



## Polisi Diogelu ac Amddiffyn Plant

**Enw'r Ysgol:** Ysgol Penmachno

**Dyddiad y Polisi:** Medi 2023

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**Dyddiad Adolygiad Blynyddol:** Medi 2024

Yn ddibynnol ar newid deddfwriaethol bydd hyn yn cael ei adlewyrchu a'i ddiweddarau yn y polisi

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

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

'Oherwydd eu cysylltiad dyddiol â phlant unigol yn ystod y tymor ysgol, mae athrawon a staff ysgol eraill mewn sefyllfa arbennig i weld arwyddion allanol o gam-drin, newid mewn

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ymddygiad neu fethu a datblygu.' (Gweithio gyda'n Gilydd dan Ddeddf Plant 2004).

*Cadw Dysgwyr yn Ddiogel – Cylchlythyr Llywodraeth Cymru 283/2022*

*'Dylai pawb sy'n gweithio mewn addysg rannu'r un nodau i gadw plant a phobl ifanc yn ddiogel'. Rydym yn gwneud hyn trwy:*

- *greu a chadw lleoedd diogel i ddysgu*
- *nodi ble mae yna bryderon o ran lles, a chymryd camau cywir i fynd i'r afael â nhw*
- *Datblygu dealltwriaeth a gwytnwch plant a phobl ifanc trwy'r cwricwlwm i fod yn ymwybodol a deall sut i gadw'n ddiogel*

*Rydym yn cyrraedd y nodau hyn trwy:*

- *Atal pobl anaddas rhag gweithio gyda phlant a phobl ifanc*
- *Hyrwyddo arferion diogel a herio arferion gwael neu anniogel*
- *Nodi achosion lle mae sail i bryderon am les plentyn a chychwyn neu gymryd camau priodol i'w cadw'n ddiogel.*
- *Cyfrannu at weithio'n effeithiol mewn partneriaeth a chyfathrebu rhwng y rheiny sy'n gysylltiedig â darparu gwasanaethau i blant a theuluoedd*
- *Hyrwyddo ac amddiffyn plant a phobl ifanc*

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

- Deddf Plant 1989
- Deddf Addysg 2002
- Deddf Plant 2004
- Adran 175 Deddf Addysg 2002
- Cylchlythyr Llywodraeth Cymru 283/2022 Canllawiau Cadw Dysgwyr yn Ddiogel'
- Deddf Cydraddoldeb 2010
- Gweithdrefnau Diogelu Cymru 2019
- Deddf Gwasanaethau Cymdeithasol a Lles (Cymru) 2014
- Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn 1989 – mae'r rhain yn cynnwys 4 erthygl allweddol sy'n berthnasol i blant ac addysg (Erthygl 12/19/28/29)
- Mesur Hawliau Plant a Phobl Ifanc (Cymru) 2011
- 'Canllawiau Dyletswydd Prevent' i Gymru a Lloegr - ar y ddyletswydd yn y Ddeddf Gwrthderfysgaeth a Diogelwch 2015

## **1. PWRPAS POLISI DIOGELU/AMDDIFFYN PLANT**

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

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

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- a) Atal (e.e. awyrgylch ysgol cadarnhaol, addysgu a bugeiliol, cefnogaeth i ddisgyblion).
- b) Amddiffyn (trwy ddilyn trefniadau cytunedig, sicrhau bod staff wedi'u hyfforddi a'u cefnogi i ymateb yn briodol a sensitif i bryderon amddiffyn plant).
- c) Cefnogaeth (i ddisgyblion a staff ysgol a phlant a all fod wedi'u cam-drin).

Mae'r polisi hwn yn berthnasol i'r holl staff a gwirfoddolwyr sy'n gweithio yn yr ysgol gan gynnwys Llywodraethwyr, Athrawon, Cymorthyddion Cefnogi Dysgu, goruchwylwyr amser cinio, gofawyr, staff gweinyddol a gall unrhyw un o'r rhain fod yn bwynt cyswllt cyntaf ar gyfer datgeliad gan blentyn.

