi cael Hysbysiad, sicrhau fod hysbysiad yn cael ei anfon hefyd at SPOA y Gwasanaethau Cymdeithasol (01978 292039) os yw'r ysgol
- yn gorfod gwahardd disgybl ar y gofrestr amddiffyn plant, naill ai am dymor sefydlog neu'n barhaol,

- yn gorfod gwahardd disgybl sy'n 'Blentyn yn derbyn Gofal', naill ai am dymor sefydlog neu'n barhaol,
- os yw plentyn sydd ar gofrestr amddiffyn plant yn absennol heb eglurhad.
- Sefydlu a chynnal cysylltiadau effeithiol gydag astiantaethau ac ysgolion perthnasol fel bo'r angen gyda sylw arbennig ar faterion amddiffyn plant yn cynnwys mynychu adolygiadau cychwynnol a chynadleddau achos, a grwpiau craidd. Sicrhau hefyd fod adroddiadau ysgrifenedig yn cael eu hanfon i gynadleddau. Dylai ysgolion fynychu'r cyfarfodydd uchod ac ni ddylai hyn gael ei ddirprwyo ar ôl y gynhadledd achos gychwynnol h.y. mae'n rhaid i ysgolion gymryd rhan ym mhob cyfarfod yn y dyfodol am blentyn penodol wedi ymrwymo i fynychu cyfarfodydd grŵp craidd.
- Sicrhau fod cofnodion ysgrifenedig yn cael eu cadw am blant (gan nodi'r dyddiad, digwyddiad, y rhai oedd yn bresennol yn ystod trafodaethau, y camau a gymerwyd, y rhesymau y gwnaed unrhyw benderfyniadau) **Atodiad D**.
- Sicrhau fod cofnodion i gyd yn cael eu caw dan glo (gweler Gweithdrefn Cadw Cofnodion).
- Glynu at y drefn a osodwyd yng nghylchlythyr canllaw LIC pan wneir honiad yn erbyn aelod o'r staff Cylchlythyr Llywodraeth Cymru: 002/2013 - Gweithdrefnau Disgyblu a Diswyddo i Staff Ysgol a Chylchlythyr Llywodraeth Cymru 009/2014 - (Ymdrin â honiadau o gamdriniaeth yn erbyn athrawon a staff eraill) sy'n cysylltu â Rhan 5 o Weithdrefnau Diogelu Cymru.
- Sicrhau fod y trefniadau recriwtio a dethol yn cael eu gwneud yn unol â Chylchlythyr Llywodraeth Cymru: 158/2015 Pennod 5.
- Dylai'r Swyddog Amddiffyn Plant fod wedi darllen a deall yn llawn Gylchlythyr Llywodraeth Cymru: Cylchlythyr Rhif 009/2014 – Diogelu Plant mewn Addysg – Ymdrin â honiadau o gamdriniaeth yn erbyn athrawon a staff eraill

Dylai'r staff i gyd:

- Mae'n **RHAID** i'r holl staff gofnodi a adrodd unrhyw broblemau, pryderon neu amheuan amddiffyn plant i'r Swyddog Amddiffyn Plant cyn gynted ag y'u nodir a'i bod yn ymarferol bosibl. **Nid mater o ddewis personol yw hwn**. Mae dyletswydd i gofnodi ac adrodd am eich pryderon **heb oedi** wedi i'r honiad/pryder gael ei godi.
- Deall fod amddiffyn plant yn **GYFRIFOLDEB AR BAWB**. Mae'n rhaid i bob unigolyn sylweddoli ei rôl a'u cyfrifoldebau i ddiogelu a hyrwyddo budd/lles plant.

- Bod yn gyfarwydd â gweithdrefnau a phrotocolau'r ysgol i ddiogelu a hyrwyddo lles plant a'u dilyn, a gwybod gyda phwy i gysylltu yn yr ysgol i fynegi pryderon am les plentyn.
- Bod yn effro i arwyddion camdriniaeth, esgeulustod ac ecploetio a all ddigwydd yn y cartref teuluol neu yn y gymuned ehangach.
- Cael mynediad at a chydymffurfio â Gweithdrefnau Diogelu Cymru sydd ar gael yn electronig neu gallwch gael yr Ap ar eich ffôn neu yn <https://safeguarding.wales/>.
- Deall yr egwyddorion a'r ymarfer sydd yn Cadw Dysgwyr yn Ddiogel 2015 a Deddf Gwasanaethau Cymdeithasol a Llesiant 2014.
- Bod wedi cael hyfforddiant amddiffyn plant i lefel sy'n gymesur â'u rôl a'u cyfrifoldebau.
- Gwybod pryd a sut i gyfeirio unrhyw bryderon am gam-drin plant ac esgeulustod i'r gwasanaethau cymdeithasol neu'r heddlu.
- Gwybod na ddylid byth ofyn i blentyn, rhiant, rhywun sy'n rhoi gofal, perthynas neu aelod o'r cyhoedd sy'n mynegi pryderon am les plentyn wrth weithiwr proffesiynol / asiantaeth wneud hunan-gyfeiriad i'r gwasanaethau cymdeithasol neu'r heddlu. Rhaid i'r gweithiwr proffesiynol a/neu weithiwr asiantaeth wneud y cyfeiriad.
- Gwybod, os oes gan unrhyw unigolyn wybodaeth, pryderon neu amheuan fod plentyn yn dioddef, wedi dioddef neu yn debygol o fod mewn perygl o niwed, mai cyfrifoldeb yr unigolyn hwnnw yw sicrhau fod pryderon yn cael eu cyfeirio at y gwasanaethau cymdeithasol neu'r heddlu, sydd â dyletswyddau a phwerau i wneud ymholiadau ac ymyrryd pan fo angen

Yn ogystal â'u dyletswydd a'u cyfrifoldeb i gyfeirio, mae ffyrdd eraill y gall pawb sy'n gweithio gyda phlant a theuluoedd gyfrannu at ddiogelu plant a'r broses amddiffyn plant:

- Trin llês y plentyn fel y peth pwysicaf un.
- Bod yn wylidwrus ac yn ymwybodol o'r risgiau y gall cam-drinwyr unigol neu gam-drinwyr posibl eu cyflwyno i blant.
- Adnabod pan mae rhiant neu ofalwr mewn perygl o fod heb y gallu i fagu plant neu â phroblemau a all effeithio ar eu gallu i roi gofal effeithiol a phriodol, neu a allai olygu eu bod yn peri risg o niwed i blentyn. Mae'n bosibl y bydd angen cefnogi rhieni o'r fath yn unol â Deddf Gwasanaethau Cymdeithasol a Llesiant 2014.
- Bod yn ymwybodol o effeithiau camdriniaeth ac esgeulustod ar blant.

- Deall y Fframwaith ar gyfer Asesu Plant mewn Angen a'u Teuluoedd a'r cymorth sydd ar gael gan TAC.
- Rhannu gwybodaeth a helpu i'w dadansoddi fel y gellir gwneud asesiad cytbwys o anghenion ac amgylchiadau'r plentyn.
- Cyfrannu fel bo'r angen i ddarparu cymorth neu wasanaeth penodol i'r plentyn neu aelod o'u teulu fel rhan o gynllun y cytunwyd arno a chyfrannu at adolygu cynnydd plentyn.
- Cyfrannu fel bo'r angen ar bob cam o'r broses amddiffyn plant.
- Cyfrannu at adolygu'r deilliannau i'r plentyn yn rheolaidd yn erbyn amcanion cyffredin a rannwyd. Bydd hyn yn cynnwys Cynllunio Bugeiliol yn yr ysgol (PSP).
- Cydweithredu gyda'r rhieni oni bo hyn yn anghyson â'r angen i sicrhau diogelwch a llês y plentyn.
- Ymrwymo i gydweithredu'n llawn â phob asiantaeth arall er budd diogelu plant.

Mae'r asiantaethau partner a restrwyd yn Neddf Gwasanaethau Cymdeithasol a Llês 2014 yn rhannu cyfrifoldeb statudol dros ddiogelu a hyrwyddo lles plant a rhoddir dyletswydd ar bob ymarferydd proffesiynol sy'n gweithio i'r asiantaethau hynny i adrodd am bryderon.

Nid mater o ddewis unigol yw hwn

Mae'n rhaid i amheuaeth o gam-drin plentyn gael ei adrodd i SPOA y Gwasanaethau Cymdeithasol (295505) neu i'r Heddlu. Y rhain yw'r asiantaethau, ynghyd â'r NSPCC, sydd â'r pwerau statudol i ymchwilio i amheuon o gam-drin.

Ni ddylai asiantaethau wneud eu hymholiadau amddiffyn plant yn fewnol eu hunain a rhaid iddynt gyfeirio'u pryderon. Os yw'r pryder yn ymwneud ag aelod o'r staff, gweler Adran 12 o'r polisi hwn.

6. Atal

O dan Ddeddf newydd Gwasanaethau Cymdeithasol a Lles 2014 mae ar ysgolion ddyletswydd i adnabod yn gynnar anghenion yr holl blant/pobl ifanc gyda'r diben o atal ac amddiffyn. Dylid trafod pryderon gyda'r Swyddog Lles ar ddyletswydd yn SPOA ar 01978 295505.

Rydym yn sylweddoli fod hunan-barch da, hyder, ffrindiau cefnogol a'r gallu i gyfathrebu ag oedolyn y gellir ymddiried ynddo yn helpu i ddiogelu plant. Bydd yr ysgol felly yn:

- sefydlu a chynnal ethos lle mae plant yn teimlo'n ddiogel ac yn cael eu hannog i siarad a chael rhywun i wrando arnyn nhw

- sicrhau eu bod yn gwybod am yr oedolion yn yr ysgol y gallant fynd atyn nhw os ydyn nhw'n poeni neu mewn trafferthion
- cynnwys gweithgareddau a chyfleoedd am ABaCh yn y cwricwlwm sy'n rhoi sgiliau angenrheidiol i'r plant i gadw'n ddiogel rhag camdriniaeth ac i wybod at bwy i droi am help

Dylai ysgolion fod yn ymwybodol hefyd o'r gwasanaethau sydd ar gael i'w disgyblion ar ffurf cwnsela drwy'r Info Shop neu gymorth gan wasanaethau pwrpasol fel Gwaith Ieuenctid mewn Addysg a Chymorth Atal Cyfiawnder Ieuenctid.

7. Gweithdrefnau

Mae'n rhaid i ysgolion gydymffurfio â Gweithdrefnau Diogelu Cymru sydd wedi cael eu cadarnhau gan y Bwrdd Lleol Diogelu Plant. Gellir gweld copi electronig o Weithdrefnau Diogelu Cymru ar yr App Store neu ewch i <https://safeguarding.wales/>.

Byddwn yn ystyried y cyfrifoldebau diogelu mewn amgylchiadau penodol a amlinellir yng Ngweithdrefnau Diogelu Cymru ac yn arfer canllawiau gan Lywodraeth Cymru:

- Cadw Dysgwyr yn Ddiogel – ar gael yn: <https://gov.wales/keeping-learners-safe>.
- Anffurfio Organau Cenhedlu Benywod - ar gael yn: <https://gov.wales/female-genital-mutilation-guidance-professionals>
- Ymdrin â honiadau o gamdriniaeth yn erbyn athrawon a staff - ar gael yn: <https://gov.wales/sharing-information-safeguard-children> ac Adran 5 o weithdrefnau Diogelu Cymru.
- Diogelu Plant sydd mewn perygl o gamdriniaeth neu esgeulustod - ar gael yn: <https://gov.wales/safeguarding-children-risk-abuse-or-neglect>.
- Rhannu gwybodaeth er mwyn diogelu plant – ar gael yn: <https://gov.wales/sharing-information-safeguard-children>.
- Dulliau Diogel ac Effeithiol o Ymyrryd: Defnyddio grym rhesymol a chwilio am arfau – ar gael yn: <https://gov.wales/safe-and-effective-intervention-guidance-schools-and-local-authorities>.
- Ymateb i broblemau hunan-niweidio a meddwl am hunanladdiad mewn pobl ifanc – ar gael yn: <https://gov.wales/responding-issues-self-harm-and-thoughts-suicide-young-people>.
- Cadw Perfformwyr Ifanc yn Ddiogel: Trwyddedau Perfformio i blant - ar gael yn: <https://gov.wales/keeping-young-performers-safe-performance-licences-children>.

Mae'n hanfodol fod staff a llywodraethwyr yn ymwybodol o'r Canllawiau Ymarfer unigol yma o Weithdrefnau Diogelu Cymru Gyfan:

- Diogelu plant rhag Camfanteisio Troseddol ar Blant (CCE).
- Diogelu plant rhag arferon niweidiol sy'n gysylltiedig â thraddodiad, diwylliant crefydd neu ofergoel
- Diogelu plant a all fod yn cael eu masnachu
- Diogelu plant sy'n cael eu heffeithio gan Gam-drin Domestig.
- Diogelu plant rhag esgeulustod i blant.
- Diogelu plant rhag Camdriniaeth Ar-lein.
- Diogelu plant pan mae pryderon am Ymddygiad Rhywiol Niweidiol.
- Diogelu plant sy'n derbyn addysg yn y cartref.
- Diogelu plant sy'n mynd ar goll o'r cartref neu o ofal.
- Diogelu Plant rhag Camfanteisio'n Rhywiol ar Blant (CSE).
- Diogelu plant rhag *female genital mutilation*.
- Siart Llif Cymru Gyfan i ymarferwyr wrth ddelio â Datgeliad o bryder am Briodas dan Orfod.
- Canllawiau diwygiedig y Swyddfa Gartref "Dyletswydd Atal" i Gymru a Lloegr
- Cyflwynwyd Deddf Caethwasiaeth Fodern 2015 i wneud caethwasiaeth, caethwasanaeth a masnachu dynol yn drosedd yn y DU

Diogelu Caethwasiaeth Fodern – Mae ar Ysgolion ddyletswydd i:

Warchod plant (ac oedolion yn eu hardal) a all fod yn profi, neu mewn perygl o brofi camdriniaeth, esgelustod a mathau eraill o niwed ac;

Atal plant (ac oedolion yn eu hardal) rhag bod mewn perygl o brofi camdriniaeth, esgelustod a mathau eraill o niwed.

Cyfarfod Strategaeth Ymarferwyr Proffesiynol

Pwrpas cyfarfod strategaeth yw rhannu a thrafod yn fanwl yr holl wybodaeth sydd gan ysgol am natur eich pryderon a rhannu safbwyntiau a phryderon am gymorth gwasanaeth gyda theulu.

Sylwer

Ni ddylai defnyddio cyfarfod strategaeth ddod yn lle gwneud cyfeiriadau priodol i'r gwasanaethau plant.

Pwrpas y broses hon yw trafod achosion lle ceir tystiolaeth y byddai gwasanaethau yn gweithio gyda'i gilydd yn well yn mynd i'r afael â'r pryderon a godwyd gan yr ysgol.

Gallai'r cyfarfod strategaeth a alwyd gan yr ysgol o bosibl leihau'r amser a'r adnoddau a ddefnyddir i gysylltu ag asiantaethau unigol am gyngor a chymorth a diweddariadau ar ddisgybl, drwy ddarparu cynllun cydlynol y gall yr ysgol, asiantaethau a'r teulu gytuno arno sydd er budd gorau'r plentyn.

8. Cefnogaeth

O dan Ddeddf Gwasanaethau Cymdeithasol a Llesiant 2014, mae ar ysgolion ddyletswydd llesiant i hyrwyddo lles pobl sydd angen gofal a chefnogaeth. Mae ar bartneriaid perthnasol sy'n cynnwys staff ysgol ddyletswydd i adrodd i'r Awdurdod Lleol os oes ganddynt achos rhesymol i amau fod plentyn mewn perygl.

Gall plant sy'n cael eu cam-drin neu sy'n gweld trais ei chael yn anodd datblygu ymdeimlad o hunan-werth a gweld y byd fel lle caredig ac ystyrlon. Gallant deimlo diymadferthedd, cywilydd a rhyw deimlad mai eu bai nhw ydyw a chael eu heffeithio'n ddwfn.

Mae'n bosibl mai'r ysgol yw'r unig elfen sefydlog, diogel a rhagweladwy ym mywydau plant mewn perygl. Serch hynny, pan maent yn yr ysgol gall eu hymddygiad fod yn heriol a herfeiddiol neu gallant fynd i'w cragen.

Dylai'r ysgol geisio cefnogi'r disgybl drwy'r canlynol:

- Cynnwys y cwricwlwm i annog hunan-barch a hunan-gymhelliant gyda chysylltiad a chefnogaeth gan y gwasanaethau priodol a gomisiynwyd.
- Ethos yr ysgol i hyrwyddo amgylchedd cadarnhaol, cefnogol a diogel a rhoi teimlad i'r disgyblion eu bod nhw'n cael eu gwerthfawrogi.
- Dylai polisi ymddygiad yr ysgol anelu at gefnogi disgyblion bregus yn yr ysgol. Dylai'r staff i gyd gytuno ar ddull cyson, sy'n canolbwyntio ar ymddygiad y plentyn ond heb ddifrodi hunan-werth y plentyn.
- Dylai'r ysgol geisio sicrhau fod y disgybl yn gwybod fod rhyw fath o ymddygiad yn annerbyniol, ond ei fod ef/hi yn cael eu gwerthfawrogi a ddim yn cael y bai am unrhyw gamdriniaeth sydd wedi digwydd.

- Bod mewn cysylltiad ag asiantaethau perthnasol eraill. Gallai'r rhain gynnwys ond heb fod wedi'u cyfyngu i'r Gwasanaethau Cymdeithasol ac asiantaethau cefnogi eraill megis CAMHS, y Gwasanaeth Seicoleg Addysg, Gwasanaethau Cefnogi Ymddygiad, y Gwasanaeth Gwaith Cymdeithasol Addysg, Gwaith Ieuencid mewn Addysg, y Gwasanaeth Cyfiawnder Ieuencid a Gwasanaethau Eiriolaeth (Info Shop).
- Cadw cofnodion a hysbysu'r Gwasanaethau Cymdeithasol cyn gynted â bod yna broblem.

9. Trosglwyddo gwybodaeth Diogelu i ysgol neu Awdurdod Lleol newydd

Pan mae disgybl sydd ar y gofrestr Amddiffyn Plant yn gadael yr ysgol, mae'n rhaid i'r ysgol drosglwyddo gwybodaeth i'r ysgol newydd yn syth a hysbysu'r Swyddog Diogelu a'r Gweithiwr Cymdeithasol dynodedig yn y Gwasanaethau Cymdeithasol.