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

**RHAID i holl staff gofnodi a dweud ynghylch unrhyw faterion, pryderon neu amheuon amddiffyn plant wrth yr Arweinydd Diogelu Dynodedig, cyn gynted ag y mae wedi'i nodi ac y mae'n ymarferol bosib ac mewn unrhyw achos, yn cadarnhau yn ysgrifenedig o fewn 24 awr wrth y Gwasanaeth Plant a Theuluoedd.**

### 3. YMRWYMIAD YR YSGOL

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

- a) Sefydlu a chynnal ethos ble mae disgyblion yn teimlo'n ddiogel ac yn cael eu hannog i siarad, ac y gwrandewir arnynt.
- b) Sicrhau bod disgyblion yn gwybod bod oedolion yn yr ysgol y gallant fynd atynt os ydynt yn pryderu neu mewn anhawster.
- c) Cynnwys yn y cwricwlwm weithgareddau a chyfleoedd ar gyfer ABGI, sy'n rhoi'r sgiliau sydd arnynt eu hangen i aros yn ddiogel rhag cam drin. Gellir cael gwybodaeth bellach am y gweithgareddau a'r cyfleoedd hyn gan gydlynwyr ABGI yr ysgol / cwricwlwm newydd Cymru.
- d) Cynnwys deunydd yn y cwricwlwm, a fydd yn helpu disgyblion i ddatblygu agwedd realistig tuag at ddyletswyddau bywyd fel oedolyn, yn arbennig ynghylch gofal plant a sgiliau rhianta, a chydberthnasau iach. Gellir cael gwybodaeth bellach am y deunydd hwn gan gydlynwyr ABGI yr ysgol.
- e) Sicrhau ble bynnag bo'n bosibl bod pob ymdrech yn cael ei wneud i sefydlu perthynas weithio effeithiol gyda rhieni a chydweithwyr o asiantau eraill.
- f) Sicrhau cydymffurfiaid â'r cwricwlwm newydd a'r agenda ACE yng Nghymru trwy fynyachu hyfforddiant priodol a sicrhau dull cydlynol wedi ei seilio ar dystiolaeth o ran sut rydym yn gweithio yn ein hysgolion trwy wneud y defnydd gorau o wasanaethau sydd ar gael i gefnogi iechyd a lles ein disgyblion.

### 4. FFRAMWAITH

Nid yw ysgolion yn gweithio ar eu pennau eu hunain. Mae diogelu yn gyfrifoldeb i bawb, yn enwedig y rheiny sy'n gweithio gyda phlant. Mae datblygu trefniadau priodol a monitro ymarfer da yn

gyfrifoldebau'r Bwrdd Diogelu Plant Rhanbarthol.

## 5. SWYDDOGAETHAU A CHYFRIFOLDEBAU

**5.1. Diogelu Cyffredinol** - Mae gan bob oedolyn sy'n gweithio gyda neu ar ran plant gyfrifoldeb i amddiffyn plant. Fodd bynnag, mae pobl allweddol o fewn ysgolion a Gwasanaethau Addysg sydd â chyfrifoldebau penodol o dan drefniadau amddiffyn plant. Mae'r cyfrifoldebau hyn hefyd wedi eu hamlinellu yn 'Cadw Dysgwyr yn Ddiogel' (Cylchlythyr 283/2022) sydd ynghlwm. Mae gan y pennaeth neu'r dirprwy bennaeth neu'r Uwch Unigolyn Dynodedig (adnabuwyd yn flaenorol fel y Cydlynnydd Amddiffyn Plant) yn ei absenoldeb y cyfrifoldeb hwn mewn ysgolion. Bydd y pennaeth yn sicrhau bod holl staff yr ysgol yn ymwybodol o bwy yw'r uwch unigolyn dynodedig enwebedig a pha weithdrefnau i'w dilyn.

**5.2.** Swyddogaeth yr athro dynodedig yw sicrhau bod trefniadau diogelu lleol yn cael eu dilyn yn yr ysgol, a gwneud atgyfeiriadau perthnasol (a elwir bellach yn adroddiadau) i'r asiantau a enwyd yn unol â'r canllawiau a roddwyd. Hefyd, eu swyddogaeth yw sicrhau bod yr holl staff a gyflogir yn yr ysgol yn ymwybodol o drefniadau mewnol yr ysgol, i gynghori staff a chynnig cefnogaeth i'r rhai sydd ei angen.