Rhaid i unrhyw ffeil ddiogelu ar blentyn gael ei hanfon **ar wahân** i ffeil ysgol y plentyn i sicrhau cyfrinachedd a dylid nodi'r ffeil ddiogelu at sylw Pennaeth yr ysgol newydd.

Mae'r ddolen i Gytundeb Rhannu Gwybodaeth Personol Cymru (WASPI) yn amlinellu'r cyfrifoldebau trefniadol o ran rhannu gwybodaeth sensitif. www.waspi.org/

10. Plant ag Anghenion Arbennig / Ychwanegol

Yn ystadegol, plant ag anawsterau neu anabledau dysgu yw'r rhai sydd fwyaf agored i gael eu cam-drin. Dylai staff ysgol sy'n delio â phlant ag amrywiol anabledau, nam synhwyrdd a/neu broblemau emosiynol ac ymddygiad fod yn arbennig o sensitif i arwyddion o gam-drin.

Mae angen i staff ysgol feddu ar lefel uchel o ymwybyddiaeth gyda phlant sydd ag ADY a hybu diwylliant lle gall plant roi gwybod am eu dymuniadau a'u teimladau o safbwynt eu gofal a'u triniaeth.

Dylid gwneud yn siŵr fod plant ag ADY yn gwybod sut i godi pryderon os ydynt yn pryderu neu'n flin am rywbeth a dylent gael mynediad at amryw o oedolion y gallant gyfathrebu â nhw. Os oes anawsterau cyfathrebu gan blant, dylai fod ar gael iddynt bob amser ffordd o gael eu clywed.

Dylai plant ag ADY sy'n cael eu cyfweld fel rhan o unrhyw ymchwiliad diogelu gael mynegi eu barn ynghylch pwy fydd yr oedolyn priodol mewn sefyllfa gyfweiliad. Dylid gofyn am gyngor gan Un Pwynt Mynediad y Gwasanaethau Cymdeithasol (SPOA) (295505) mewn cysylltiad ag a yw'n briodol i aelod o'r teulu neu staff yr ysgol fynychu cyfweiliad gyda'r plentyn neu'r person ifanc.

11. Staff Ategol

Gall staff sy'n gweithio yn yr ysgol, sydd wedi bod yn gweithio gyda phlentyn a ddioddefodd niwed, neu sy'n debygol o ddiodeff niwed, ffeindio'r sefyllfa yn ofidus a/neu yn anodd yn broffesiynol ac yn foisol. Dylid cynorthwyo staff – drwy roi cyfle ac amser iddynt siarad drwy eu pryderon naill ai gyda'u goruchwyliwr a all ystyried cymorth pellach gan Swyddog Amddiffyn Plant yr ysgol, Swyddog Dynodedig yr Awdurdod Lleol (LADO) a/neu'r Adran Iechyd Galwedigaethol.

Mae Adran 5 o'r polisi hwn yn rhoi enghreifftiau eraill o'r gefnogaeth y dylai'r ysgol ei darparu.

Cyfrifoldeb yr ysgol fyddai goruchwyliaeth broffesiynol y Swyddog Amddiffyn Plant. Fodd bynnag, gall yr Awdurdod Lleol helpu i hwyluso cymorth rhwydweithio drwy'r ysgol os gwneir cais am hyn.

12. Gwneud Honiadau yn erbyn Aelodau o'r Staff

Rhaid i'r ysgol ddilyn Cylchlythyr Llywodraeth Cymru Rhif: 009/2014 Diogelu Plant mewn Addysg – Ymdrin â honiadau o gamdriniaeth yn erbyn athrawon a staff eraill.

Rhaid i'r Pennaeth a'r Swyddog Amddiffyn Plant sicrhau eu bod yn llwyr ymwybodol o'r ddeddfwriaeth a'r canllawiau perthnasol o safbwynt y gweithdrefnau sy'n ofynnol pan wneir honiad yn erbyn ymarferwr proffesiynol ac yn arbennig:

- Canllawiau LIC: Cylchlythyr Rhif: 009/2014 - Ymdrin â honiadau o gamdriniaeth yn erbyn athrawon a staff eraill.
- Canllawiau LIC Cylchlythyr Rhif: 002/2013 – Gweithdrefnau Disgyblu a Diswyddo Staff Ysgol
- FFEITHLEN AD - Rheoli Amddiffyn Plant a Materion AD Sensitif
- Cod Ymddygiad Cyngor y Gweithlu Addysg (EWC)
- Rhan 5 o Fesurau Diogelu Cymru

Gellir dod o hyd i'r canllawiau uchod ar www.llyw.cymru. Bydd gan y Pennaeth a'r Swyddog Amddiffyn Plant eu copïau unigol eu hunain o Gylchlythyrau: 009/2014 ac 002/2013 a restrir uchod a byddant wedi darllen y deall y canllawiau yn llawn. Gellir cael cyngor ac arweiniad gan y LADO a SPOA hefyd.

Mae'n rhaid i'r holl staff sicrhau fod unrhyw honiad am oedolyn sy'n gweithio gyda phlant yn cael ei adrodd yn syth i'r Pennaeth neu'r Swyddog Amddiffyn Plant. Bydd hyn yn cynnwys y staff ysgol i gyd, gwirfoddolwyr, llywodraethwyr, gweithwyr achlysurol neu gontractwyr a'r staff nad ydynt ar safle'r ysgol ond sy'n dod i gysylltiad â phlant h.y. y rheiny sy'n cludo plant yn ôl ac ymlaen i'r ysgol, hebryngwyr croesfannau ysgol ayb.

Dylai honiadau yn erbyn aelodau o'r staff gael eu dwyn i sylw'r Pennaeth yn syth (neu Gadeirydd y Llywodraethwyr a'r Pennaeth Addysg os yw'r honiad yn erbyn y Pennaeth). I hwyluso pethau yn y ddogfen hon, gelwir y person hwn y 'Rheolwr Achos'.

Gan y Pennaeth (neu Gadeirydd y Llywodraethwyr yn achos Pennaeth) fel y Rheolwr Achos, y mae'r cyfrifoldeb cyffredinol dros unrhyw honiad diogelu.

Yn y lle cyntaf rhaid i'r Rheolwr Achos drafod yr honiad yn syth gyda'r SPOA a Swyddog Diogelu Addysg yr Awdurdod Lleol (LADO) (a fydd hefyd yn helpu'r ysgol i lynu at ganllawiau LIC a restrwyd uchod). Dylid hysbysu Swyddog Diogelu Addysg yr Awdurdod Lleol am **bob** honiad sy'n dod i sylw'r ysgol ac sy'n ymddangos eu bod yn bodloni'r meini prawf uchod.

Cyrff Llywodraethu sy'n gyfrifol am ddelio â materion disgyblu staff ym mhob ysgol a gynhelir a dylent gyfeirio at Ganllawiau Llywodraeth Cymru: Cylchlythyr Rhif: 002/2013 – Gweithdrefnau Disgyblu a Diswyddo Staff Ysgol.

(<http://wales.gov.uk/topics/educationandskills/publications/guidance/staff><http://wales.gov.uk/topics/educationandskills/publications/guidance/staff-disciplinary-and-dismissal/?lang=en>) a Chylchlythyr Llywodraeth Cymru: 009/2014

(<http://learning.wales.gov.uk/docs/learningwales/publications/140410><http://learning.wales.gov.uk/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>)

13. Recriwtio mwy Diogel

Rhaid i'r ysgol lynu wrth Gylchlythyr LIC: 158/2015 Cadw Dysgwyr yn Ddiogel/Pennod 5 (Daw'r ddogfen hon yn lle Cylchlythyr LIC: 34/02 Atal Pobl Anaddas rhag Gweithio gyda Phlant). Bydd yn rhaid i bob aelod o'r staff, gwirfoddolwyr a llywodraethwyr ddal tystysgrif ddatgelu y Gwasanaeth Datgelu a Gwahardd (DBS). Bydd yr ysgol yn cadw cofnod o holl ddyddiadau datgelu DBS y staff ac yn sicrhau eu bod yn eu hadnewyddu'n brydlon.

Dylid cadw cofnod ysgrifenedig o'r holl staff cyflenwi dyddiol, gwirfoddolwyr a chontractwyr yn rhestru lle mae'r datgeliad DBS ar gael neu bydd yn rhaid gwneud asesiad risg wrth ddisgwyl i'r DBS fod ar gael.

Gan y Pennaeth y mae'r cyfrifoldeb dros sicrhau fod pob unigolyn sy'n dod ar safle'r ysgol wedi cael asesiad risg priodol mewn amgylchiadau lle nad oes datgeliadau DBS ar gael.

Bydd yn rhaid i'r ysgol lynu hefyd at arferion recriwtio mwy diogel o safbwynt deunyddiau cyhoeddusrwydd, gwefannau recriwtio, hysbysebion, pecynnau gwybodaeth i ymgeiswyr, manylbau'r person, swydd ddisgrifiadau, fframweithiau cymwyseddau, cyfweiliadau a hyfforddiant sefydlu.

Rhad i'r ysgol lynu wrth Weithdrefnau Recriwtio'r Awdurdod Lleol a Chanllawiau Recriwtio Mwy Diogel Llywodraeth Cymru.

14. Diogelwch ar Safle'r Ysgol

Mae'r ysgol yn lle diogel i ddisgyblion ddysgu a datblygu sgiliau dysgu a sgiliau cymdeithasol. Mae diogelwch corfforol y disgyblion pan maen nhw ar safle'r ysgol o'r pwys mwyaf. Caiff mynediad i safle'r ysgol ei fonitro'n agos a'i adolygu yn unol â chanllawiau'r Awdurdod Lleol ar Iechyd a Diogelwch mangreoedd ysgol. Gellir gwneud cais i'r Pennaeth i gael golwg ar Bolisi Iechyd a Diogelwch yr ysgol.

Mae gofyn i bob ymwelydd â safle'r ysgol lofnodi i mewn ac allan o fangre'r ysgol. Dylent nodi'n glir y cwmni maent yn gweithio iddo a'r rheswm dros yr ymweliad. Gan nad yw contractwr dyddiol yn debygol o fod â datgeliad DBS ar gael i'r ysgol ei weld, bydd dull arall o asesu risg yn cael ei ddefnyddio. Bydd yr ysgol yn gwneud asesiad risg, sy'n rhestru'n amlwg y mesurau rheoli a ddefnyddir gan yr ysgol i ddiogelu'r plant. Gellir defnyddio rhestr o contractwyr dyddiol fel sydd ynghlwm.

Atodiad G

15. Bwrdd Lleol Diogelu Plant Gogledd Cymru (NWSCB)

Corff statudol yw Bwrdd Lleol Diogelu Plant Gogledd Cymru sy'n cydlynu, yn monitro ac yn herio'i asiantaethau partner sy'n diogelu plant yng Ngogledd Cymru. Amcanion y Bwrdd yw GWARDHOD y plant yn ei ardal sy'n profi neu sydd mewn perygl o gamdriniaeth, esgeulustod neu fathau eraill o niwed ac ATAL plant rhag profi neu fod mewn perygl o gamdriniaeth, esgeulustod neu fathau eraill o niwed.

Mae Cyngor Wrecsam yn bartner statudol ar y Bwrdd hwn gyda chynrychiolwyr o'r adrannau Addysg a Gofal Cymdeithasol.

Dylai ysgolion fod yn ymwybodol o waith y Bwrdd Diogelu. Dylid diweddarau pob ysgol wrth iddyn nhw danysgrifio i wefan NWSB (www.northwalesafeguardingboard.wales) a'i fwletinâu. Caiff ysgolion eu hannog i fynychu digwyddiadau a hyfforddiant gan y Bwrdd. Maent yn cynnig hyfforddiant rhithiol hefyd.

Mae'n bosibl y bydd angen i ysgolion gymryd rhan yn y broses Adolygiad Ymarfer Plant. Dylai ysgolion weithio'n agos gyda'r Gwasanaethau Addysg a Phlant mewn amgylchiadau o'r fath er mwyn sicrhau fod ceisiadau am wybodaeth a dogfennau yn cael ymateb prydlon. Mae'n bosibl y bydd angen i'r ysgol fynychu Digwyddiadau Dysgu yn ystod proses adolygu. Bydd staff yr ysgol yn cael cymorth ac arweiniad gan y Gwasanaethau Addysg a Phlant er mwyn cymryd rhan lawn yn y digwyddiadau hyn.

Mae cynllun strategol yr NWSCB ar gyfer 2020-21 ar gael yn: <https://www.northwalesafeguardingboard.wales/wp-content/uploads/2020/03/NWSB-Business-Plan-2020-21.pdf>.

16. Cydraddoldeb ac Amrywiaeth

Mae'r ysgol wedi ymrwymo i sicrhau fod pob plentyn a pherson ifanc yn cael y budd mwyaf o'u haddysg waeth beth fo'u tarddiad ethnig, rhyw, oedran, cyfeiriadedd rhywiol, anabledd, cred grefyddol neu ddim cred, defnyddio BSL neu ieithoedd eraill, cenedl, cyfrifoldeb dros ddibynyddion neu unrhyw reswm arall na ellir dangos fod cyfiawnhad iddo.

Er mwyn dod i farn sensitif a chytbwys am anghenion plentyn a gallu rhiant i ymateb i anghenion eu plentyn, mae'n bwysig fod staff ysgol yn sensitif i batrymau teuluol a ffyrdd o fyw gwahanol, ac i batrymau magu plant sy'n amrywio'n fawr ar draws gwahanol grwpiau hiliol, ethnig a diwylliannol.

17. Cyfrinachedd a Rhannu Gwybodaeth

Mae'r ysgol yn cydnabod fod yr holl faterion sy'n gysylltiedig ag amddiffyn a diogelu plant yn gyfrinachol, ond mae angen cydbwysedd rhwng amddiffyn plant a'r hawl i breifatrwydd, fel yr amlinellir isod.

Bydd y Pennaeth a/neu'r Swyddog Amddiffyn Plant yn datgelu unrhyw wybodaeth am ddisgybl i aelodau eraill o'r staff ar sail angen-gwybod yn unig. Mae cyfrifoldeb proffesiynol i rannu gwybodaeth gydag asiantaethau eraill er mwyn diogelu plant.

Bydd y staff yn deall pam na allant addo cadw cyfrinach i blentyn, a allai beryglu diogelwch neu les y plentyn.

Er mwyn gwneud penderfyniadau ar sail gadarn, mae angen deall egwyddorion cyffredinol rhannu gwybodaeth lle gellir adnabod plentyn/person ifanc a'u rhieni/gofalwyr. Rhaid i ddiogelwch a lles plentyn neu berson ifanc gael yr ystyriaeth flaenaf wrth wneud penderfyniadau am rannu gwybodaeth amdany nhw.

Rhaid cael sail gyfreithiol i rannu gwybodaeth a diben cyfreithlon dros wneud hynny. Wrth ddelio â gwybodaeth gyfrinachol, bydd angen i ni fod yn fodlon fod naill ai:

- rhwymedigaeth statudol i ddatgelu
- caniatâd datganedig neu oblygedig gan y bobl dan sylw neu
- fod datgelu gwybodaeth er budd cyhoeddus tra phwysig

Nid yw'r Ddeddf GDPR yn rhwystr i rannu gwybodaeth ond mae'n darparu fframwaith i sicrhau fod gwybodaeth bersonol am bobl fyw yn cael ei rhannu'n briodol.

Hyd nes bod protocolau rhannu gwybodaeth ryngasiantaethol yn cael eu datblygu, dylai'r staff ofyn am gyngor gan y Swyddog Amddiffyn Plant a/neu'r Pennaeth am rannu unrhyw wybodaeth.

Dylai'r Pennaeth a'r Swyddog Amddiffyn Plant fod yn llwyr ymwybodol o'r canllawiau am y Ddeddf Diogelu Data a'r canllawiau o ran rhannu gwybodaeth:

- Fframwaith Cytundeb Rhannu Gwybodaeth Bersonol Cymru (WASPI) www.waspi.org/
- Canllaw i Weithio'n Rhyngasiantaethol er mwyn Diogelu a Hyrwyddo Lles Plant - Mawrth 2013

I gyfeirio at y rhain yn hawdd, mae'r Saith Rheol Euraid i Rannu Gwybodaeth i'w gweld yn **Atodiad H**.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417696/Archived-information_sharing_guidance_for_practitioners_and_managers.pdf

SYLWER: cymerwyd y 7 rheol euraid o wefan gov.uk ac maent yn ymdrin â'r wybodaeth sydd yn WASPI Llywodraeth Cymru

18. Polisiâu Cysylltiedig (Rhaid i bob polisi gael ei darllen ochr yn ochr â'r polisi hwn)

Un o delerau'r polisi hwn yw darllen y dogfennau hyn a chydymffurfio â nhw

Teler arall o'r polisi hwn yw bod asesiadau risg mewn cysylltiad ag unrhyw weithgareddau neu bobl fel sy'n ofynnol yn y polisiâu canlynol yn cael eu cofnodi a'u cadw'n ddiogel

Lle'n briodol, rhowch ddolen i'r wybodaeth berthnasol

Polisiâu'r Ysgol

Noder – Bydd angen i ysgolion sicrhau eu bod yn defnyddio teitl llawn polisiâu'r ysgol yn yr adran hon.