**5.3** Swyddogaeth y Pennaeth yw sicrhau bod polisïau diogelu mewn lle, bod digon o adnoddau ac amser i'r Uwch Unigolyn Dynodedig, a bod yr holl staff a gwirfoddolwyr yn deall beth i'w wneud a themlo'n gyffyrddus i godi pryderon.

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

Mae ein Corff Llywodraethu yn sicrhau fod gan yr ysgol bolisi a gweithdrefnau diogelu mewn lle ac edrychir arnynt bob blwyddyn; eu bod ar gael i rieni a gofalwyr; bod fersiynau hawdd eu deall ar gael i ddisgyblion; bod camau mewn lle i ymdrin ag adroddiadau yn erbyn aelodau o staff a chefnogi staff newydd.

Mae'n rhaid i'n holl Lywodraethwyr gwblhau hyfforddiant gorfodol sy'n cynnwys modiwlau ar ymarfer diogelu cyffredinol, caethwasiaeth fodern a thrais yn erbyn merched, cam-drin domestig a thrais rhywiol.

Os yw eich Llywodraethwyr wedi cwblhau unrhyw un o'r canlynol, gellir cynnwys y rhain os oes angen;

- Canllawiau i lywodraethwyr ar ymateb i ddigwyddiadau rhannu lluniau noeth neu led-noeth
- Canllawiau i lywodraethwyr ar wybodaeth anghywir a rhagfarnllyd
- Canllawiau i lywodraethwyr ar ddeall rôl y rhyngwyd mewn radialeiddio ac eithafiaeth

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

Nid yw'r cyfrifoldebau strategol a gweithredol uchod yn rhestr hollgynhwysol i'r Pennaeth, yr Arweinydd Dynodedig na'r Corff Llywodraethu. Cyfeiriwch at y cylchlythyr 'Cadw Dysgwyr yn Ddiogel' lle gellir cadw ati neu ychwanegu at y ddogfen.

**5.6 Atal Radicaleiddio** – Bydd ein lleoliadau addysg yn creu amgylchedd diogel ble gall plant ddeall a thrafod pynciau sensitif, gan gynnwys terfysgaeth a syniadau eithafiaeth a dysgu sut i herio'r syniadau hyn. Byddwn yn creu cyfleoedd o fewn y cwricwlwm i'w defnyddio i archwilio a herio'r testunau hyn a hybu gwerthoedd democratiaeth a pharch a goddefgarwch gwahanol ffydd a chredoau.

Roedd Deddf Gwrthderfysgaeth a Diogelwch 2015 yn gosod dyletswydd ar ysgolion i weithredu ei swyddogaethau i roi sylw priodol i'r angen i atal pobl rhag cael eu tynnu mewn i derfysgaeth. Roedd Llywodraeth y DU wedi cyhoeddi Canllawiau Dyletswydd Prevent: i ysgolion yng Nghymru a Lloegr gan gynnwys addysg ac rydym yn sicrhau bod holl staff ysgol yn deall *Prevent* a'u rôl i gydymffurfio â dyletswydd *Prevent* - mae dogfen Canllawiau Cadw Dysgwyr yn Ddiogel yn rhoi **gwybodaeth ac arweiniad ychwanegol am y testun hwn**.

**5.7 Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) -** Mae bob aelod o staff yn ymwybodol o'r ddeddf hon, a weithredwyd ers Ebrill 2016. Mae'r ddeddf yn newid y ffordd mae'r gwasanaethau cymdeithasol yn gweithio. Mae lles yn sylfaen i'r system gyfan, gan gysylltu gyda'r rôl y gall ymyrraeth gynnwys ac atal eu chwarae wrth hyrwyddo lles. Mae diwygiadau diogelu o dan y ddeddf hon yn cynnwys fframwaith cyfreithiol cryfach ar gyfer diogelu plant ac oedolion mewn perygl. Mae'r Ddeddf yn atgyfnerthu trefniadau diogelu sy'n bodoli ar gyfer plant trwy gyflwyno dyletswydd newydd i ddweud wrth yr awdurdod lleol ynghylch unrhyw blentyn yr amheuir sydd mewn risg o, neu'n cael ei gam-drin neu ei esgeuluso, gan gynnwys oedolion mewn perygl.