- Ymddygiad a Gwrth-Fwlio <https://www.gov.uk/bullying-at-school/the> • Ymyriad Corfforol/Trin Cadarnhaol (Statudol) • Caniatâd i Greu delweddau Digidol neu Gyfryngau https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/313633/DfE_Departmental_Digital_Strategy_v0_9_8.pdf
- Tynnu Lluniau a Gwneud Fideos
- Cyswllt â Disgyblion <http://gov.wales/topics/educationandskills/schoolhome/pupilsupport/searching/?lang=en>
- Polisi Goruchwylio

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/280881/supervision_of_activity_with_children_which_is_regulated_activity_when_unsupervised.pdf

- Iechyd a Diogelwch [gweler yr eicon Iechyd a Diogelwch yn y cyfeiriad isod] <http://intranet-ad/sorce/default.aspx>
- Cymorth Cyntaf
<https://www.gov.uk/government/publications/first-aid-in-schools>
- Diogelwch Safle
<https://www.gov.uk/government/publications/security-policy-framework>
- Presenoldeb
<https://www.gov.uk/school-attendance-absence/overview>
- Sefydlu gwirfoddolwyr http://intranet-ad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6825&revid=8066
http://intranet-ad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6825&revid=8066
http://intranet-ad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6272&revid=7321
http://intranet-ad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6272&revid=7321
http://intranet-ad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6887&revid=8139
http://intranet-ad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6887&revid=8139
- Cynllunio'r cwricwlwm
<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/?lang=en> • Internet safety
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- Cyfle Cyfartal
- Chwythu'r Chwiban
<https://www.gov.uk/whistleblowing>

Awdurdod Lleol

- Trefn Recriwtio a Dewis CBSW (sy'n cynnwys arferion recriwtio mwy diogel), dechreuwyr newydd, contractwyr a gwirfoddolwyr.
- Polisi/Gweithdrefn Presenoldeb Cyffredin
- E. Ddiogelwch/Defnyddio'r Rhyngrwyd yn Ddiogel
- Polisi Chwythu'r Chwiban

Cenedlaethol

- Cylchlythyr Llywodraeth Cymru: 158/2015 Cadw Dysgwyr yn Ddiogel
 - Cylchlythyr Llywodraeth Cymru: 009/2014 Diogelu Plant mewn Addysg – Ymdrin â honiadau o gamdriniaeth yn erbyn athrawon a staff eraill. Daw yn lle Adran 10 o'r ddogfen isod
 - Cylchlythyr Llywodraeth Cymru: 002/2013 Gweithdrefnau Disgyblu a Diswyddo Staff Ysgol
 - Canllaw Llywodraeth Cymru – Model o Bolisi Diogelu
 - Gweithdrefnau Diogelu Cymru
 - Rhannu Gwybodaeth a Diogelu Data - Fframwaith WASPI a Phrotocol Rhannu Gwybodaeth Ryngasiantaethol Gogledd Cymru i Asesu Plant mewn Angen a Phlant mewn Angen Amddiffyn Plant 2014 www.waspi.org/
 - Yr Adran Addysg – Cadw Plant yn Ddiogel mewn Addysg – Canllawiau Statudol i Ysgolion Ebrill 2014 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417715/Archived-Keeping_children_safe_in_education.pdf
 - Dysgu Drama: Canllawiau ar Ddiogelu Plant ac Amddiffyn Plant i Reolwyr ac Athrawon Drama Cylchlythyr 23/2006
 - Ymdrinnir â'r ddeddfwriaeth ganlynol yng Nghylchlythyr Llywodraeth Cymru:
 - 158/2015
 - Adran 175 Deddf Addysg 2002
 - Dyletswydd Gofal Cyfraith Gyffredin
 - Deddf Plant 1989
 - Deddf Plant 2004
 - Deddf Cydraddoldeb 2010
 - Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014
- Diogelu Plant: Gweithio gyda'n gilydd o dan Ddeddf Plant 2004 Fframwaith Hawliau Plant
- Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (UNCRC)
- Mesur Hawliau Plant a Phobl Ifanc (Cymru) 2100
- Bil Trais ar sail Rhywedd, Cam-drin Domestig a Thrais Rhywiol (Cymru)

19. Cydymffurfio â'r Polisi hwn

Mae'n rhaid i bob aelod o'r staff ddarllen a deall cynnwys y polisi hwn, yr atodiadau, a'r polisiau cysylltiedig a amlinellir yn y polisi hwn.

Rhaid i unrhyw staff newydd wneud yr un fath ar y cyfle cyntaf posibl.

20. Atodiad A Diffiniadau Diogelu

Diffiniad Diogelu

Mae diogelu yn golygu atal ac amddiffyn plant ac oedolion sydd mewn perygl o gamdriniaeth ac esgeulustod ac addysgu'r rheiny o'u cwmpas i adnabod yr arwyddion a'r peryglon.

Gweithdrefnau Diogelu Cymru.

21. Atodiad B Diffiniadau

Cymerwyd o Weithdrefnau Diogelu Cymru

Diffiniadau o Gam-drin

Mae hyn yn disgrifio cam-drin corfforol, rhywiol, seicolegol, emosiynol neu ariannol (ac mae'n cynnwys cam-drin sy'n digwydd mewn unrhyw leoliad, p'un ai mewn annedd preifat, sefydliad neu unrhyw le arall)

Esgeulustod

Ystyr esgeulustod yw peidio â diwallu anghenion corfforol, emosiynol, cymdeithasol neu seicolegol sylfaenol person, sy'n debygol o arwain at amharu ar les y person (er enghraifft, amharu ar iechyd y person).

Cam-drin Corfforol

Ystyr cam-drin corfforol yw brifo plentyn neu berson ifanc yn fwriadol. Mae'n cynnwys: atal yn gorfforol, megis clymu wrth y gwely, cloi mewn ystafell, achosi llosgiadau, slapio, dyrnu, cicio, brathu neu dagu, trywanu neu saethu, gwrthod rhoi bwyd neu sylw meddygol, rhoi cyffuriau, atal rhag cysgu, achosi poen, siglo neu fwrw babanod, ffugio neu achosi salwch (FII).

Cam-drin Emosiynol

Cam-drin emosiynol yw camdriniaeth emosiynol barhaus tuag at blentyn. Fe'i gelwir weithiau yn gamdriniaeth seicolegol a gall niweidio iechyd emosiynol a datblygiad plentyn yn ddifrifol. Gall camdriniaeth emosiynol gynnwys ceisio dychryn neu fychanu plentyn neu ei arwahanu neu anwybyddu. Mae plant a gam-drinnir yn emosiynol yn aml yn dioddef math arall o gamdriniaeth neu esgeulustod ar yr un pryd. Mae cam-drin emosiynol yn cynnwys: bychanu neu feirniadu'r plentyn yn gyson, bygwth, gweiddi ar blentyn neu ei alw'n enwau gan chwerthin am ei ben, neu ddefnyddio gwatwar i frifo plentyn, beio plentyn, ei wneud yn fwch

dihangol, gorfodi plentyn i berfformio gweithgareddau diraddiol, methu ag adnabod unigoliaeth y plentyn, ceisio rheoli ei fywyd, gwthio plentyn yn rhy galed, neu fethu adnabod ei derfynau gan ei wneud yn agored i ddigwyddiadau trallodus neu ffyrdd o ryngweithio sy'n gyfystyr â cham-drin domestig neu gymryd cyffuriau, methu hyrwyddo datblygiad cymdeithasol plentyn, peidio â chaniatáu iddo gael ffrindiau, ei anwybyddu yn gyson, bod yn absennol, cam-fanteisio arno, peidio byth â dweud unrhyw beth caredig iddo na mynegi teimladau cadarnhaol, na'i longyfarch ar ei lwyddiant, byth yn dangos emosiynau wrth ryngweithio â'r plentyn, a elwir hefyd yn esgeulustod emosiynol.

Cam-drin Rhywiol

Mae 2 fath gwahanol o gam-drin plentyn yn rhywiol. Y rhain yw cam-drin drwy gyswllt a cham-drin heb gyswllt. Mae cam-drin drwy gyswllt yn cynnwys: cyffwrdd pan fo camdriniwr yn gwneud cyswllt corfforol â phlentyn gan gynnwys treiddiad. Mae'n cynnwys: cyffwrdd yn rhywiol unrhyw ran o'r corff p'un ai a yw'r plentyn yn gwisgo dillad ai peidio, treisio neu dreiddio drwy roi gwrthrych neu ran o'r corff yng ngheg y plentyn, ei fagina neu ei anws gan orfodi neu annog y plentyn i gymryd rhan mewn gweithgaredd rhywiol, gorfodi plentyn i ddadwisgo, cyffwrdd organau rhywiol rhywun arall neu fastyrbio. Mae cam-drin heb gyswllt yn cynnwys: gweithrediadau heb gyffwrdd megis meithrin perthynas yn amhriodol, camfanteisio, perswadio plant i berfformio gweithrediadau rhywiol dros y rhyngwrwyd a fflachio. Mae'n cynnwys annog plentyn i wyllo neu wrando ar weithrediadau rhywiol, peidio â chymryd camau priodol i atal plentyn rhag bod yn agored i weithrediadau rhywiol gan eraill, a chwrdd â phlentyn yn dilyn meithrin perthynas amhriodol gyda'r bwriad o'i gam-drin, cam-drin ar-lein gan gynnwys creu, gweld neu ddsbarthu delweddau cam-drin plant, caniatáu i rywun arall wneud, gweld neu ddsbarthu delweddau cam-drin plant, dangos pornograffi i blentyn, camfanteisio ar blentyn yn rhywiol am arian, grym neu statws (camfanteisio ar blant)

Ariannol

Mae hyn yn cynnwys lladrata, twyll, rhoi pwysau ynghylch arian, camddefnyddio arian.

22. Atodiad C Arwyddion Niwed

Arwyddion Niwed

1 Cam-drin Corfforol

Gall cam-drin corfforol olygu taro, ysgwyd, taflu, gwenwyno, llosgi neu sgaldio, boddi, mygu, neu fel arall achosi niwed corfforol i blentyn. Gellir achosi cam-drin corfforol hefyd pan mae rhiant neu ofalwr yn ffugio symptomau, neu'n fwriadol, yn achosi, salwch mewn plentyn.

Arwyddion yn y Plentyn

Cleisio - Yn aml mae modd gwahaniaethu rhwng cleisiau damweiniol a rhai a achoswyd i rywun. Dylid ystyried y canlynol fel rhai heb fod yn ddamweiniol oni ddarperir tystiolaeth neu esboniad digonol:

- Cleisio yn y geg neu o'i hamgylch

- Dwy lygad wedi cleisio ar yr un pryd, heb gleisiau ar y talcen (anaml mae hyn yn ddamweiniol, er gall un llygad cleisiog fod yn ddamweiniol neu'n gam-drin)
- Cleisiau parhaus neu luosog ar y pen neu ar lefydd sy'n annhebygol o gael eu hanafu'n ddamweiniol, er enghraifft, y cefn, ceg, boch, clust, stumog, brest, dan y fraich, gwddf, o amgylch yr organau cenhedlu a'r rectwm
- Amrywiad mewn lliw, o bosibl yn dangos anafiadau a achoswyd ar wahanol adegau
- Amlinelliad gwrthrych a ddefnyddiwyd e.e. marciau gwregys, ôl llaw neu frwsh gwallt
- Cleisio llinelllog yn unrhyw le, yn enwedig ar y pen-ôl, y cefn neu'r wyneb
- Cleisio neu rwygo o amgylch neu'r tu ôl i'r llabed/i clustiau yn arwydd o anaf drwy dynnu neu droi
- Cleisio o amgylch yr wyneb
- Marciau gafael ar y bôn braich, blaen y fraich neu'r goes
- Gwaedlifau petechae (smotiau gwaed blaen pin o dan y croen, yn gysylltiedig fel arfer â tharo, mygu, tagu neu wasgu

Toresgyrn – Gall toresgyrn achosi poen, chwyddo a cholli lliw dros asgwrn neu gymal. Mae'n annhebygol y byddai plentyn wedi torri asgwrn heb i'r gofalwyr fod yn ymwybodol o boen y plentyn. Os nad yw'r plentyn yn defnyddio aelod, yn boenus wrth symud a/neu os yw'r aelod wedi chwyddo, gall fod asgwrn wedi torri. Mae lle i boeni os:

- Mae'r hanes yn annelwig, ddim yn bodoli neu'n anghyson
- Mae hen doriadau cysylltiedig
- Aed ar ôl sylw meddygol ar ôl cyfnod o oedi ac erbyn hynny mae'r toriad wedi achosi symptomau megis chwydd, poen neu fethu â symud

Dim ond yn dilyn trawma mawr mae asennau'n torri megis mewn damwain ffordd, anaf difrifol yn sgil ysgwyd neu anaf uniongyrchol fel cic.

Mae torri penglog yn anghyffredin mewn codymau cyffredin, h.y. o dair troedfedd neu lai. Fel arfer mae tyst i'r anaf, bydd y plentyn yn crio, ac os oes toriad mae'n debygol y gwelir chwydd ar y penglog yn datblygu dros 2 i 3 awr. Dylid cymryd pob toriad i'r penglog o ddifrif.

Anafiadau Ceg – Mae rhwygiadau i'r frenulum (y meinwe sy'n cysylltu top y wefus â'r deintgig yn aml yn arwydd o orfodi bwyd ar faban neu blentyn ag anabled. Yn aml bydd cleisiau bys ar y bochau ac o gwmpas y geg. Gall fod crafiadau ar y daflod y genau hefyd ond ni welir hynny'n aml.

Gwenwyno - Fel arfer mae tabledi neu eitem ddomestig gan blant o dan 5 yn ganlyniad i esgeulustod rhiant neu ofalwr, ond gall fod yn hunan-niwed hyd yn oed mewn plant ifanc.

Ffugio neu Gymell Salwch – Gall ymarferwyr bryderu am y posibilrwydd o blentyn yn dioddef niwed sylweddol o ganlyniad i'w gofalwr yn ffugio bod ganddynt salwch, neu'n cymell salwch. Dyma rai pethau i achosi pryder:

- Anghysondebu rhwng cyflyrau meddygol a welwyd ac a adroddwyd amdanynt megis amllder ffitiau
- Mynychu gwahanol ysbytai, mewn ardaloedd daearyddol gwahanol
- Datblygu anhwylderau bwydo/bwyta, o ganlyniad i ryngweithiadau bwydo annymunol
- Y plentyn yn datblygu agweddau abnormal at eu hiechyd eu hunain
- Methiant anorganig i ffynnu – nid yw plentyn yn magu pwysau a thyfu ac nid oes achos meddygol gwaelodol
- Oedi mewn datblygiad lleferydd, iaith neu sgiliau modur
- Ddim yn hoffi cyswllt corfforol achos
- Anhwylderau ymlyniad
- Hunan-barch isel
- Perthynas o ansawdd wael neu ddim perthynas â chyfoedion oherwydd bod rhyngweithiadau cymdeithasol yn cael eu cyfyngu
- Presenoldeb gwael yn yr ysgol a thangyflawni

Marciau Brathu - Gall marciau brathu adael argraff glir o'r dannedd os y'u gwelir yn fuan ar ôl i'r anaf gael ei roi. Yna daw'r siâp yn fwy o glais siâp cylch neu siâp hirgrwn neu gilgant. Mae'r rhai sydd dros 3cm mewn diametr yn fwy tebygol o fod wedi cael eu hachosi gan oedolyn neu blentyn hŷn. Dylid ceisio barn feddygol/ddeintyddol, yn ddelfrydol o fewn y 24 awr gyntaf, os oes unrhyw amheuaeth am darddiad y brathiad.

Llosgiadau a Sgaldiad - Gall fod yn anodd gwahaniaethu rhwng llosgiadau a sgaldiad damweiniol a rhai heb fod yn ddamweiniol. Sgaldiaidau yw'r anaf llosgi bwriadol mwyaf cyffredin a gofnodir. Gall unrhyw losg gydag amlinelliad clir fod yn amheus, e.e. llosgiadau cylchol gan sigarennau, llosgiadau llinellol gan rodenni metel neu elfennau tân trydan, llosgiadau o'r un dyfnder dros arwynebedd mawr, sgaldiad sydd â llinell sy'n dangos trochiad neu hylif a dywalltwyd. Hen greithiau sy'n dangos llosgiadau/sgaldio blaenorol, na chafodd driniaeth addas nag esboniad digonol. Sgaldio i ben-ôl plentyn, yn enwedig os nad oes llosgi ar y traed, sy'n arwydd o drochi mewn hylif neu fath poeth.

Mae'n werth cofio'r pwyntiau canlynol hefyd:

- Mae oedolyn cyfrifol yn gwirio tymheredd y bath cyn i'r plentyn fynd i mewn.
- Mae plentyn yn annhebygol o eistedd o'i wirfodd mewn bath poeth ac ni all sgaldio'i ben-ôl yn ddamweiniol heb sgaldio'i draed hefyd.
- Bydd plentyn sy'n mynd i mewn i ddŵr rhy boeth o'i ran ei hun yn brwydro i ddod allan a bydd marciau sblasio

Creithiau – Gall nifer fawr o greithiau neu greithiau o wahanol feintiau neu oed, neu ar wahanol rannu o'r corff, neu sydd â siâp anarferol, awgrymu cam-drin.

Cyflwyniad emosiynol/ymddygiadol

- Gwrthod trafod anafiadau
- Cyfaddef i gosb sy'n ymddangos yn ormodol
- Ofn i rywun gysylltu â'r rhieni ac ofn dychwelyd adref
- Tynnu'n ôl o gyswllt corfforol
- Breichiau a choesau'n cael eu gorchuddio mewn tywydd poeth
- Ofn cymorth meddygol
- Ymosodol tuag at eraill
- Yn absennol o'r ysgol yn aml
- Esboniad nad yw'n cyd-fynd ag anaf
- Sawl esboniad gwahanol yn cael eu rhoi am anaf

Arwyddion y Rhiant

- Gall fod ganddynt anafiadau eu hunain sy'n awgrymu cam-drin domestig
- Ddim yn ceisio cymorth meddygol/oedi anesboniadwy cyn ceisio triniaeth
- Anfoddog i roi gwybodaeth neu i sôn am anafiadau blaenorol
- Absennol heb reswm da pan aiff eu plentyn i gael triniaeth
- Dim diddordeb neu ddim yn cael eu cyffroi gan ddamwain neu anaf
- Ymosodol tuag at y plentyn neu eraill
- Ymdrechion anawdurdodedig i roi meddyginiaeth
- Ceisio tynnu'r plentyn i mewn i'w salwch eu hunain
- Hanes blaenorol o gam-drin mewn plentyndod, hunan-niwed, honiadau ffug o ymosodiad corfforol neu rywiol
- Gall y rhiant/gofalwr gymryd gormod o ran mewn profion meddygol, cymryd tymheredd a mesur hylifau corfforol
- Gwelir eu bod yn chwarae rhan ddwys iawn ym mywydau eu plant, byth yn cymryd seibiant angenrheidiol, na byth yn gadael i unrhyw un arall ofalu am eu plentyn
- Gallant ddangos pryder anarferol am ganlyniadau ymchwiliadau a all ddangos afiechyd corfforol yn y plentyn
- Gall anawsterau rhiantu (neu ni all) ehangach fod yn gysylltiedig â'r math hwn o gamdriniaeth
- Mae gan y rhiant/gofalwr euogfarnau am droseddau treisgar

Arwyddion yn y teulu/amgylchedd

- Ar yr ymylon neu ar wahân i'r gymuned
- Hanes o broblemau iechyd meddwl, camddefnyddio alcohol neu gyffuriau neu drais domestig
- Hanes o farwolaeth anesboniadwy, salwch neu lawdriniaethau lluosog gan y rhieni a/neu frodyr a chworydd

- Hanes blaenorol o gam-drin mewn plentyndod, hunan-niwed, honiadau ffug o ymosod corfforol neu rywiol neu ddiwylliant o gosbedigaeth gorfforol

2 Cam-drin Emosiynol

Cam-drin emosiynol yw cam-drin plentyn yn emosiynol yn barhaus nes achosi effeithiau niweidiol difrifol a chyson ar ddatblygiad emosiynol y plentyn. Gall olygu rhoi'r argraff i blant eu bod yn dda i ddim, neu ddim yn cael eu caru, yn annigonol, neu ddim ond yn cael eu gwerthfawrogi mor belled ag y maent yn bodloni anghenion person arall.

Gall gynnwys peidio â rhoi cyfleoedd i'r plentyn fynegi eu barn, eu distewi yn fwriadol neu watwar yr hyn maen nhw'n ei ddweud neu sut maen nhw'n ei gyfleu. Gall disgwyliadau sy'n anaddas i oed neu ddatblygiad y plentyn gael eu rhoi arno. Gall y rhain gynnwys rhyngweithiadau sydd y tu hwnt i allu datblygu'r plentyn, yn ogystal â gor-warchodaeth a chyfyngu ar archwilio a dysgu, neu rwystro'r plentyn rhag cymryd rhan mewn rhyngweithio cymdeithasol arferol. Gall olygu gweld neu glywed rhywun arall yn cael ei gam-drin. Gall olygu bwlio difrifol (yn cynnwys seiberfwlio), achosi i blant deimlo ofn neu mewn perygl yn aml, neu ecsploetio neu lygru plant. Mae rhyw lefel o gam-drin emosiynol ar waith ym mhob math o gamdriniaeth plentyn, er y gall ddigwydd ar ei ben ei hun.

Arwyddion yn y Plentyn

- Oedi mewn datblygiad
- Ymlyniad abnormal rhwng plentyn a rhiant/gofalwr, e.e. yn orbryderus, methu gwahaniaethu neu ddim ymlyniad
- Ymddygiad ymosodol tuag at eraill
- Plentyn yn cael ei wneud yn fwch dihangol yn y teulu
- Rhewi mewn gwylidwriaeth, yn enwedig mewn plant cyn-ysgol
- Hunan-barch isel a diffyg hyder
- Tawedog neu gael eu hystyried yn 'unig' - anodd cysylltu ag eraill
- Adweithio gormod i gamgymeriadau
- Ofn sefyllfaoedd newydd
- Ymatebion emosiynol anaddas i sefyllfaoedd poenus
- Ymddygiad niwrotig (e.e. siglo, troelli gwallt, sugno bys)
- Hunan-niwed
- Ofn bod rhywun yn cysylltu â'r rhieni
- Eithafion o fod yn oddefol neu'n ymosodol
- Cam-drin cyffuriau/sylweddau
- Rhedeg i ffwrdd yn gyson
- Lladrata cymhellol
- Ymddangos yn ddifater – agwedd 'ddim yn malio'
- Arwahanrwydd cymdeithasol – ddim yn ymuno i mewn a nemor ddim ffrindiau
- Iselder, di-ddweud
- Problemau ymddygiadol, e.e. ymosodedd, eisiau sylw, gorfywiogrwydd, methu canolbwyntio
- Hunan-barch isel, diffyg hyder, ofnus, gofidus, gorbryderus
- Perthynas wael â chyfoedion, yn cynnwys bod yn dawedog neu ar wahân

Arwyddion yn y Plentyn

- Gall cam-drin domestig, problemau iechyd meddwl oedolion a chamddefnyddio sylweddau gan oedolion fod yn nodweddion mewn teuluoedd lle mae plant yn agored i gamdriniaeth
- Ymlyniad annaturiol i'r plentyn, e.e. yn orbryderus neu ddim diddordeb yn y plentyn
- Gwneud un plentyn yn y teulu yn fwch dihangol
- Gosod disgwyliadau anaddas ar y plentyn, e.e. rhwystro archwilio neu ddysgu datblygiadol y plentyn, neu ryngweithio arferol yn yr ysgol drwy fod yn orwarchodol.
- Gall anawsterau riantu (neu ni all) ehangach fod yn gysylltiedig â'r math hwn o gamdriniaeth.

Arwyddion yn y Teulu/Amgylchedd

- Diffyg cefnogaeth gan deulu/rhwydwaith cymdeithasol.
- Ar yr ymylon neu wedi eu hynysu o'r gymuned.
- Hanes o broblemau iechyd meddwl, camddefnyddio alcohol neu gyffuriau neu drais domestig
- Hanes o farwolaeth anesboniadwy, salwch neu lawdriniaethau lluosog gan y rhieni a/neu frodyr a chwiorydd
- Hanes blaenorol o gam-drin mewn plentyndod, hunan-niwed, anhwylder somateiddio, honiadau ffug o ymosod corfforol neu rywiol neu ddiwylliant o gosbedigaeth gorfforol.

3 Esgeulustod

Esgeulustod yw methiant parhaus i ddiwallu anghenion corfforol sylfaenol a/neu seicolegol plentyn, sy'n debygol o arwain at amhariad difrifol ar iechyd neu ddatblygiad y plentyn. Gall esgeulustod ddigwydd yn ystod beichiogrwydd o ganlyniad i gam-drin sylweddau gan y fam. Wedi i'r plentyn gael ei eni, gall esgeulustod olygu methiant gan riant neu ofalwr i:

- ddarparu bwyd, dillad a chysgod digonol (yn cynnwys taflu allan o'r cartref neu gael eu gadael);
- gwarchod plentyn rhag niwed neu berygl corfforol neu emosiynol;
- sicrhau goruchwyliaeth ddigonol (yn cynnwys defnyddio darparwyr gofal annigonol); neu
- sicrhau mynediad at ofal neu driniaeth feddygol briodol
- gall hefyd gynnwys esgeuluso, neu ddiffyg ymateb i, anghenion emosiynol sylfaenol plentyn.

Arwyddion yn y Plentyn – Cyflwyniad Corfforol

- Ddim yn ffynnu, neu, mewn plant hŷn, yn fyr o gorff
- O dan bwysau
- Newynu yn aml
- Cyflwr budr, blêr
- Dim digon o ddillad, dillad mewn cyflwr gwael
- Croen brycheulyd coch/porffor, yn enwedig ar y dwylo a'r traed, a hynny yn y gaeaf oherwydd oerfel
- Aelodau wedi chwyddo gyda briwiau sy'n araf yn gwella, fel arfer yn gysylltiedig ag anaf oerfel
- Chwant bwyd abnormal
- Gwallt sych, tenau
- Heintiau neu gyflyrau croen parhaus/heb eu trin, e.e. ecsema neu lau pen cyson, sgabies, dolur rhydd
- Cyflyrau iechyd neu feddygol ddim yn cael eu rheoli/eu trin, yn cynnwys iechyd deintyddol gwael
- Damweiniau neu anafiadau mynych

Arwyddion yn y Plentyn - Datblygiad

- Oedi cyffredinol, yn enwedig oedi mewn lleferydd ac iaith
- Sgiliau cymdeithasol annigonol a methu â chymdeithasu

Arwyddion yn y Plentyn – Cyflwyniad Emosiynol/Ymddygiadol

- Anhwylderau ymlyniad
- Diffyg ymateb cymdeithasol normal
Ddim yn gwybod sut i ymddwyn gydag oedolion
- Anghenus yn emosiynol
- Lladrata cymhellol
- Blinder cyson
- Yn aml yn absennol neu'n hwyr i'r ysgol
- Hunan-barch isel
- Tueddiadau dinistriol
- Yn ffynnu i ffwrdd o amgylchedd y cartref
- Ymddygiad ymosodol a byrbwyll
- Perthynas drwblus â chyfoedion
- Ymddygiad hunan-niweidiol

Arwyddion yn y Rhiant

- Yn edrych yn fudr ac yn flêr
- Dim digon o ddillad
- Sgiliau cymdeithasol annigonol a diffyg gallu i gymdeithasu
- Ymlyniad abnormal i'r plentyn, e.e. gor-bryder
- Hunan-barch isel a diffyg hyder

- Methu â bodloni'r anghenion hanfodol sylfaenol, e.e. digon o fwyd, dillad, gwres, hylendid.
- Methu â bodloni anghenion iechyd a meddygol y plentyn, e.e. iechyd deintyddol gwael, methu â mynychu neu gadw apwyntiadau ag ymwelydd iechyd, Meddyg Teulu neu ysbyty, ddim wedi cofrestru â Meddyg Teulu, diffyg ceisio neu gydymffurfio â thriniaeth feddygol addas, methu â mynd i'r afael â chamddefnyddio sylweddau fel rhiant yn ystod beichiogrwydd
- Plentyn yn cael ei adael gyda rhieni sy'n feddw neu'n dreisgar
- Plentyn wedi cael ei adael neu ar ei ben ei hun am gyfnodau hirfaith
- Gall anawsterau rhiantu (neu ni all) ehangach fod yn gysylltiedig â'r math hwn o gam-drin.

Arwyddion yn y Teulu/Amgylchedd

- Hanes o esgeulustod yn y teulu
- Teulu ar yr ymylon neu wedi'u hynysu gan y gymuned
- Mae gan y teulu hanes o broblemau iechyd meddwl, camddefnyddio alcohol neu gyffuriau neu drais domestig.
- Hanes blaenorol o gam-drin mewn plentynod, hunan-niwed, anhwylder somateiddio, honiadau ffug o ymosod corfforol neu rywiol neu ddiwylliant o gosbedigaeth gorfforol.
- Amgylchedd cartref peryglus yn cynnwys methu â defnyddio offer diogelwch cartref; risg gan anifeiliaid.
- Cyflwr gwael yr amgylchedd cartref e.e. cyfleusterau anlanwaith, diffyg trefniadau cysgu priodol, awyru annigonol (yn cynnwys smygu goddefol) a diffyg gwresogi digonol
- Diffyg cyfleoedd i blentyn chwarae a dysgu

4. Cam-drin Rhywiol

Cam-drin rhywiol yw gorfodi neu ddenu plentyn neu berson ifanc i gymryd rhan mewn gweithgareddau rhywiol, ddim o reidrwydd â lefel uchel o drais, p'un ai bod y plentyn yn gwybod beth sy'n digwydd ai peidio.

Gall gweithgareddau gynnwys cyswllt corfforol, yn cynnwys ymosodiad drwy dreiddiad (er enghraifft treisio neu ryw trwy'r geg) neu heb fod treiddiad fel mastyrbio, cusanu, rhwbio a chyffwrdd y tu allan i'r dillad.

Gallant hefyd gynnwys gweithgareddau digyswllt, fel cynnwys plant mewn edrych ar, neu gynhyrchu, delweddau rhywiol, gwyllo gweithgareddau rhywiol, annog plant i ymddwyn mewn ffyrdd sy'n rhywiol amhriodol, neu baratoi plentyn ar gyfer camdriniaeth (yn cynnwys drwy'r rhyngwyd).

Nid dim ond dynion sy'n cyflawni camdriniaeth rywiol. Gall menywod gyflawni gweithredoedd o gam-drin rhywiol hefyd, fel y gall plant eraill.

Arwyddion yn y Plentyn – Cyflwyniad Corfforol

- Heintiau wrinol, gwaedu neu ddolur yn ardaloedd yr organau cenhedlu neu'r rectwm
- Poen cyson wrth basio dŵr neu ysgarthion
- Gwaed ar y dillad isaf
- Heintiau a drosglwyddir yn rhywiol
- Dolur neu waedu yn y wain
- Beichiogrwydd mewn merch ifanc lle nas datgelir pwy yw'r tad a/neu mae cyfrinachedd neu aneglurder am bwy yw'r tad
- Symptomau corfforol fel anafiadau i ardal yr organau cenhedlu neu'r rectwm, cleisio ar y pen-ôl, yr abdomen a'r cluniau, afiechyd a drosglwyddir yn rhywiol, presenoldeb semen ar y wain, anws, organau cenhedlu allanol neu'r dillad

Arwyddion yn y Plentyn – Cyflwyniad Emosiynol/Ymddygiadol

- Mae'n gwneud datgeliad
- Yn dangos gwybodaeth neu ymddygiad rhywiol sy'n amhriodol i'r oedran/cyfnod datblygu, neu sy'n anarferol o benodol
- Newidiadau anesboniadwy mewn ymddygiad, fel mynd yn ymosodol neu'n dawedog
- Hunan-niwed, e.e. anhwylderau bwyta, hunananafiad ac ymdrechion hunanladdiad
- Hunan-ddelwedd wael, hunan-niwed, hunan-gasineb
- Amharod i ddadwisgo ar gyfer Addysg Gorfforol
- Rhedeg i ffwrdd o'r cartref
- Diffyg sylw neu ganolbwyntio (yn eu byd eu hunain)
- Newidiadau sydyn mewn arferion gwaith ysgol, dod yn driwant
- Tynnu'n ôl, bod ar wahân neu bryderu'n ormodol
- Ymddygiad rhywioledig amhriodol
- Cael eu hecsploetio'n rhywiol neu ddewis anaddas o bartneriaid rhywiol
- Gwlychu eu hunain neu ymddygiadau atchweliadol eraill, e.e. sugno bys
- Tynnu lluniau sy'n rhywiol benodol
- Iselder

Arwyddion yn y Rhieni

- Sylwadau a wneir gan y rhiant/gofalwr am y plentyn
- Diffyg ffiniau rhywiol
- Anawsterau rhiantu ehangach neu fod yn agored i niwed
- Ymddygiad paratoi i bwrpas rhyw (*grooming*)
- Mae'r rhiant yn droseddwr rhyw

Arwyddion yn y Teulu/Amgylchedd

- Teulu ar yr ymylon neu wedi'u hynysu gan y gymuned
- Mae gan y teulu hanes o broblemau iechyd meddwl, camddefnyddio alcohol neu gyffuriau neu drais domestig.

- Hanes o farwolaeth anesboniadwy, afiechyd neu lawdriniaethau lluosog gan y rhieni/brodyr a chwiorydd i'r teulu
- Hanes blaenorol o gam-drin mewn plentyndod, hunan-niwed, anhwylder somateiddio, honiadau ffug o ymosod corfforol neu rywiol neu ddiwylliant o gosbedigaeth gorfforol.
- Mae aelod o'r teulu yn droseddwr rhyw

23. Atodiad D - pan mae plentyn yn datgelu am blentyn arall

Gall plentyn benderfynu datgelu wrth ymarferydd eu bod;

- Wedi dioddef niwed, camdriniaeth neu esgeulustod;_
- Yn ymwybodol o blentyn arall a all fod neu sydd yn cael ei gam-drin._

Mae'n bwysig sylweddoli y gall plant 'ddweud':

- Ar lafar_
- Drwy chwarae_
- Drwy eu hymddygiad._

Mae'r ffordd y mae'r ymarferydd proffesiynol yn ymateb i'r datgeliadau cychwynnol hyn yn penderfynu a fydd y plentyn yn parhau i ddisgrifio'r hyn a ddigwyddodd neu'n cau i lawr ac yn tynnu unrhyw beth a ddywedwyd yn ôl.

Gan y gall yr hanesion hyn fod yn hanfodol mewn achosion cyfreithiol, mae'r ffordd y mae ymarferwyr yn eu rheoli yn bwysig.

Mae'n hollbwysig:

- Cadw'r plentyn yn ddiogel rhag perygl, diogelu yw'r peth pwysicaf;_
- Gofynnwch y cwestiynau arferol y byddech yn eu gofyn i benderfynu a oes risg ddiogelu fel:_
 - Beth sydd wedi digwydd?_
 - Pryd digwyddodd o?_
 - Ble digwyddodd o?_
 - Sut digwyddodd o?_
 - Pwy wnaeth o?_
- Gwrandewch a sylwch;_
- mae'n hollbwysig fod yr ymarferydd yn cofnodi'r hyn a ddywedwyd wrthyn nhw cyn gynted â phosibl, gan y gall hwn fod yr adroddiad cyntaf a'r unig adroddiad a fydd ar gael i'r heddlu;_
- Cadwch feddwl agored am yr hyn a welwch ac a glywch._

- Esboniwch wrth y plentyn unrhyw gamau a fydd yn cael eu cymryd mewn ffordd sy'n briodol i'w hoedran a'u dealltwriaeth;_
- **Peidiwch ag** addo cadw'r hyn a ddywedwyd wrthych yn gyfrinach gan fod ar ymarferwyr ddyletswydd i ddatgelu gwybodaeth i'r gwasanaethau cymdeithasol ac mewn rhai achosion i'r heddlu;_
- Cofiwch nad yw adrodd am bryderon yn golygu torri ymddiriedaeth._

Adrodd am bryderon

- Yn syth at eich rheolwr linell a/neu'r person diogelu dynodedig i ofyn am gyngor ac os nad oes neb ar gael, cysylltwch â'r gwasanaethau cymdeithasol._
- Gwnewch yn siŵr fod y pryderon yn cael eu hadrodd yn syth i'r gwasanaethau cymdeithasol lleol;_
- Peidiwch ag oedi;_
- Peidiwch ag wynebu'r cam-driniwr honedig;_
- Peidiwch â phoeni eich bod efallai wedi gwneud camgymeriad. Bydd y gwasanaethau cymdeithasol bob amser yn cymryd ymarferwyr o ddifrif. Mae'n well trafod y datgeliad gyda rhywun sydd â'r profiad a'r cyfrifoldeb i wneud penderfyniad na pheidio â gweithredu o gwbl._

Cofnodi pryderon

- Cofnodwch, cyn gynted ag y gallwch a ddim hwyrach na 24 awr yn dilyn y datgeliad, yr hyn a ddywedwyd wrthych chi;_
- Defnyddiwch union eiriau'r plentyn;_
- Disgrifiwch yr amgylchiadau lle digwyddodd y datgeliad; y cefndir ac unrhyw un arall a oedd yn bresennol;_
- Byddwch yn ymwybodol y gall fod angen yr adroddiad ar gyfer achos cyfreithiol neu drefn ddisgyblu felly sicrhewch eich bod yn glynu at y ffeithiau;_
- Gwnewch nodyn o'r dyddiad, yr amser, y lle a'r bobl a oedd yn bresennol pan wnaed y datgeliad._

ADOLYGU

Sylwadau ffeithiol i gynnwys yr hyn ddywedodd y plentyn air-am-air:

Sylwadau'r Plentyn

Yr union beth a ddywedon nhw, dyfynnwch eu geiriau, peidiwch â rhoi sêr yn lle rhegfeydd neu eiriau anodd. Defnyddiwch yr union eiriau os gallwch eu cofio neu dywedwch eu bod yn eiriau tebyg a'ch bod yn agos at y geiriau

Y Sefyllfa a'r Dasg

Ble oedd y digwyddiad, beth oedd y plentyn i fod yn gwneud, a oedd hon yn dasg/sefyllfa arferol i'r plentyn, oedd hyn yn rhywbeth na fyddai'r plentyn wedi'i brofi o'r blaen. A roddwyd cyfarwyddiadau clir?