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

**5.8 Deddf Trais yn erbyn Merched, Cam-drin Domestig a Thrais Rhywiol (Cymru) 2015** Mae'r Ddeddf yn ddarn o ddeddfwriaeth bwysig iawn, yn torri tir newydd fel y ddeddf gyntaf o'i math yn y DU. Cafodd y Ddeddf Gydsyniad Brenhinol ar 29 Ebrill 2015 ac mae'n ceisio gwell ymateb ar y cyd gan y sector cyhoeddus, arweinyddiaeth gryfach a ffocws mwy cyson ar y ffordd rydym yn mynd i'r afael â'r materion hyn yng Nghymru a helpu dioddefwyr, ond yn bwysicach mae'n ceisio atal y cam-drin rhag digwydd yn y lle cyntaf.

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

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

Mae gwybodaeth ychwanegol wedi ei chyflwyno i Gyrrff Llywodraethu ar y pwnc VAWDASV o fewn canllaw Llywodraeth Cymru. Rhaid i ysgolion fabwysiadu polisi ar y pwnc ac mae polisi enghreifftiol o fewn y ddogfen hon.

## 5.9 Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015

Yn unol â'r uchod, bydd ein hysgol yn sicrhau pwyslais ar atal, trwy ymyrraeth gynnar, gyda'r nod o leihau'r perygl yr amlygir i blant a'r anawsterau fydd yn dilyn yn eu bywydau. Cysylltir 'Profiadau Gwrthwynebus Plentyndod' (ACEs) gydag iechyd a lles diffygiol.

## 6. Gweithdrefnau

Byddwn yn dilyn y gweithdrefnau a nodwyd yng Ngweithdrefnau Diogelu Cymru a'r Gweithdrefnau Amddiffyn Plant sydd o fewn y ddogfen hon.

Dylid cadw at y broses a nodir yng ngweithdrefnau Llywodraeth Cymru mewn perthynas â gweithdrefnau disgyblu a diswyddo.

Sicrhau fod gweithdrefnau recriwtio a dethol yn unol â chanllawiau Llywodraeth Cymru, Cylchlythyr 'Cadw Dysgwyr yn Ddiogel' 283/2022.

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

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

- Hysbysir pob aelod o staff ynghylch trefniadau diogelu ag amddiffyn plant, trwy gynefino, briffio a hyfforddiant ymwybyddiaeth - ac mae staff i gael eu hysbysu'n rheolaidd o bwy yw'r sawl a enwebwyd a'i ddirprwy yn ei absenoldeb.
- Bydd bob aelod o staff yn cael cyfweiliad wyneb yn wyneb wrth gynefino staff newydd, yn amlinellu trefniadau a chyfrifoldebau diogelu, a dylid cofnodi a ffeilio'r cyfweiliadau hyn yn briodol.
- Hysbysir oedolion eraill sy'n ymweld â'r ysgol (e.e. athrawon peripatetig, staff cefnogi dysgu) o bolisi'r ysgol a'r sawl a enwyd os bydd angen mynegi pryderon.
- Bydd datganiad yn llyfryn yr ysgol yn hysbysu rhieni a gofalwyr am ddyletswyddau a chyfrifoldebau eu hysgol o dan Weithdrefnau Amddiffyn Plant Cymru Gyfan 2019.
- Byddwn yn hysbysu'r tîm gwasanaeth cymdeithasol lleol os:-
  - Yw plentyn sydd ar y gofrestr amddiffyn plant yn cael ei wahardd un ai am gyfnod penodol neu yn barhaol ac
  - Os yw plentyn sydd ar y gofrestr amddiffyn plant yn absennol heb eglurhad am fwy na deuddydd o'r ysgol (neu un diwrnod ar ôl y penwythnos)
  - Pan fydd disgybl sydd ar y gofrestr amddiffyn plant yn gadael, byddwn yn trosglwyddo gwybodaeth i'r ysgol newydd yn syth ac yn hysbysu'r Gwasanaethau Plant a Theuluoedd a Diogelu.
  - Atgyfeirio unrhyw bryderon amddiffyn plant yn syth i'r adrannau priodol
  - Atgyfeirio unrhyw bryderon mewn perthynas ag oedolyn diamddiffyn (ee rhiant) yn syth