Plant eraill

Faint o blant eraill oedd yn bresennol, oedden nhw â rhan yn hyn, beth oedd eu cyfraniad i'r digwyddiad?

Ffactorau Amgylcheddol

A oedd unrhyw beth am amgylchiadau ffisegol y plentyn a effeithiodd ar eu hymddygiad?

Oedolion eraill oedd yn bresennol

A oes angen i chi drawsgyfeirio'ch adroddiad o'r digwyddiad gydag un unrhyw un arall?

Sylwadau Oedolion

Pa eiriau a ddywedwyd wrth y plentyn ar ddiwedd y digwyddiad?

Cofnod Ysgrifenedig

Cofnodwch Amser, Diwrnod a Lle'r digwyddiad, unrhyw ddatgeliad a'r amser y gwnaed y nodiadau. Rhaid i gofnodion fod yn:

- | | |
|-----------|--|
| Amserol | Cyn gynted â phosibl ac o fewn yr un diwrnod gwaith ac os yw'n bryder neu'n atgyfeiriad amddiffyn plant, cyn gynted â bo hynny'n ymarferol bosibl. |
| Ffeithiol | Peidiwch â chofnodi'ch barn - dychmygwch eich bod yn gamera fideo sy'n gwyllo'r digwyddiad ac ysgrifennwch hanes sy'n ddisgrifiadol ond heb fod yn rhy gymhleth. |

Casgliad y Digwyddiad

Sut ddaeth y mater i ben, sut oedd y plentyn yn ymddwyn ar ddiwedd ac ar ôl y digwyddiad? Disgrifiwch yr hyn a wnaethoch chi wedyn e.e. dweud wrth y Swyddog Amddiffyn Plant a rhoi nodiadau am y digwyddiad iddo/iddi. Lle'n briodol, rhowch resymau dros eich penderfyniad.

Sylwer: Ni fydd y pwyntiau uchod yn berthnasol i bob cofnod, ond cofiwch y penawdau a chofnodwch yr wybodaeth sydd ar gael, peidiwch â theimlo fod yn rhaid i chi ‘roi tic ym mhob blwch’

24. Atodiad E – Camau i’w cymryd pan mae angen siarad â phlentyn i ganfod a oes pryder amddiffyn plant

Yn amodol ar unrhyw newid barn gan Lywodraeth Cymru mewn canllawiau diwygiedig, cynghorir Swyddogion Amddiffyn Plant i gymryd y camau canlynol pan fo angen siarad â phlentyn i ganfod a oes pryder amddiffyn plant yn bodoli:

1. Dylid cynnig cyfle i’r plentyn gael cefnogaeth gan oedolyn o’u dewis yn y cyfarfod (yr “Oedolyn Cyfrifol” neu’r “Oedolyn”), p’un ai ei bod yn aelod o staff yr ysgol neu’n rhiant neu’n berthynas arall.
2. Fel arfer dylid parchu dymuniad y plentyn os yw’n ymarferol cydymffurfio ag ef (neu oni bai fod yr oedolyn a enwyd â rhan mewn rhyw ffordd yn y pryder yr ymchwilir iddo). Os nad yw’n ymarferol i’r oedolyn hwnnw fod yn bresennol, dylid gwahodd y plentyn i enwi oedolyn arall. Os nad yw’r plentyn yn teimlo y gall ddewis, gallai’r Swyddog Amddiffyn Plant awgrymu rhywun addas.
3. Fel y dywedwyd uchod, dylid dweud wrth yr Oedolyn Cyfrifol am bwrpas y cyfarfod o flaen llaw a dylid rhoi cyfle iddo drafod materion gyda’r disgybl. Dylai’r Oedolyn ei gwneud yn glir ei fod ef/ei bod hi yno i gefnogi a chynghori’r disgybl, ond nid ddylai addo y bydd y trafodaethau rhyngddynt yn cael eu cadw’n gyfrinachol. Gall fod sefyllfaoedd lle mae’r Oedolyn yn cael gwybod am faterion y mae’n rhaid eu hadrodd wrth y CPS, y gwasanaethau cymdeithasol neu’r heddlu.
4. Dylid dweud wrth yr Oedolyn fod croeso iddynt ymyrryd ar ran y disgybl os ydynt yn teimlo fod unrhyw agwedd o’r cyfarfod yn amhriodol.
5. Dylai’r Oedolyn siarad â’r disgybl ar ôl y cyfarfod er mwyn rhoi tawelwch meddwl a chefnogaeth.

25. Atodiad F – Camau i'w cymryd wrth gyfarfod â pherson ifanc i ganfod a yw'r protocol Ymddygiad Niweidiol Rhywiol (SBH) yn gymwys neu a yw perthynas rywiol yn creu perygl o niwed iddyn nhw

Yn amodol ar unrhyw newid barn gan Lywodraeth Cymru mewn canllawiau diwygiedig, cynghorir Swyddogion Amddiffyn Plant i gymryd y camau canlynol wrth siarad â pherson ifanc mewn cyd-destun diogelu ac amddiffyn plant:

1. Dylid ystyried a yw'r cyfarfod yn addas o dan y canllawiau priodol a beth yw ei amcanion.
2. Dylid ystyried a yw'r disgybl yn debygol o fod yn fregus a dylid adnabod unrhyw anghenion cefnogaeth arbennig.
3. Dylid ystyried nifer a phwy yw'r oedolion sy'n bresennol yn y cyfarfod, a dylid holi a yw eu presenoldeb yn angenrheidiol
4. Dylid gwneud yn siŵr fod lleoliad yn cyfarfod yn sicrhau preifatrwydd a chyfrinachedd.
5. Cyn dechrau'r cyfarfod, dylid dweud wrth y disgybl ac unrhyw Oedolyn Cyfrifol beth yw pwrpas y cyfarfod a dylid rhoi cyfle i'r disgybl siarad ag Oedolyn Cyfrifol cyn i'r cyfarfod ddechrau. Dylid dweud wrth y disgybl y gall siarad â'r Oedolyn ar unrhyw adeg.
6. Dylid holi'r disgybl am faterion mewn ffordd sensitif a'u gwahodd i roi adroddiad. Ni ddylid eu rhoi o dan bwysau i wneud hynny.
7. Os daw hi'n amlwg ar unrhyw adeg fod angen gwneud atgyfeiriad ffurfiol i'r heddlu neu'r gwasanaethau cymdeithasol, rhaid i'r cyfarfod ddod i ben.
8. Gall fod angen rhoi cyngor i'r disgybl am sut i ymddwyn yn y dyfodol. Dylid rhoi cyngor o'r fath mewn ffordd sensitif ac ymatal rhag barnu.
9. Dylid cloi'r cyfarfod drwy roi sicrwydd i'r disgybl.

Dylai'r Swyddog Amddiffyn Plant wneud cofnod llawn o'r cyfarfod.

26. Atodiad G – Cofnod Dyddiol Contractwyr/Ymwelwyr

Log Dyddiol Contractwyr

Dylid rhoi Gwybodaeth Amddiffyn Plant i bob Contractwr a dylid cael enwau Contractwyr.

Dyddiad	Amser i mewn	Amser Gadael	Enw 'r Contractwr	Cwmni	Rheswm am yr ymweliad	Gwybodaeth AP wedi'i roi	Asesiad Risg
							Rhif CRB Dilys
							Gyda rhywun ar y safle
							Ddim mewn ardaloedd lle mae disgyblion unigol
							Rhif CRB Dilys:
							Gyda rhywun ar y safle
							Ddim mewn ardaloedd lle mae disgyblion unigol
							Rhif CRB Dilys:
							Gyda rhywun ar y safle
							Ddim mewn ardaloedd lle mae disgyblion unigol

27. Atodiad H – Rhannu Gwybodaeth

Rhannu Gwybodaeth

7 Rheol Euraid Rhannu Gwybodaeth

1. Cofiwch nad yw'r Ddeddf GDPR yn rhwystr i rannu gwybodaeth ond mae'n fframwaith i sicrhau bod gwybodaeth bersonol am unigolion byw yn cael ei rannu'n briodol.
2. Byddwch yn onest ac agored gyda'r unigolyn (a/neu ei deulu lle bo hynny'n briodol) o'r cychwyn ynghylch pam, beth, sut ac â phwy y rhennir gwybodaeth neu y gellir ei rannu, a cheisio eu cytundeb, onid yw'n anniogel neu amhriodol gwneud hynny.
3. Ceisiwch gyngor os oes gennych amheuan, heb ddatgelu pwy yw'r unigolyn lle bo modd.
4. Lle bo modd, rhannwch wybodaeth gyda chydysyniad a, lle bo modd, parchwch ddymuniadau'r sawl nad ydynt yn cydsynio i gael ei gwybodaeth wedi'i rannu. Gallwch ddal i rannu'r wybodaeth heb gydsyniad os yw budd y cyhoedd yn drech na hynny, yn eich barn chi. Bydd yn rhaid i chi seilio'ch barn ar ffeithiau'r achos.
5. Ystyriwch ddiogelwch a lles: Seiliwch eich penderfyniadau am rannu gwybodaeth ar ystyriaethau diogelwch a lles yr unigolyn ac eraill y gall eu gweithredoedd effeithio arnynt.
6. Angenrheidiol, cymesur, perthnasol, digonol, cywir, amserol a diogel: gwnewch yn siŵr fod y wybodaeth a rannwch yn angenrheidiol at y pwrpas yr ydych yn ei rannu, ei fod yn cael ei rannu yn unig â'r unigolion hynny sydd angen ei gael, ei fod yn gywir ac yn gyfoes, yn cael ei rannu yn amserol, ac yn cael ei rannu'n ddiogel.
7. Cadwch gofnod o'ch penderfyniad a'r rhesymau drosto – boed i rannu gwybodaeth neu beidio. Os penderfynwch rannu, yna cofnodwch beth rydych wedi'i rannu, gyda phwy ac at ba ddiben.

28. Atodiad I – Proses ar gyfer holl Staff y Gwasanaeth Addysg Canolog

Diogelu – Adrodd am Bryderon Diogelu

Proses i'w dilyn gan holl staff y Gwasanaeth Addysg Canolog.

Adran 1

Pan fod gennych bryderon am 'blentyn' tra'ch bod yn gweithio mewn ysgol yn Wrecsam, mae'n rhaid i'r staff adrodd am eu pryder yn syth wrth Gydlynnydd Amddiffyn Plant yr Ysgol am gyngor/gweithredu posibl ac atgyfeirio at Un Pwynt Mynediad y Gwasanaethau Plant - 01978 292039.

Cyfrifoldeb yr unigolyn a gafodd y datgeliad yw gwneud yr atgyfeiriad hwn ac ni ddylai gael ei ddirprwyo i staff arall yn yr ysgol.

Dylai pob aelod o'r staff gael gwybod pwy yw'r Cydlynnydd Amddiffyn Plant cyfredol yn yr ysgolion rydych yn eu cefnogi.

Dylai'ch pryderon gael eu hadrodd hefyd i'ch Arweinydd Tîm/Rheolwr lle dylid cofnodi adroddiad a chytuno ar unrhyw gamau pellach – (dylid cofnodi'r ohebiaeth drwy e-bost).

Adran 2

Pan mae staff canolog yn dod yn ymwybodol am bryder am blentyn y tu allan i'r ysgol h.y. ymweliad cartref, gweithio ar y cyd ag asiantaeth, darparwr allanol yn lleisio'r pryderon, hyn, dylid eu riportio'n syth i'r SPOA (292039) a'ch Arweinydd Tîm/Rheolwr yn syth.

Yn absenoldeb eich Arweinydd Tîm/Rheolwr mae'n rhaid i chi riportio'ch pryderon i un o'r swyddogion canlynol –

Arweinydd Cefnogaeth Addysg – John Hodgson 01978 268140/07808787761
Swyddog Cymdeithasol Addysg neu'r Cynrychiolydd Addysg ar SPOA 01978 295505

30. Atodiad J – Strategaeth Hyfforddiant Diogelu Addysg

Cyngor Bwrdeistref Sirol Wrecsam

Strategaeth Hyfforddiant Diogelu Addysg

Strategaeth i ddarparu Hyfforddiant, Cefnogaeth a Chyngor gan y Swyddog
Diogelu Addysg i Ysgolion a Gwasanaethau Addysg

Medi 2023 – Gorffennaf 2024

Cynnwys

1. Cyflwyniad

2. Y Cyd-destun a Chanllawiau Cenedlaethol

- Hyfforddiant
- Cyngor a Chefnogaeth
- Gwerthuso ac Effeithiolrwydd

3. Hyfforddiant

- Darparu Hyfforddiant i Staff Ysgol
- Darparu Hyfforddiant i Staff y Gwasanaeth Addysg
- Cyngor a Chefnogaeth
- Gwerthuso ac Effeithiolrwydd

4. Cynllunio i'r Dyfodol

- Hyfforddiant
- Cyngor a Chefnogaeth
- Gwerthuso ac Effeithiolrwydd

1. Cyflwyniad

Pwrpas y strategaeth hon yw darparu'r fframwaith ar gyfer hyfforddiant diogelu, a gwasanaethau cefnogaeth a chynghor i ysgolion a gwasanaethau addysg yn Wrecsam. Yn sail i hyn mae'r fframwaith cyfreithiol a'r canllawiau statudol, amcanion cynllun busnes y Bwrdd Rhanbarthol Diogelu Plant ac mae'n unol â chylch gorchwyl y Bwrdd hwnnw.

Mae Diogelu Plant ac arferion Recriwtio Mwy Diogel yn datgan fod ar yr Awdurdod Lleol ddyletswydd i roi cymorth sy'n sicrhau fod ysgolion yn ymwybodol o'u cyfrifoldebau dros ddiogelu plant a monitro eu perfformiad. Sicrhau fod yr hyfforddiant priodol ar gael, polisiau a gweithdrefnau model, rhoi cynghor a chefnogaeth. Hwyluso cysylltiadau a chydweithredu ag asiantaethau eraill, yn statudol ac anstatudol.

Yn Wrecsam darperir y gefnogaeth hon gan un Arweinydd Cefnogaeth Addysg a gyflogir gan Addysg a'i brif ffocws yw cadw plant yn ddiogel drwy gyfrannu at:

- Greu a chynnal amgylchedd dysgu diogel i blant a phobl ifanc
- Adnabod lle mae pryderon am les plant a gweithredu i fynd i'r afael â nhw lle'n briodol, mewn partneriaeth ag asiantaethau eraill.
- Datblygu dealltwriaeth ymwybyddiaeth a gwytnwch plant drwy'r cwricwlwm.

2. Y Cyd-destun a Chanllawiau Cenedlaethol

Hyfforddiant

Mae adran 175 o Ddeddf Addysg 2002 ar gyfer ysgolion a gynhelir yn datgan

“Dylai Awdurdodau Addysg Lleol a chyrrff llywodraethu ysgolion a gynhelir a cholegau Addysg Bellach wneud trefniadau i sicrhau fod eu swyddogaethau'n cael eu cyflawni gyda golwg ar ddiogelu a hyrwyddo lles plant”

Cadw Dysgwyr yn Ddiogel 158/ 2015: arfer ei bwerau o dan adran 175 o Ddeddf Addysg 2002.

“Mae pawb yn y gwasanaeth addysg yn rhannu amcan i helpu i gadw plant a phobl ifanc yn ddiogel drwy gyfrannu at:

Darparu amgylchedd diogel i blant a phobl ifanc ddysgu mewn lleoliadau addysg, ac

Adnabod plant a phobl ifanc sy'n dioddef neu'n debygol o ddioddef niwed sylweddol a chymryd camau priodol gyda'r nod o sicrhau eu bod yn cael eu cadw'n ddiogel, yn y cartref ac mewn lleoliad addysg”

Er mwyn galluogi staff i gyflawni'r gofynion uchod, mae'r canllawiau'n gosod allan y disgwyliadau ar staff ysgol o ran hyfforddiant. Dylai pob aelod o staff sy'n gweithio gyda phlant mewn ysgolion a llywodraethwyr ysgolion, gael hyfforddiant

ar ddiogelu plant a fydd yn eu galluogi i gyflawni eu cyfrifoldebau o safbwynt amddiffyn plant yn effeithiol a dylid sicrhau fod hyfforddiant gloywi addas er mwyn diweddarau gwybodaeth a sgiliau'r staff ar gael hefyd. Dylai'r staff hyn gael hyfforddiant gloywi bob blwyddyn.

Mae'n rhaid i'r hyfforddiant diweddarau hwn fynd y tu hwnt i staff yn mynychu hyfforddiant wedi'i drefnu yn y dyfodol i sefyllfa sy'n galluogi addysg ac ysgolion yn Wrecsam i asesu'r staff drwy raglenni hyfforddiant cynhwysfawr. Bydd yr hyfforddiant hwn yn sicrhau fod addysg ac ysgolion yn bodloni eu dyletswyddau i ddiogelu a hyrwyddo lles plant (Adran 175) o Ddeddf Addysg 2002.

Mae ysgolion yn cyfrannu drwy'r cwricwlwm hefyd drwy ddatblygu dealltwriaeth, ymwybyddiaeth a gwytnwch plant. Mae Estyn yn archwilio yn erbyn y graddau y mae ysgolion yn cyflawni eu cyfrifoldebau diogelu. Mewn ysgolion, mae pa mor effeithiol y mae diogelu dysgwyr yn cael ei hyrwyddo, yn radd a all gyfyngu ar effeithiolrwydd cyffredinol. Mae creu amgylchedd dysgu diogel yn golygu cael trefniadau effeithiol yn eu lle i fynd i'r afael ag ystod o faterion.

Mae'r rhain yn cynnwys trefniadau amddiffyn plant, iechyd a diogelwch disgyblion, bwlio, diogelwch yr ysgol, mynd i'r afael â chamddefnyddio cyffuriau a sylweddau a sicrhau fod cyfle ar gael i blant drafod eu pryderon gyda staff sydd wedi'u hyfforddi'n dda ac sy'n deall yr agenda diogelu.