## 7. Hyfforddiant a Chefnogaeth

Bydd ein hysgol yn sicrhau bod y pennaeth; (sef yr uwch unigolyn dynodedig neu'r sawl a enwyd fel arfer), un aelod arall o staff enwebedig a'r llywodraethwr diogelu a enwebwyd yn

mynychu'r hyfforddiant priodol i'w swyddogaeth yn flynyddol. Bydd yr holl staff yn cael hyfforddiant ymwybyddiaeth wrth gynefino (caiff hyn ei gofnodi a'i roi ar ffeil) i'r ysgol ac yn achlysurol i ddiweddarau eu gwybodaeth a'u dealltwriaeth. Bydd cefnogaeth ar gael i staff gan y pennaeth i gychwyn, a chan aelodau eraill o dîm rheoli'r ysgol pan fo pryder neu gwestiynau ynghylch amddiffyn plant. Dylai staff yr ysgol wybod eu cyfrifoldebau personol, a gweithdrefnau lleol cytunedig, bod yn wylidwrus o ran adnabod achosion o gam-drin a gwybod sut i gefnogi plentyn sy'n datgelu eu bod yn cael eu cam-drin.

Mae'r holl staff rheng flaen yn cwblhau modiwlau e-ddysgu trwy hwb yn flynyddol, yn ôl cyfarwyddyd y Gwasanaethau Addysg a'r Uwch Unigolyn Dynodedig. Mae'r holl staff ategol hefyd yn cwblhau'r hyfforddiant hwn er mwyn diweddarau eu gwybodaeth a'u sgiliau. Mae pob aelod o staff wedi cyflawni modiwlau gorfodol o ran diogelu plant ac oedolion, trais yn erbyn merched, cam-drin domestig a thrais rhywiol (VAWDASV) a chaethwasiaeth fodern.

Mae ein Corff Llywodraethol hefyd wedi derbyn hyfforddiant diogelu ac amddiffyn plant yn rheolaidd er mwyn sicrhau bod eu sylfaen gwybodaeth yn gyfredol a'u bod yn ymwybodol o'r trefniadau pe bai pryder am ddiogelu plentyn neu oedolyn.

Gallai staff sy'n gweithio yn yr ysgol, sydd wedi bod yn gysylltiedig â phlentyn sydd wedi cael niwed, neu'n ymddangos yn debygol o ddioddef niwed, deimlo bod y sefyllfa yn peri gofid iddynt a/neu yn anodd yn broffesiynol ac yn foesol. Bydd staff yn cael eu cefnogi gan eu goruchwyliwr a allai ystyried cefnogaeth bellach gan unigolyn dynodedig yr ysgol, Arweinydd Diogelu'r Awdurdod Lleol a/neu Iechyd Galwedigaethol ac AD.

## **8. Cyfrinachedd Proffesiynol**

Mae cyfrinachedd yn fater sydd angen ei drafod a'i ddeall yn llawn gan bawb sy'n gweithio gyda phlant, yn arbennig yng nghyd-destun amddiffyn plant. Unig bwrpas cyfrinachedd yn y cyd-destun hwn yw bod o fantais i'r plentyn. Ni ddylai aelod o staff byth warantu cyfrinachedd i ddisgybl na chytuno gyda'r disgybl i'w gadw'n gyfrinachol, oherwydd pan fo pryder amddiffyn plentyn mae'n rhaid dweud wrth y sawl a enwyd ac efallai y bydd angen ymchwilio pellach gan yr awdurdodau priodol. Byddai hyn yn arwain at dorri ymddiriedaeth y disgybl mewn oedolion ac efallai peryglu eu lles a'u diogelwch. Pan fo pryder, bydd y sawl a enwyd (y pennaeth neu'r uwch unigolyn dynodedig yn ein hysgol) yn dilyn y drefn a'r canllawiau a gytunwyd yn lleol. Hysbysir staff ar sail 'angen gwybod' yn unig o agweddau perthnasol amddiffyn plentyn. Rhaid i aelod o staff gadw unrhyw wybodaeth mae'n ei gael yn gyfrinachol iddynt eu hunain.

## **9. Honiadau yn erbyn Aelodau o Staff**

Ble mae pryder yn gysylltiedig â honiadau neu gyhuddiadau o gam-drin yn erbyn aelodau o staff, nodir y broses yn y gweithdrefnau disgyblu a diswyddo i staff ysgolion: gweler canllawiau diwygiedig ar gyfer cyrff llywodraethu (Cadw Disgyblion yn Ddiogel) a Gweithdrefnau Diogelu Cymru, Adran 5.

Mae'r holl staff yn deall y byddent yn dilyn y gweithdrefnau hyn pe byddai honiad yn cael ei wneud yn erbyn unrhyw aelod o staff ac yn achos y Pennaeth, byddent yn hysbysu'r Llywodraethwr sy'n gyfrifol am Ddiogelu / Cadeirydd y Llywodraethwr.

## **9. Rhannu Pryderon:**

Dylid dilyn polisi rhannu pryderon yr ysgol.

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

## 10. Cofnodion a Monitro

Mae cofnodion da yn hanfodol i ymarfer diogelu/amddiffyn plant da. Mae ein hysgol yn glir ynghylch yr angen i gofnodi unrhyw bryder ynghylch plentyn/plant, digwyddiad neu ddatgeliad o fewn yr ysgol, statws y cofnodion a phryd ddylid trosglwyddo'r cofnodion hyn i asiantau eraill. Gwneir cofnod ysgrifenedig o bryder a godwyd a'r camau a gymerwyd. Cedwir y cofnodion hyn mewn modd cyfrinachol a diogel. Yn ein hysgol rydym yn defnyddio Defnyddir rhaglen 'MYCONCERN' i gofnodi a chadw cofnod o holl ddigwyddiadau neu bryderon diogelu.

## 11. Recriwtio Mwy Diogel

Mae'r ysgol yn ymroddedig i egwyddorion recriwtio mwy diogel ac, fel rhan o hynny, mae'n mabwysiadu gweithdrefn recriwtio sy'n helpu i atal, gwrthod a/neu ganfod pobl a allai fod yn berygl i blant. Mae prosesau recriwtio diogel yn cael eu dilyn fel y nodir yng Nghlanllaw Cadw Dysgwyr yn Ddiogel Llywodraeth Cymru.

Dylai pob aelod perthnasol o staff a llywodraethwyr sy'n cymryd rhan mewn recriwtio ddilyn hyfforddiant diogelu diogel fel ymarfer da. Gall hyn fod ar gael trwy hyfforddiant corfforaethol, fodd bynnag dylid cyfeirio at restr wirio recriwtio mwy diogel, fel y lleiafswm. Dylai'r ysgol sicrhau bod o leiaf un unigolyn ar unrhyw banel penodi wedi cael yr hyfforddiant uchod, neu â gwybodaeth dda o ymarfer recriwtio diogel.

Bydd yr ysgol yn sicrhau bod prosesau recriwtio diogel yn gadarn o ran GDG, asesiadau diogelu, asesiadau risg, deunydd cyhoeddusrwydd, gwefan recriwtio, hysbysebion, gwybodaeth ymgeisydd, hyfforddiant diogelu ac ati. Bydd yr ysgol yn dilyn Gweithdrefnau Recriwtio Awdurdod Lleol a Chanllawiau Recriwtio Diogel Llywodraeth Cymru.

## 12. Ysgol Ddiogel, Staff Diogel

- Efallai y bydd llawer o'n disgyblion yn cael anhawster siarad am faterion sensitif ac nid oes gan rai yr eirfa ar gyfer hyn. Rhaid i/bydd staff yn ymwybodol o hoff ddull y disgybl o gyfathrebu a'u hanghenion arbennig unigol os ydym i ddarparu amgylchedd diogel i'n disgyblion. Wrth ymwneud â disgyblion rhaid/bydd yr holl staff fod yn ymwybodol o'r potensial i gam ddehongli ymdrechion ein disgyblion i fynegi pryder neu fater amddiffyn plant.
- Dylai staff sy'n gweithio mewn sefyllfa un i un gyda disgybl sicrhau eu bod wedi gosod eu hunain mewn modd fel eu bod yn weladwy a chlywadwy i staff eraill ble gallai fod yna'r posibilrwydd o gam ddehongli eu rhyngweithio â'r disgybl.
- Hysbysir staff am gwrsela a/neu roi cyngor i blant/pobl ifanc ynghylch materion rhywiol trwy bolisi'r ysgol ar addysg rhyw a pherthynas.
- Mae staff yr ysgol yn gyfarwydd ag Arwyddion o Gam-drin (Atodiad 1)