Cyngor a Chefnogaeth

Cadw Dysgwyr yn Ddiogel 158/ 2015 Mae canllawiau cyfredol Llywodraeth Cymru Cadw Dysgwyr yn Ddiogel (158 /2015) yn datgan y dylai'r Awdurdod Lleol sicrhau fod y canlynol yn cael eu darparu:

- Polisiau a Gweithdrefnau Model
- Cyngor a chefnogaeth ar ddiogelu
- Hwyluso cysylltiadau a chydweithrediad rhwng asiantaethau
- Cyngor a chymorth i staff dynodedig sy'n delio ag achosion unigol
- Staff a all weithredu drwy ddefnyddio "barnau proffesiynol" i ddatrys unrhyw anawsterau
- Cefnogaeth i'r rheiny sy'n arwain ar "ddiogelu" ac annog a meithrin dealltwriaeth a pherthynas weithio dda rhyngddyn nhw, gweithwyr cymdeithasol y gwasanaethau plant, a staff mewn asiantaethau eraill sydd â rhan mewn diogelu plant er mwyn datblygu gwaith partneriaeth effeithiol

Gwerthuso ac Effeithiolrwydd

Mae Cadw Dysgwyr yn Ddiogel 158/2015 yn datgan:-

“Dylai’r awdurdod lleol fonitro cydymffurfiaeth ysgolion a gynhelir â’r canllaw hwn, yn arbennig o ran sicrhau fod polisiau a gweithdrefnau priodol yn bodoli ac yn cael eu gweithredu, a hyfforddiant staff, yn cynnwys yr uwch unigolyn sydd â chyfrifoldeb dynodedig dros amddiffyn plant. Dylid dod ag unrhyw ddiffygion i sylw corff llywodraethu’r ysgol a chyngori ar y camau sydd eu hangen i’w hunioni.”

“gweithio i sicrhau fod cyrff sy’n gweithio gyda phlant neu’n dod i gysylltiad â nhw, yn gweithredu arferion recriwtio ac adnoddau dynol sy’n ystyried yr angen i ddiogelu a hyrwyddo lles plant”

3. Hyfforddiant

Hyfforddiant Staff Ysgol Gyfan -

Mae’r Arweinydd Cefnogaeth Addysg (LADO) a staff enwebedig Gwaith Cymdeithasol Addysg yn darparu hyfforddiant Amddiffyn Plant a Diogelu i holl Staff Addysg a Llywodraethwyr.

Rhoddir yr hyfforddiant gan staff Gwaith Cymdeithasol cymwysedig ac mae’n seiliedig ar ddull “Hyfforddi’r Hyfforddwyr” a gymeradwywyd gan y Bwrdd Rhanbarthol Diogelu Plant. Darperir yr hyfforddiant fel a ganlyn.

Lefel 1. Hyfforddiant Sylfaenol i’r holl staff sy’n dod i gysylltiad â phlant. Yn cynnwys-

- Arwyddion a Symptomau cam-drin posibl.
- Categoriâu o gam-drin a’r Gofrestr Amddiffyn Plant.
- Adrodd a chofnodi achosion.
- Y Broses Gyfeirio i’r Un Pwynt Mynediad (SPOA).
- Atebolrwydd o fewn yr ysgol a’r Swyddogion Amddiffyn Plant enwebedig.
- Enghreifftiau o arfer diweddar.
- Rhan 4.
- Materion Digidol/CEOP/Secstio.
- Plant sy’n Colli Addysg/EHE.
- Atal.
- Masnachu/FGM.

Lefel 2. Cyflwyniad Amlasiantaeth Blynyddol i Swyddogion Amddiffyn Plant ac Uwch Arweinwyr/Llywodraethwyr.

Darperir yr hyfforddiant hwn mewn partneriaeth â’r Gwasanaethau Plant/Heddlu Gogledd Cymru ac Iechyd. Yn cynnwys-

- Archwiliad Meddygol – Cyflwyniad gan Bediatregydd Ymgynghorol.
- Plant SPOA – Cyfeirio ac Ymarfer. Cyflwyniad gan Reolwr SPOA.
- Cynadleddau Achos Amddiffyn Plant a Rhan 4. Cyflwyniad gan ISRO/Arweinydd Addysg.
- Ymchwiliad Heddlu a chipolwg gweithredol – Cyflwyniad gan Heddlu Gogledd Cymru.
- Sesiwn Holi ac Ateb a chyfle i drafod/rhannu arfer cyfredol.

Cyfleoedd Hyfforddi Ychwanegol.

- Mae gan Gyngor Bwrdeistref Sirol Wrecsam fodiwl E ddysgu sydd ar gael i'r staff i gyd ar ei lwyfan E Ddysgu.
- Gall ysgolion gomisiynu Hyfforddiant Amddiffyn Plant annibynnol os mai dyma benderfyniad y Pennaeth/Llywodraethwyr. Fodd bynnag, os oes unrhyw ysgol yn dewis hyn, dylent roi gwybod i'r Arweinydd Cefnogaeth Addysg pryd mae hyn yn digwydd ynghyd ag enw'r darparwr.
- Mae gofyn i ysgolion hefyd gadw cofnod cynhwysfawr o bwy sydd wedi cwblhau'r hyfforddiant a phryd ar y sail hon.

31. Atodiad L – Beth yw Diogelu - Uwchradd Angen ei gyfieuthu

WHAT IS SAFEGUARDING?

Safeguarding is:

- To protect YOU from abuse and harm
- To promote YOUR welfare and care
- Is everyone's responsibility

Friends School work Cyber-bullying Family

If YOU are concerned or worried about anything that is going on in YOUR life or anyone else's....

- YOU can talk to ANY adult in school who YOU trust.
- YOU will be listened to.
- They will work with YOU to agree what action is needed.

Sexuality Cyber-Bullying

Abuse

- YOUR discussion will be confidential.
- But, if YOUR life or someone else's life is in danger; if YOU are being hurt; or if YOU are harming another person....
- This might mean that they have to work with other professionals to keep YOU safe e.g. school nurse.

Bullying Exams and tests

Drugs & alcohol Relationships Bereavement

If YOU cannot speak to someone in school, you can always talk to a friend, family or any adult that YOU trust, or you can contact Childline



Worry box
Don't forget YOU
can also post
your worries

“Safeguarding.....here to protect you!”

School Safeguarding Personnel and Contact Numbers

Catrin Pritchard: 01978 315050 PritchardC157@hwbcymru.net
Heddu Wyn: 01978 315050 BlackwellH6@hwbcymru.net
Rhian Eleri Jones: 01978 315050 JonesR2208@hwbcymru.net
Hannah Mullock: 01978 315050 mullockh@hwbcymru.net

Governor with responsibility for Safeguarding and Child Protection:
Mrs Ceri Edwards

Head Teacher: Miss Catrin Pritchard - 01978 315050

Designated Safeguarding Person: Miss Catrin Pritchard - 01978 315050

Deputy Safeguarding Person: Mrs Heddu Wyn - 01978 315050

LA Safeguarding Officer (LADO). Rebecca Phillips -07435654007

WCBC SPOA 01978 292039. ESW Direct Line on SPOA 01978 295505

N. B. All staff should have access to this policy, which will be emailed out following approval or on the WCBC Education Website.

All current staff and any new appointments will sign a school held register to confirm that they have read and understood the contents. This register will be held securely within the school and will also confirm the date individual staff last received training.

School should also record all staff that have completed CP Level 1 training

Policy Date from LA	September 2020
Policy published by:	WCBC Head of Education
Version 001 dated	April 2018
Date Adopted by LA	April 2018
Review Date by LA	August 2022

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30. Appendix L – What is Safeguarding – Secondary

1. Description of School

Ysgol Morgan Llwyd is a Welsh medium Secondary school situated in Wrexham County Borough Council. There are currently 894 pupils which includes 94 Sixth Formers. 21.1 % of pupils are in receipt of Free School Meals, 25 % of pupils are from Welsh speaking families, less than 1% of pupils have English as an additional Language.

2. Description of Policy Formation and Consultation Process

This policy takes account of the following key documents:

- Welsh Government Circular: 158/2015 Keeping Learners Safe.
And other documents listed in Circular: 158/2015
- Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff. Replaces Section 10 of below document
- Welsh Government Circular: 002/2013 Disciplinary and Dismissal Procedures for School Based Staff
- Staffing of Maintained Schools (Wales) (Amendment) Regulations 2014
- Welsh Government Guidance 'Model' Safeguarding Policy
- Wales Safeguarding Procedures
- WCBC SPOA Process Leaflet 2018.
- Social Services and Wellbeing Act 2014
- Children Act 1989 and 2004

The Local Authority has prepared this policy on the basis of a model provided by Denbighshire County Council. The original model was constructed following consultation with a wide range of partners and schools. The model was also presented to the Regional Safeguarding Children's Board and was accepted as a comprehensive model of good practice.

The Wrexham County Borough Council Education Department has prepared this updated document as a model of good practice that reflects the systems and processes that operate within the Local Authority Area.

The Policy can be adopted by individual schools and should be reviewed periodically by the Headteacher and the Governing Body. These reviews can be recorded as part of the policy on the cover and below.

Miss Catrin Pritchard (the school Designated Safeguarding Person) submitted the reviewed and revised school policy to the Governing Body on 17th November 2021 where it was approved and recorded within the minutes of the meeting.

3. Introduction

The safeguarding of children is of utmost importance at Ysgol Morgan Llwyd. School should provide a secure and inclusive environment in which children and young people can flourish and grow. In order to achieve this, wide ranging measures have been put into place, by way of policies, as outlined in Section 17.

Child Protection work often involves uncertainty and ambiguity. However, the process that underpins the Child Protection Process is clear and must be adhered to. It is a fundamental principle that the protection of children from harm is the responsibility of **all individuals working with children**. Parents and the public rightly expect high standards from child protection workers in safeguarding children but achieving them is challenging for practitioners working in this field.

Wrexham County Borough Council and the Governing Body of Ysgol Morgan Llwyd fully recognize the paramount importance of Child Protection and Safeguarding. The aim of this policy is to reduce the risk of harm to children in our school and to ensure their health and wellbeing.

The terms 'child protection' and 'safeguarding' mean different things to different people and it is for this reason that the Welsh Government have defined the terms which can be viewed in **Appendix A**.

The School Safeguarding Leadership Structure is as follows:

- Governing Body - Strategic overview
- Head Teacher - Overall Leadership
- Designated Safeguarding Person - Management and Administration
- All Staff - Responsibility to record and report child protection concerns.

There are three main elements specifically with regard to the safeguarding of children:

- Prevention through the teaching and pastoral support offered to pupils.
- Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children, school staff are well placed to observe the outwards signs of abuse.
- Support to pupils who may have been the victims of abuse.

This policy applies to all Governors, Staff and Volunteers working in the school. Teachers, Teaching Assistants, Mid-day Supervisors, Caretakers, Secretaries, and Office Staff all 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 obligations upon them.

All staff MUST record and report any child protection problems, concerns or suspicions to the Designated Safeguarding Person, as soon as it is identified and practically possible, and to Children's Services SPOA 01978 292039.

This report of any incident or concern should not be delayed if CP staff are not available. A Deputy or named person must be available in school at all times during the school day.

4. Local Authority Safeguarding Obligations

A Local Authority shall make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children. [Section 175 Education Act 2002].

The Local Authority will:

- Monitor compliance with the Wales Safeguarding Procedures.
- Ensure advice, guidance and training is available as required.

5. School Safeguarding Obligations

The Governing Body:

- Ensure the school has effective policies and procedures in place to deal with child protection and safeguarding matters.
- Ensure the school follows safe recruitment processes.
- Ensure the school has effective policies and procedures in place to deal with allegations of abuse against members of staff.
- Monitor compliance with those policies and procedures.
- Ensure any deficiencies in relation to child protection arrangements are brought to its attention and remedied without delay.
- Ensure all staff undertake the appropriate training commensurate with their grade, in accordance with the LEA's training strategy **Appendix K**.

- Ensure that a member of the Governing Body is nominated for liaising with the LEA and other agencies as appropriate, in the event of allegations of abuse being made against the Head teacher.
- Review its policies and procedures annually.

The Head Teacher:

- Ensure that there is a designated senior member of staff, who has undertaken the appropriate and enhanced training required of the role. This role will be called the Designated Safeguarding Person. The name of the Designated Safeguarding Person and Deputy Designated Safeguarding Persons will be clearly displayed around the school.
- Ensure that a named Designated Safeguarding Person is always on site at the school or that appropriate arrangements are in place to ensure any Safeguarding/Child Protection issues are dealt with by a trained and named Designated Safeguarding Person.
- Ensure that the matter is referred in a timely fashion on the day of the concern being raised within the school especially if there is the possibility of a child returning home before the matter has been referred or resolved.
- Work closely with the Designated Safeguarding Person and the Designated Governor for Child Protection, who will oversee the school's child protection policy and practice.
- Work with all members of the Governing Body to understand and fulfil all responsibilities.
- Recognise the importance of the role of the Designated Safeguarding Person and arrange support and training. The Designated Safeguarding Person within the school is a key figure and will be provided with additional, enhanced and refresher training in accordance with the Local Authority Training Strategy (**Appendix K**)
- The Head teacher will have read and fully understood the Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff.
- Ensure every member of staff and every governor knows:
 - the name of the Designated Safeguarding Person and their role,
 - the name of the designated Governor for Child Protection,
 - that they have individual responsibility for referring child protection concerns to the Designated Safeguarding Person within the agreed timescales,

- that they have individual responsibility to take forward concerns to a Deputy Designated Safeguarding Person if the Designated Safeguarding Person is unavailable,
- that they have a duty to follow up concerns and make referrals if necessary.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may report abuse.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure and other such documents/leaflets.
- Provide mandatory training for all staff so that they know:
 - their personal responsibility,
 - the agreed school procedures,
 - the need to be vigilant in identifying cases of abuse,
 - how to support the child who tells of abuse.
- **Appendix B** provides the definitions of abuse/neglect/significant harm
- **Appendix C** provides the indicators of abuse/neglect/harm
- **Appendix D** provides advice on staff responsibilities - what to do?
- **Appendix E** provides advice on steps to take where a child is to be spoken to ascertain whether a child protection concern exists
- **Appendix F** provides advice on steps to take when meeting with a young person to ascertain whether the SHB protocol applies or a sexual relationship present a risk of harm to them
- Ensure that notification is sent to the LADO **and** the appropriate local Social Services Single Point of Access for Children (SPOA Tel 292039) if the school:
- should have to exclude a pupil on the child protection register, either for a fixed term or permanently,
- should have to exclude a pupil who is a 'Looked After Child (LAC), either for a fixed term or permanently,
- if there is an unexplained absence of a pupil on the child protection register (following consultation with school ESW)

- Establish and maintain effective links with relevant agencies and schools as required with particular focus on child protection matters. To attend or ensure school are represented at initial review and case conferences, core groups. To also ensure the submission of written reports to the conferences. Schools should attend the above meetings and must not delegate this involvement after the initial case conference i.e. schools must take part in all future meetings about a specific child after committing to attending core group meetings.
- Ensure written records are kept of concern about children (noting the date, event, persons present during discussions, action taken, the reasons any decisions were taken) Appendix **D**.
- Ensure all records are kept secure and in locked locations (see Record Keeping Procedure).
- Adhere to the procedure set out in the Welsh Assembly Government guidance circular when an allegation is made against a member of staff Welsh Government Circular: 002/2013 - Disciplinary and Dismissal Procedures for School Staff and Welsh Government Circular: 009/2014 - (Handling allegations of abuse against teachers and other staff) linking to Part 5 of The Wales Safeguarding Procedures.
- Ensure that the recruitment and selection procedures are made in accordance with Welsh Government Circular: 158/2015 Chapter 5.
- Ensure that an up to date register is maintained to confirm the date that all staff received Child Protection/Safeguarding training. (All staff should receive refresher training within 3 years of the original training).

The Designated Safeguarding Person:

- Undertake the appropriate and enhanced training required of this role, as per the training strategy **Appendix K**.
- Be on the school site, or ensure that appropriate arrangements are in place in their absence, to ensure any safeguarding/child protection issues are dealt with by a trained and named Deputy Designated Safeguarding Person.
- Refer the matter on the day of the concern being raised to them and in good time to enable Children's Service to respond before the end of the school day.
- Work closely with all staff to oversee the school's child protection policy and practice.
- Work with all members of the Governing Body to understand and fulfil the school's responsibilities.

- Notify the Head Teacher and Governors of any non-compliance with the procedure or further training requirements.
- Be alert to signs of abuse. Know how to respond to a pupil who may tell of abuse and know how to respond to a pupil who may disclose abuse.
- Upon receipt of Notification, ensure notification is also sent to the local Social Services Single Point of Access for Children (01978 292039) if the school:
- should have to exclude a pupil on the child protection register, either for a fixed term or permanently,
- should have to exclude a pupil who is a 'Looked After Child (LAC), either for a fixed term or permanently,
- if there is an unexplained absence of a pupil on the child protection register.
- Establish and maintain effective links with relevant agencies and schools as required. Focus on child protection matters, including attendance at initial review and case conferences, core groups and the submission of written reports to the conferences. Schools will attend the above meetings and must not delegate this involvement after the initial case conference i.e. schools must attend all future meetings about a specific child after committing to attending core group meetings.
- Ensure written records are kept of concern about children (noting the date, event, persons present during discussions, action taken, the reasons any decisions were taken including, if the decision is not to report), even where there is no need to refer the matter to social services immediately **Appendix D**.
- Ensure all records are kept secure and in locked locations (see Record Keeping Procedure).
- Adhere to the procedure set out in the Welsh Assembly Government guidance circular when an allegation is made against a member of staff Welsh Government Circular: 002/2013 - Disciplinary and Dismissal Procedures for School Staff and Welsh Government Circular: 009/2014 - (Handling allegations of abuse against teachers and other staff) linking to Part 5 of The Wales Safeguarding Procedures.
- Ensure that the recruitment and selection procedures are made in accordance with Welsh Government Circular: 158/2015 Chapter 5.
- The Designated Safeguarding Person will have read and fully understood the Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff

All staff:

- All Staff **MUST** record and report any child protection problems, concerns or suspicions to the Designated Safeguarding Person as soon it is identified and practically possible. **This is not a matter of individual choice**. There is a duty to record and report your concerns **without delay** once the allegation/concern has been raised.
- Understand that child protection is **EVERYBODYS RESPONSIBILITY**. Every individual must recognize their role and responsibilities to safeguard and promote the welfare/wellbeing of children.
- Be familiar with and follow the school's procedures and protocols for safeguarding and promoting the welfare of children and know who to contact in the school to express concerns about a child's welfare.
- Be alert to indicators of abuse, neglect and exploitation which may occur within the family home or in the wider community.
- Have access to and comply with the Wales Safeguarding Procedures available electronically on through your App Store on your smartphone or at <https://safeguarding.wales/>.
- Understand the principles and practice contained in Keeping Learner's Safe 2015 and Social Services and Well-being Act 2014.
- Have received child protection training to a level commensurate with their role and responsibilities.
- Know when and how to refer any concerns about child abuse and neglect to social services or the police.
- Know that a child, parent, caregiver, relative or member of the public who expresses concerns about a child's welfare to a professional and / or agency employee must never be asked to make a self-referral to social services or the police. The professional and/or agency employee must make the referral.
- Know that if any person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to social services or the police, who have statutory duties and powers to make enquiries and intervene when necessary

In addition to their duty and responsibility to make referrals, there are other ways in which everyone who works with children and families can contribute to the safeguarding of children and the child protection process:

- Treat the child's welfare as paramount.
- Be alert and aware of the risks which individual abusers or potential abusers may pose to children.
- Recognise when a parent or carer has compromised parenting capacity. Such problems which may affect their capacity to provide effective and appropriate care, or which may mean they pose a risk of harm to a child. Such parents may need to be supported in accordance with the Social Services and Wellbeing Act 2014.
- Be aware of the impact and effects of abuse and neglect on children.
- Have an understanding of the Framework for Assessment of Children in Need and their Families and the support available from TAC.
- Share and help to analyse information so that an informed assessment can be made of the child's needs and circumstances.
- Contribute as required to provide help or a specific service to the child or a member of their family as part of an agreed plan and contribute to the reviewing of a child's progress.
- Contribute as necessary at all stages of the child protection process.
- Contribute to regularly reviewing the outcomes for the child against specific shared objectives. This will include school Pastoral Planning (PSP).
- Work co-operatively with the parents unless this is inconsistent with the need to ensure the child's safety and wellbeing.
- Be committed to fully co-operating with all other agencies in the interests of safeguarding children.

The partner agencies listed in the Social Services and Wellbeing Act 2014 share statutory responsibility for safeguarding and promoting the welfare of children and there is a duty placed on all professionals working for those agencies to report concerns.

This is not a matter for individual choice

The suspected abuse of a child must be reported to Social Services SPOA (295505) or the Police. These are the agencies, together with the NSPCC, with statutory powers to investigate suspected abuse.

Agencies **must not undertake** their own internal child protection enquiries and must refer their concerns. If the concern involves a member of staff, please see Section 12 of this policy.

6.Prevention

Under the new Social Service and Wellbeing Act 2014 schools have a duty to identify early the needs of all children/young people with the purpose of prevention and protection. Concerns should be discussed with the ESW on duty in SPOA on 01978 295505.

We recognize that good self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children. The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure that they know all adults in the school who can be approached if they are worried or in difficulty
- include in the curriculum activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know who to turn to for help

School should also be aware of the services available to their pupils in the form of counselling via The Info Shop or support from dedicated services such as Youth Work in Education and Youth Justice Prevention Support.

Procedures

School will comply with the Wales Safeguarding Procedures that have been endorsed by the Local Safeguarding Children Board. An electronic copy of the Wales Safeguarding Procedures may be viewed via searching Wales Safeguarding Procedures on your App Store or visit <https://safeguarding.wales/>.

We will consider the safeguarding responsibilities in specific circumstances outlined in the Wales Safeguarding Procedures and practice guidance from Welsh Government:

- Keeping Learners Safe – available at: <https://gov.wales/keeping-learners-safe>.
- Female Genital Mutilation – available at: <https://gov.wales/female-genital-mutilation-guidance-professionals>
- Handling allegations of abuse against teachers and staff – available at: <https://gov.wales/sharing-information-safeguard-children> and Section 5 of the Wales Safeguarding procedures.
- Safeguarding Children at risk of abuse or neglect – available at: <https://gov.wales/safeguarding-children-risk-abuse-or-neglect>.
- Information sharing to safeguard children – available at: <https://gov.wales/sharing-information-safeguard-children>.

- Safe and Effective Intervention: Use of reasonable force and searching for weapons available at: <https://gov.wales/safe-and-effective-intervention-guidance-schools-and-local-authorities>.
- Responding to issues of self-harm and thoughts of suicide in young people – available at: <https://gov.wales/responding-issues-self-harm-and-thoughts-suicide-young-people>.
- Keeping Young Performers Safe: Performance Licences for children available at: <https://gov.wales/keeping-young-performers-safe-performance-licences-children>.

It is essential that staff and governors are aware of the following individual Wales Safeguarding Procedures All Wales Practice Guides:

- Safeguarding Children from Child Criminal Exploitation (CCE).
- Safeguarding children from harmful practices related to tradition, culture, religion or superstition.
- Safeguarding children who may be trafficked
- Safeguarding children affected by Domestic Abuse.
- Safeguarding children from child neglect.
- Safeguarding children from Online Abuse.
- Safeguarding children where there are concerns about Harmful Sexual Behaviour.
- Safeguarding children who are home educated.
- Safeguarding children who go missing from home or care.
- Safeguarding Children from Child Sexual Exploitation (CSE).
- Safeguarding children from Female Genital Mutilation
- All Wales Flowchart for practitioners when dealing with a Disclosure of concern identified of Forced Marriage.
- Revised Home Office “Prevent Duty” Guidance for England and Wales.
- The Modern Slavery Act 2015 was introduced to criminalize slavery, forced servitude and human trafficking in the UK.

Safeguarding Modern Slavery- Schools have a duty to:

To protect children (and adults in their area) who may be experiencing, or at risk of abuse, neglect and other kinds of harm and;

To prevent children (and adults in their area) from becoming at risk of abuse, neglect and other kinds of harm.

Professionals Strategy Meeting

The purpose of a strategy meeting is to share and discuss in detail all the information held by school regarding the nature of your concerns and sharing views and concerns about service support with a family.

Please note

This use of a strategy meeting is not a replacement to making appropriate referrals to children's services on a child.

This process is to address cases where evidence exists where better working together across services could address the concerns raised by school.

The strategy called by school could potentially reduce the amount of time and resources used by contacting individual agencies for advice and support and updates on a pupil, by providing a coherent plan that school, agencies and family can agree upon in the best interests of the child.

7.Support

Under the Social Service and Wellbeing Act 2014 schools have a well-being duty to promote the well-being of people who need care and support. Relevant partners which include school staff have a duty to report to the Local Authority if it has reasonable cause to suspect that a child is at risk.

Children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame and be deeply affected.

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

The school will endeavour to support the pupil through:

- The content of the curriculum to encourage self-esteem and self-motivation with liaison and support from the appropriate commissioned services.
- The school ethos will promote a positive, supportive and secure environment and give pupils a sense of being valued.

- The schools behaviour policy is aimed at supporting vulnerable pupils in school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth.
- The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse that has occurred.
- The liaison with other relevant agencies. This could include but is not limited to Social Services and other support agencies such as Child and Adolescent Mental Health Service, Educational Psychology Service, Behaviour Support Services, Education Social Work Service, Youth Work in Education, Youth Justice Service and Advocacy Services (Info Shop.)
- The keeping records and notifying Social Services as soon as there is a concern.

8. Transfer of Safeguarding information to a new school or Local Authority

When a pupil on the Child Protection register leaves the school, the school will transfer information to the new school immediately and inform the Safeguarding Officer and allocated Social Worker in Social Services.

Any safeguarding file on a child must be sent **separately** to the child school file to ensure confidentiality and mark the safeguarding file for the attention of the Head Teacher of the new school.

The Wales Accord on the Sharing of Personal Information (WASPI) link outlines organisational responsibilities in relation to the sharing of sensitive information. www.waspi.org/

9. Children with Special / Additional Needs

Statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with varying disabilities, sensory impairment and/or emotional and behaviour problems will be particularly sensitive to signs of abuse.

School staff need to have a high level of awareness with children who have ALN and promote a culture where children are able to make their wishes and feelings known in respect of their care and treatment.

Making sure all children with ALN know how to raise concerns if they are worried or angry about something and giving them access to a range of adults with whom they can communicate. Children with communication difficulties should have available to them at all times a means of being heard.

Children with ALN who are interviewed as part of any safeguarding investigation should be allowed to express their views as to who will be the appropriate adult in an interview situation. Advice must be sought from Social Services SPOA (295505) in relation to the

appropriate involvement of family or school staff in the attendance of any interview with the child or young person.

10.Supporting Staff

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 should be supported - by providing an opportunity and the time to talk through their anxieties either with their supervisor who may consider further support from the school Designated Safeguarding Person, Local Authority Designated Officer (LADO) and/or the Occupational Health Department.

Section 5 of this policy provides other examples of the support the school will provide.

The professional supervision of the Designated Safeguarding Person would be the responsibility of the school. However, the Local Authority can help to facilitate specific networking support through school when requested.

11.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 Safeguarding 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 and in particular:

- Welsh Government Guidance: Circular No: 009/2014 - Safeguarding Children in Education - Handling allegations of abuse against teachers & other staff
- Welsh Government Guidance: Circular No: 002/2013 - Disciplinary and Dismissal Procedures for School Staff
- HR FACT SHEET - Managing Child Protection and Sensitive HR Issues
- Education Workforce Council (EWC) Code of Conduct.
- Part 5 of The Wales Safeguarding Measures

The above guidance may be found on www.wales.gov.uk. The Head Teacher and Designated Safeguarding Person will have their own individual copies of Circulars: 009/2014 and Circular: 002/2013 listed above and will have fully read and understood the guidance. Advice and guidance is also available from the LADO and SPOA.

All staff must ensure that any allegation regarding an adult who is working with children is reported immediately to the Head Teacher or the Designated Safeguarding Person. This will include all school staff, volunteers, governors, occasional workers or contractors and those

staff who are not on the school site but come into contact with children i.e. those who transport children to/from school, school crossing patrols etc.

Allegations against members of staff should be brought immediately to the attention of the Head Teacher (or the Chair of Governors and the Head of Education if the allegation is against the Head Teacher). For ease of reference in this document this person will be known as the 'Case Manager'.

The Head Teacher (or Chair of Governors in the case of a Head Teacher) as the Case Manager, has overall responsibility for any safeguarding allegation.

In the first instance the Case Manager should immediately discuss the allegation with SPOA and the Local Authority Education Safeguarding Officer (LADO) within Education (who will also support the school with how to adhere to the Welsh Government guidance listed above). The Local Authority Education Safeguarding Officer should be informed of **all** allegations that come to a school's attention and appear to meet the criteria set out above.

Governing Bodies are responsible for dealing with staff disciplinary matters in all maintained schools and should refer to Welsh Government Guidance: Circular No: 002/2013 - Disciplinary and Dismissal Procedures for School Staff.

(<http://wales.gov.uk/topics/educationandskills/publications/guidance/staff><http://wales.gov.uk/topics/educationandskills/publications/guidance/staff-disciplinary-and-dismissal/?lang=en>) and Welsh Government Circular: 009/2014
<http://learning.wales.gov.uk/docs/learningwales/publications/140410><http://learning.wales.gov.uk/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>

12. Safer Recruitment

The school will adhere to the Welsh Government Circular: 158/2015 Keeping Learners Safe/Chapter 5 (This document replaces Welsh Government Circular: 34/02 Preventing Unsuitable People from Working with Children.) All members of staff, volunteers and governors will be required to hold an up to date Disclosure and Barring Service (DBS) disclosure certificate. The school will maintain a record of all staff DBS disclosure dates and ensure that renewals are timely.

A written log of all daily supply staff, volunteers and contractors will be kept clearly listing where the DBS disclosure is available or a risk assessment will be formulated in lieu of an available DBS disclosure.

The Head Teacher retains responsibility for ensuring that all persons attending the school site are appropriately risk assessed in circumstances where DBS disclosures are unavailable.

The school will also adhere to safer recruitment practices with regard to publicity materials, recruitment websites, advertisements, candidate information packs, person specifications, job descriptions, competency frameworks, interviews and induction training.

The school will adhere to the Local Authority Recruitment Procedures and the Welsh Government Safer Recruitment Guidance.

13.School Site Security

The school is a safe and secure place for pupils to learn and develop learning and social skills. The physical safety of pupils when on school site is of paramount importance. Access to the school site is strictly monitored and reviewed in line with the Local Authority guidance on the Health and Safety of school premises. The school's Health and Safety Policy is available to review on request from the Head Teacher.

All daily visitors to the school site are required to sign in and out of school premises. They will clearly list the company for whom they work and the reason for the visit. As a daily contractor is unlikely to have a DBS disclosure available to be viewed by the school, an alternative method of risk assessment will be employed. A risk assessment will be undertaken by the school, which clearly lists the control measures employed by the school to safeguard the children. A daily contractors' list may be used as attached.

Appendix G

14.N W Safeguarding Children Board (NWSCB)

North Wales Safeguarding Children's Board (NWSCB) is a statutory body which co-ordinates, monitors and challenges its partner agencies in safeguarding children in North Wales. The objectives of the NWSCB are to PROTECT children in its area who are experiencing or at risk of abuse, neglect or other kinds of harm and PREVENT children who are experiencing or at risk of experiencing abuse, neglect or other kind of harm.

Wrexham Council is a statutory partner of this Board with representatives from both Education and Social Care departments.

Schools should be aware of the work of the Safeguarding Board. Each school should be updated through subscribing to the NWSB's website (www.northwalessafeguardingboard.wales) and its bulletins. - Schools are encouraged to attend events and training by the NWSCB. Virtual Training is also offered by NWSCB.

Schools may need to be involved in the Child Practice Review process. Schools will work closely with Education and Children Services in such circumstances to ensure that requests for information and documentation is responded to timely. School may also need to attend Learning Events during a review process. School staff will receive support and guidance from Education and Children's Services in order to participate fully in these events.

The NWSCB strategic plan for 2020-2021 is available at:

<https://www.northwalesafeguardingboard.wales/wp-content/uploads/2020/03/NWSB-Business-Plan-2020-21.pdf>.

15. Equality and Diversity

The school is committed to ensuring that all children and young people gain maximum benefit from their education regardless of ethnic origin, sex, age, sexual orientation, disability, religious belief or non-belief, use of BSL or other languages, nationality, responsibility for dependents or any other reason which cannot be shown to be justified.

In order to make sensitive and well informed professional judgments about a child's needs and a parent's capacity to respond to their child's needs, it is important that school staff will be sensitive to differing family patterns, and lifestyles and to child rearing patterns that vary across different racial, ethnic and cultural groups.

16. Confidentiality & Information Sharing

The school recognises that all matters relating to child protection and safeguarding are confidential, however there is a balance between child protection and the right to privacy, as outlined below.

The Head Teacher and/or the Designated Safeguarding Person will disclose any information about a pupil to other members of staff on a need-to-know basis only. There is a professional responsibility to share information with other agencies in order to safeguard children.

Staff will understand that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.

In order to make soundly based decisions there is a need to understand the general principles of sharing information identifiable to a child and/or young persons or their parents/carers. The safety and welfare of a child or young person must be the first consideration when making decisions about sharing information about them.

There must be a legal basis for sharing information and a legitimate purpose for doing so. When dealing with confidential information we will need to be satisfied that there is either:

- a statutory obligation to disclose
- expressed or implied consent from the persons involved or
- an overriding public interest in disclosing information

The GDPR Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

Until the development of inter-agency information-sharing protocols all staff will seek advice from the Designated Safeguarding Person and/or the Head Teacher with regard to the sharing of any information.

The Head Teacher and Designated Safeguarding Person will be fully aware of the guidance surrounding the Data Protection Act and the guidance surrounding the sharing of information:

- Wales Accord on the Sharing of Public Information (WASPI) framework www.waspi.org/
- Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children - March 2013

For ease of reference the Seven Golden Rules for Information Sharing may be viewed at **Appendix H.**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417696/Archived-information_sharing_guidance_for_practitioners_and_managers.pdf

NOTE: that the 7 golden rules are taken from the gov.uk web site and covers the information contained in the Welsh Government WASPI information

17. Related Policies (All policies must be read and followed alongside this policy)

It is a term of this policy that these documents are read and complied with

It is also a term of this policy that risk assessments are documented and securely stored in relation to any activities or persons as required in the following policies

Where appropriate please provide a link to the relevant information

School Policies

NB. Schools will need to ensure they quote the full title of the school policies for this section.

- Behaviour & Anti-Bullying
<https://www.gov.uk/bullying-at-school/the>
- Physical Intervention/Positive Handling(Statutory)
- Permission for Creation of Digital or Media images
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/313633/DfE_Departmental_Digital_Strategy_v0_9_8.pdf
- Photographing & Videoing

- Contact with Pupils
<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/searching/?lang=en>
- Supervision Policy
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/280881/supervision_of_activity_with_children_which_is_regulated_activity_when_unsupervised.pdf
- Health & Safety [see Health & Safety icon at address below] <http://intranet-ad/sorce/default.aspx>
- First Aid
<https://www.gov.uk/government/publications/first-aid-in-schools>
- Site Security
<https://www.gov.uk/government/publications/security-policy-framework>
- Attendance
<https://www.gov.uk/school-attendance-absence/overview>
- Induction of volunteers [http://intranetad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6825&revid=8066](http://intranetad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6825&revid=8066ad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6825&revid=8066) [http://intranetad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6272&revid=7321](http://intranetad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6272&revid=7321ad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6272&revid=7321) [http://intranetad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6887&revid=8139](http://intranetad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6887&revid=8139ad/sorce/apps/sorce_doc_manager/Actions/view_doc.aspx?docid=6887&revid=8139)
- The Design of the curriculum
<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/?lang=en> • Internet safety
<https://www.gov.uk/government/groups/uk-council-for-child-internet-internet-safety-ukccis>
- Equal Opportunities
- Whistleblowing
<https://www.gov.uk/whistleblowing>

Local Authority

- WCBC Recruitment and Selection Procedure (which includes safer recruitment practices) covering new starters, contractors and volunteers.
- Common Attendance Policy/Procedure
- E. Safety/Safe Use of the Internet
- Whistle Blowing Policy

National

- Welsh Government Circular: 158/2015 Keeping Learners Safe
- Welsh Government Circular No: 009/2014 Safeguarding Children in Education - Handling allegations of abuse against teachers and other staff. Replaces Section 10 of below document
- Welsh Government Circular: 002/2013 Disciplinary and Dismissal Procedures for School Based Staff
- Welsh Government Guidance 'Model' Safeguarding Policy
- Wales Safeguarding Procedures
- Information Sharing and Data Protection - WASPI Framework and North Wales Inter-Agency Information Sharing Protocol for the Assessment of Children in Need & Children in Need of Child Protection 2014 www.waspi.org/
- Department of Education - Keeping Children Safe in Education - Statutory Guidance for Schools April 2014 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417715/Archived-Keeping_children_safe_in_education.pdf
- Teaching Drama: Guidance on Safeguarding Children and Child Protection for Managers and Drama Teachers Circular 23/2006
- The following legislation is covered in Welsh Government Circular: 158/2015
 - Section 175 Education Act 2002
 - Common Law Duty of Care
 - Children Act 1989
 - Children Act 2004
 - Equality Act 2010
 - Social Services & Well-being (Wales) Act 2014

Safeguarding Children: Working together under Children Act 2004 Children's Rights Framework
United Nations Convention of the Rights of the Child (UNCRC)
Rights of Children and Young Persons (Wales) Measure 2011
Gender-based violence, Domestic Abuse and Sexual Violence (Wales) Bill

18. Compliance with this Policy

All staff must read and understand the contents of this policy, the appendices, and related policies outlined in this policy.