- Mae staff yr ysgol yn ymwybodol o ddeddfwriaeth megis Protocol Cymru Gyfan ar Reoli Pobl Ifanc sy'n Cyflawni Ymddygiad Rhywiol Niweidiol, Canllawiau Diogelu rhag Camfanteisio'n Rhywiol ar Blant gan Lywodraeth Cymru, a Llywodraeth EM - Canllawiau Dyletswydd Prevent: i Gymru a Lloegr (canllawiau ar gyfer awdurdodau penodol yng Nghymru a Lloegr ar y ddyletswydd yn Neddf Gwrthderfysgaeth a Diogelwch 2015.
- Mae staff ysgol yn gweithio'n galed i gynnal partneriaeth effeithiol â rhieni a gofalwyr, a dylent fod yn ymwybodol y gall y polisi hwn effeithio ar eu perthynas weithio. Fodd bynnag, byddwn yn cynnal ein hymroddiad i weithio gyda rhieni a gofalwyr er lles pob disgybl. Bydd ymdriniaeth sensitif a chefnogol o'r materion hyn, wrth gadarnhau mai'r disgybl sy'n ein gofal yw'r flaenoriaeth gyntaf, yn helpu i gynnal y berthynas weithio hon.
- Cyn cychwyn gweithio mae angen i bob aelod o staff gwblhau gwiriad Datgelu a Gwahardd, sydd wedi cymryd lle archwiliad cofnodion yr heddlu ac archwiliadau'r Swyddfa Cofnodion Troseddol, cyn cychwyn yn eu swydd, ac arwyddo datganiad yn ystod y broses gwneud cais ynghylch dedfrydau'n ymwneud â niweidio plant. Bydd staff sy'n ceisio'n fwriadol i gam arwain yr ysgol ynghylch hyn yn cael eu diswyddo.
- Pan fo aelod o staff yn cael eu cyhuddo o gam drin, bydd hyn yn cael ei ymchwilio'n llawn o dan drefn disgyblu'r ysgol ac Adran 5 Gweithdrefnau Diogelu Cymru. Dylid ceisio cyngor hefyd gan uwch swyddog Gwasanaethau Addysg ac Arweinydd Diogelu Dynodedig Addysg Conwy. Dylai unrhyw amheuaeth neu honiad o gam-drin gael ei gyflwyno i Wasanaeth Diogelu Plant a Theuluoedd neu'r Heddlu.

### 13. Cod Ymddygiad Staff

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

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

Dylai staff ysgol hefyd fod yn wylidwrus o'r risgiau posib a allai godi o gyswllt cymdeithasol gyda disgyblion y tu hwnt i'r ysgol. Dylid ond ymweld â'r disgyblion a'u teuluoedd yn y cartref os yw'r Pennaeth yn gwybod ac wedi cymeradwyo. Bydd unrhyw achos o gyswllt nas

cynlluniwyd neu amheuaeth fod y disgybl 'wedi gwirioni' neu yn 'ffansio' aelod o staff yn cael eu hadrodd wrth y Pennaeth yn syth.

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

Dylai staff fod yn ymwybodol o weithdrefnau rhannu pryderon yr ysgol a Gweithdrefnau Diogelu Cymru a rhannu unrhyw ddatgeliad neu bryder sy'n ymwneud ag aelod o staff yn syth gyda'r Pennaeth neu un o'r Arweinwyr Diogelu Dynodedig ac os yw'r mater yn ymwneud â'r Pennaeth, yna dylid cysylltu gyda Chadeirydd y Llywodraethwyr.

#### **14. Trefniadau estynedig yn yr ysgol ac oddi ar y safle:**

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

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

#### **15. Gwirfoddolwyr**

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

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

Bydd pawb sydd yn gweithio o fewn sefydliadau addysgol, ac ar bob lefel a statws cyflogedig yn ymwybodol o'r prosesau sydd yn cefnogi diogelu. Dylid rhannu ac esbonio pob polisi a gweithdrefn fel rhan o'r broses gynefino. Mae hyn yn cynnwys y polisi diogelu ac amddiffyn plant a'r polisi ymddygiad staff. Yn ystod y broses gynefino dylid rhoi gwybod i wirfoddolwyr beth yw rôl yr Unigolyn Diogelu Dynodedig a sut i godi pryderon gyda nhw yn ogystal â'r broses i'w dilyn pe bai cyhuddiad yn cael ei wneud yn eu herbyn. Dylai pob gwirfoddolwr dderbyn hyfforddiant Amddiffyn Plant yn ôl yr angen.