Any new staff must comply with the same at the very earliest opportunity.

19. Appendix A Definitions of Safeguarding

Definition of Safeguarding

Safeguarding means preventing and protecting children and adults at risk from abuse or neglect and educating those around them to recognize the signs and dangers.

Wales Safeguarding Procedures.

20. Appendix B Definitions

Taken from Wales Safeguarding Procedures

Definitions of Abuse

This describes physical, sexual, psychological, emotional or financial abuse (and includes abuse taking place in any setting, whether in a private dwelling, an institution or any other place).

Neglect

This means a failure to meet a person's basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person's well-being (for example, an impairment of the person's health).

Physical Abuse

Physical abuse means deliberately hurting a child or young person. It includes: physical restraint; such as being tied to a bed, locked in a room inflicting burns cutting, slapping, punching, kicking, biting or choking stabbing or shooting withholding food or medical attention drugging denying sleep inflicting pain shaking or hitting babies fabricating or inducing illness (FII).

Emotional Abuse

Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are often suffering another type of abuse

or neglect at the same time. Emotional abuse includes: humiliating or constantly criticizing a child threatening, shouting at a child or calling them names making the child the subject of jokes, or using sarcasm to hurt a child blaming, scapegoating making a child perform degrading acts not recognizing a child's own individuality, trying to control their lives pushing a child too hard or not recognizing their limitations exposing a child to distressing events or interactions such as domestic abuse or drug taking failing to promote a child's social development not allowing them to have friends persistently ignoring them being absent manipulating a child never saying anything kind, expressing positive feelings or congratulating a child on successes never showing any emotions in interactions with a child, also known as emotional neglect.

Sexual Abuse

There are 2 different types of child sexual abuse. These are called contact abuse and non-contact abuse. Contact abuse involves: touching activities where an abuser makes physical contact with a child, including penetration. It includes: sexual touching of any part of the body whether the child's wearing clothes or not rape or penetration by putting an object or body part inside a child's mouth, vagina or anus forcing or encouraging a child to take part in sexual activity making a child take their clothes off, touch someone else's genitals or masturbate. Non-contact abuse involves: non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes encouraging a child to watch or hear sexual acts not taking proper measures to prevent a child being exposed to sexual activities by others meeting a child following sexual grooming with the intent of abusing them online abuse including making, viewing or distributing child abuse images allowing someone else to make, view or distribute child abuse images showing pornography to a child sexually exploiting a child for money, power or status (child exploitation)

Neglect

This means a failure to meet a person's basic physical, emotional, social or psychological needs, which is likely to result in an impairment of the person's well-being (for example, an impairment of the person's health).

Financial

Financial abuse includes theft, fraud, pressure about money, misuse of money.

21. Appendix C Indicators of Harm

Indicators of Harm

1 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.

Indicators in the Child

Bruising - It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used, e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechiae haemorrhages (pinpoint blood spots under the skin), commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures - Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry, and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries - Tears to the frenulum (tissue attaching upper lip to gum) often indicates force-feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning - Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or Induced Illness - Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non-organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self-esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks - Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds - It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious, e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid. Old scars indicating previous burns/scalds, which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars - A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators in the Parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault
- Parent/carer may be over-involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much-needed break, nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes

Indicators in the family/environment

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings
- Past history of childhood abuse, self-harm, false allegations of physical or sexual assault or a culture of physical chastisement

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the Child

- Developmental delay
- Abnormal attachment between a child and parent/carer, e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse

- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems, e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Indicators in the Child

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child, e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child, e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the Family/Environment

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment

- may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the Child - Physical Presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions, e.g. eczema or persistent head lice, scabies, diarrhoea
- Unmanaged/untreated health or medical conditions, including poor dental health
- Frequent accidents or injuries

Indicators in the Child - Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialisation

Indicators in the Child - Emotional/Behavioural Presentation

- Attachment disorders
- Absence of normal social responsiveness
Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self-esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the Parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation

- Abnormal attachment to the child, e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs, e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs, e.g. poor dental health, failure to attend or keep appointments with health visitor, GP or hospital, lack of GP registration, failure to seek or comply with appropriate medical treatment, failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators in the Family/Environment

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings
Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

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.

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).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the Child - Physical Presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Indicators in the Child - Emotional/Behavioural Presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm, e.g. eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention or concentration (in a world of their own)
- Sudden changes in school work habits, become a truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours, e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

Indicators in the Parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators in the Family/Environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Family member is a sex offender

22. Appendix D- when a child discloses about another child

A child may decide to disclose to a practitioner that they;

- Have been subject to harm, abuse or neglect;_
- Are aware of another child who may or is being abused._

It is important to recognize that children may 'tell':

- Verbally_
- Through play_
- Through their behavior.

The way in which the practitioner responds to these initial disclosures determines whether the child continues to describe what has happened to them or shuts down and retracts anything they may already have said. As these accounts can prove crucial in legal proceedings the way in which practitioners manage them is important.

It is essential to:

- Keep the child at risk safe; safeguarding is paramount;_
- Ask all the normal questions you would ask to determine if there is a safeguarding risk such as:_
 - What's happened?_
 - When did it happen?_
 - Where did it happen?_
 - How did it happen?_
 - Who did it?_
- Listen and observe;_
- it is vitally important that as soon as possible the practitioner records what has been said to them as this may be the first and only account available to the police;_

- Keep an open mind about what you see and hear._
- Explain to the child any actions to be taken in a way that is appropriate to their age and understanding;_
- **Do not** promise to keep what you have been told secret or confidential as practitioners have a duty to disclose information to social services and in some cases the police;_
- Remember reporting concerns is not a betrayal of trust._

Reporting concerns

- Immediately to your line manager and/or the designated safeguarding person (DSP) seeking advice and if not available contact social services._
- Ensure that the concerns are reported immediately to the local social services;_
- Do not delay;_
- Do not confront the alleged abuser;_
- Do not worry that you may be mistaken. Practitioners will always be taken seriously by social services. It is better to discuss the disclosure with somebody with the experience and responsibility to make a decision than take no action._

Recording concerns

- Record, as soon as you can and no later than 24 hours following the disclosure, what you have been told;_
- Use the exact words the child used;_
- Describe the circumstances in which the disclosure happened; the setting and anyone else who was present;_
- Be aware that the report may be required for legal action or disciplinary procedure so be sure to separate fact from opinion;_
- Make a note of the date, time, place and people who were present when the disclosure took place._

REVIEW

Factual observations to include child's comments verbatim:

Child's Comments

What did they actually say, quote their words, do not put asterisk instead of swear words or difficult words. Use actual words if you can remember or state that they were similar words used and that you are being approximate

Situation and Task

Where was the incident, what was the child supposed to be doing, was this usual task/situation for the child to be in, was this something that the child would not have experienced before. Were clear instructions given?

Others present

How many other children were present, were any involved, what was their contribution to the incident?

Environmental Factors

Was there anything about the child's physical surroundings that affected their behaviour?

Other adults present

Do you need to cross-reference your account of the incident with anyone else's?

Adult's Comments

What words were actually spoken to the child at the end of the incident/event?

Written Record

Record the Time, Day and Place of the incident, any disclosure and the time that the notes were made. Recordings must be:

- | | |
|---------|--|
| Timely | As soon as possible and within the same working day and if a child protection concern or referral as soon as practicably possible. |
| Factual | Do not record your opinion - imagine that you are a video camera watching the incident and write a narrative that is descriptive but not over complicated. |

Event/Incident Conclusion

How did the matter end, what was the child's behaviour like at the end of and after the incident? Describe your follow up actions e.g. informed the Designated Safeguarding Person and provide him/her with my notes of the incident. Where appropriate, provide a rationale for your decision.

Note: Not all items above will be relevant for all recordings, just be mindful of the headings and record information that is available, do not feel compelled to

‘tick every box’

23. Appendix E - Steps to take where a child is to be spoken with to ascertain whether a child protection concern exists

Subject to any expressions of opinion by the Welsh Government in revised guidance, Designated Safeguarding Persons are advised to take the following steps where a child is to be spoken to in order to ascertain whether a child protection concern exists:

1. The child should be offered the opportunity to have support from an adult of their choice at the meeting (“The Accompanying Adult” or “AA”), whether it is a member of school staff or a parent or other relative.
2. The child’s wish should normally be respected if it is practicable to comply with it (or unless the adult named is involved in some way in the concern being investigated). If it is not feasible to have that adult present, the child should be invited to nominate another adult. If the child does not feel able to make a choice, the COP should suggest someone appropriate.
3. As stated above, the AA should be told of the purpose of the meeting in advance and be given a chance to discuss matters with the pupil. The AA should make it clear that he/she is there to support and advise the pupil, but should not promise that discussions between the pupil and him/her will be kept confidential, as there may be situations in which the AA is told matters that must be made known to the CPS, social services or the police.
4. The AA should be made aware that he/she should not hesitate to intervene on behalf of the pupil if any aspect of the meeting is considered inappropriate.
5. The AA should speak to the pupil after the meeting to seek to provide reassurance and support.

24. Appendix F Steps to take when meeting with a young person to ascertain whether the SHB protocol applies or a sexual relationship present a risk of harm to them

Subject to any expressions of opinion by the Welsh Government in revised guidance, Designated Safeguarding Persons are advised to take the following steps when speaking to a young person in a safeguarding and child protection context:

1. Consideration needs to be given as to whether the meeting is appropriate under the applicable guidance and what its objective is.
2. Consideration needs to be given to whether the pupil is likely to be vulnerable and any particular support needs identified.

3. The number and identity of adults present at the meeting should be considered, and consideration given to whether their presence is necessary
4. Consideration should be given to ensuring that the location of the meeting ensures sufficient privacy and confidentiality.
5. Before the meeting starts, the pupil and any Accompanying Adult should be informed of the purpose of the meeting and the pupil given an opportunity to speak to an Accompanying Adult before the meeting starts. The pupil should be told that he/she can speak to the Accompanying Adult at any time.
6. The pupil should be asked about matters in a sensitive way and invited to give an account. They should not be put under any pressure to do so.
7. If at any stage it becomes clear that a formal referral to social services or the police needs to be made, the meeting must stop.
8. Advice may need to be given to the pupil about how to conduct themselves in the future. Such advice should be given in a sensitive non-judgmental way.
9. The meeting should conclude with reassurance being given to the pupil.

A full record should be made by the Designated Safeguarding Person of the meeting.

25. Appendix G Daily Contractor/Visitor Log

Daily Contractor Log

Child Protection Information given to all Contractors and names of contractors obtained.

Date	Time In	Time Out	Name	Company	Reason for Visit	CP Info given	Risk Assessment	
							Valid CRB No:	
							Accompanied on site	
							Not in areas where lone pupils are	
							Valid CRB No:	
							Accompanied on site	
							Not in areas where lone pupils are	
							Valid CRB No:	
							Accompanied on site	
							Not in areas where lone pupils are	

26. Appendix H Information Sharing

Information Sharing

7 Golden Rules for Information Sharing

1. Remember that the GDPR Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
2. Be open and honest with the person (and/or their family, where appropriate) from the outset about why, what, how and with whom information will or could be shared, and seek their agreement unless it is unsafe or inappropriate to do so.
3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
4. Share with consent where appropriate and where possible respect the wishes of those who do not consent to share confidential information. You may still share the information without consent if in your judgement that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. Consider safety and well-being: Base your information-sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share then record what you have shared, with whom and for what purpose.

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1. Introduction

The purpose of this strategy is to provide the framework for safeguarding training, support and advice services for schools and education services in Wrexham. This is determined by the legal framework and statutory guidance, the Regional Safeguarding Children Board business plan objectives and in accordance with the terms of reference of the RSCB.

The Safeguarding Children and Safer Recruitment practice states that the Local Authority has a duty to provide support which ensures that schools are aware of their responsibilities for safeguarding children and to monitor their performance. To make available appropriate training, model policies and procedures, to provide advice and support. To facilitate links and cooperation with other agencies statutory and non- statutory services.

In Wrexham this support is provided by one Education Support Manager employed by Education with a primary focus to keep children safe by contributing to:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with other agencies.
- the development of children's understanding, awareness and resilience through the curriculum.

2. National Context and Guidance

Training

The Education Act 2002 section 175 for maintained school's states

"Local Education Authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children"

Keeping Learners Safe 158/ 2015: exercise its powers under section 175 of the Education Act 2002.

"Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in education settings, and

Identifying children and young people who are suffering or likely to suffer significant harm taking appropriate action with the aim of making sure they are kept safe both at home and in an education setting”

To equip staff to fulfil the above requirements the guidance sets out the training expectations on school staff. All staff who work with children in schools and governors of schools, should undertake training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively and that suitable refresher training to keep staff knowledge and skills up to date is also available. These staff should have refresher training every year.

This Safeguarding training must go beyond staff attendance at training organised in the future to a position which enables education and schools in Wrexham to assess the staff through comprehensive training programmes. This training will ensure both education and schools meet their duties to safeguard and promote the welfare of children. (Section 175) of the Education Act 2002

Schools also contribute through the curriculum by developing children’s understanding and awareness and resilience. Estyn inspect against the extent to which schools fulfil their safeguarding responsibilities. In schools how effectively, the safeguarding of learners is promoted, is a limiting grade on overall effectiveness. Creating a safe learning environment means having effective arrangements in place to address a range of issues.

These include child protection arrangements, pupil health and safety, bullying, school security, tackling drugs and substance misuse and having in place the opportunity for children to discuss their concerns with well trained staff who understand the safeguarding agenda.

Advice and Support

Keeping Learners Safe 158/ 2015 Keeping Learners Safe Welsh Government guidance (158 /2015) current circular states that the Local Authority should ensure provision of:

- Model policies and Procedures
- Advice and support on safeguarding
- Facilitate links and co-operation between agencies
- Advice and support for designated staff dealing with individual cases
- Staff who can act by using “professional judgements” to resolve any difficulties

- Support for those with Designated Person for “safeguarding” and to encourage and foster a good understanding and working relationship between them, children services social workers, and staff in other agencies involved in safeguarding children to develop effective partnership working

Evaluation and Effectiveness

Keeping learners safe 158/2015 states: -

“The local authority should monitor the compliance of maintained schools with this guidance, in particular in regard to the existence and operation of appropriate policies and procedures and the training of staff, including the senior person with designated responsibility for child protection. Bring any deficiencies to the attention of the governing body of the school and advise the action needed to remedy them “

“work to ensure that organisations working or in contact with children, operate recruitment and human resources practices that take account of the need to safeguard and promote the welfare of children “

3. Training

Whole School Staff Training -

The Education Support Manager (LADO) and nominated ESW Staff provide Child Protection and Safeguarding training for all Education Staff and Governors,

The training is provided by qualified Social Work staff and is based on a “Training for Trainers” model approved by the RSCB. The training is provided on the following basis.

Level 1. Basic Training for all staff that come into contact with children. Includes-

- Sign and Symptoms of potential abuse.
- Categories of abuse and Child Protection Register.
- Reporting and recording incidents.
- Referral Process to SPOA.
- Accountability within school and nominated CP Officers.
- Examples of recent practice.
- Allegations against persons in a position of trust.
- Digital Issues/CEOP/Sexting.
- Children Missing Education/EHE.
- Prevent.
- Trafficking/FGM

Level 2. Annual Multi Agency Presentation for CP Officers and Senior Leaders/Governors.

This training is provided in partnership with Children's Services/NW Police and Health.

Includes-

- Medical Investigation – Presentation by Consultant Paediatrician.
- SPOA Children - Referral and Practice. Presentation by SPOA Manager.
- Child Protection Case Conferences and Section 5 Presentation by ISRO/Education Support Manager.
- Police Investigation and operational insight- Presentation by N. Wales Police.
- Q and A Session and opportunity to discuss/share current practice.

Additional Training Opportunities.

- WCBC has a dedicated E Learning module available to all staff on its E Learning platform.
- Schools are able to commission independent Child Protection Training if this is the decision of the Headteacher/Governors. However, any school making this their preferred option should still inform the Education Support Manager of when this is taking place and the name of the provider.
- Schools are also required to keep a comprehensive record of who has completed the training and when on this basis.

30. Appendix L – What is Safeguarding - Secondary

WHAT IS SAFEGUARDING?

Safeguarding is:

- To protect YOU from abuse and harm
- To promote YOUR welfare and care
- Is everyone's responsibility

Friends School work Cyber-bullying Family

If YOU are concerned or worried about anything that is going on in YOUR life or anyone else's....

- YOU can talk to ANY adult in school who YOU trust.
- YOU will be listened to.
- They will work with YOU to agree what action is needed.

Sexuality Cyber-Bullying

Abuse

- YOUR discussion will be confidential.
- But, if YOUR life or someone else's life is in danger; if YOU are being hurt; or if YOU are harming another person....
- This might mean that they have to work with other professionals to keep YOU safe e.g. school nurse.

Bullying Exams and tests

Drugs & alcohol Relationships Bereavement

If YOU cannot speak to someone in school, you can always talk to a friend, family or any adult that YOU trust, or you can contact Childline

ChildLine
0800 1111 

Worry box
Don't forget YOU can also post your worries

“Safeguarding.....here to protect you!”