#### **16. Darparwyr Allanol**

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

## 17. Mynychu Cynhadledd Amddiffyn Plant

Bydd y pennaeth (neu'r unigolyn(ion) dynodedig) yn mynychu cynhadledd amddiffyn plant a gynhelir ynghylch disgybl. Gall staff perthnasol eraill fynd gyda hwy (e.e. athro bugeiliol y disgybl) os yw hyn o fantais i'r disgybl. Bydd staff sy'n mynychu'r fath gynadleddau yn cael cynnig cefnogaeth a chwrsela priodol pe baent yn dymuno.

## 18. Cefnogi Disgyblion mewn risg neu rai sydd ag anghenion ychwanegol

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

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

- a) Cwricwlwm i annog hunan-barch ac hunan-ysgogiad.
- b) Ethos ysgol sy'n hyrwyddo amgylchedd cadarnhaol, cefnogol a diogel sy'n rhoi ymdeimlad o barch a gwerth i bob disgybl ac oedolyn.
- c) Gweithredu polisiau rheoli ymddygiad ysgol (yn angenrheidiol dan God Ymarfer, Deddf Addysg 2002 – yn cael ei ddiwygio ar hyn o bryd).
- d) Dull cyson sy'n cydnabod ac yn gwahanu achos yr ymddygiad y mae'r plentyn yn ei arddangos. Mae hyn yn hanfodol i sicrhau bod pob plentyn yn cael ei gefnogi o fewn yr ysgol.
- e) Cyswllt rheolaidd â phobl broffesiynol ac asiantau eraill sy'n cefnogi disgyblion a'u teuluoedd.
- f) Ymroddiad i ddatblygu perthynas gynhyrchiol, gefnogol gyda rhieni, pan fo hynny'n llesol i'r plentyn.
- g) Datblygu a chefnogi staff ymatebol a gwybodus, wedi'u hyfforddi i ymateb yn briodol i sefyllfaoedd amddiffyn plant.

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

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

## Plentyn sydd Angen Cynllun Gofal a Chefnogaeth

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

Bydd plentyn yn gymwys i gael gwasanaeth os:

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

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

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

### **Camfanteisio'n Rhywiol ar Blant - gweler 'Canllaw Cymru Gyfan ar Ddiogelu Plant rhag Camfanteisio Rhywiol'**

<https://www.safeguarding.wales/chi/c6/c6.p10.html>

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

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

Pan sylweddolwn fod plentyn o dan 13 oed yn, neu o bosib yn cael rhyw, pu'n a ydynt yn ddisgybl yn yr ysgol hon ai peidio, atgyfeirir y mater yn syth at y Gwasanaethau Plant. Yn

achos unigolyn ifanc rhwng 13 ac 16 oed, cynhelir asesiad risg unigol yn unol â Gweithdrefnau Amddiffyn Plant Cymru Gyfan.

Mae cysylltiad cryf rhwng Camfanteisio'n Rhywiol ar Blant a materion diogelu eraill megis mynd ar goll a masnachu mewn plant. Gall mynd ar goll o'r cartref neu o ofal roi plant mewn perygl o gam-fanteisio'n rhywiol neu gall fod yn arwydd bod cam-fanteisio'n digwydd eisoes. Mae masnachu mewn plant yn golygu symud plentyn o un lle i'r llall er mwyn cam-fanteisio arnynt. Canllawiau Cymru Gyfan - Diogelu plant sy'n mynd ar goll o'r cartref neu o ofal a Chanllawiau Cymru Gyfan - Diogelu Plant rhag Masnachu

<https://www.safeguarding.wales/chi/c6/c6.p9.html>

<https://www.safeguarding.wales/chi/c6/c6.p3.html>

- **'Camfanteisio Troseddol ar Blant' (CTaB)** - Gall Camfanteisio Rhywiol ddigwydd i blentyn fel rhan o Gamfanteisio Troseddol ar Blant neu gallent fod yn darged ar gyfer cam-fanteisio troseddol gan eu bod eisoes yn destun Camfanteisio Rhywiol ac i'r gwrthwyneb. Mae Camfanteisio Troseddol ar Blant yn digwydd pan fo plant a phobl ifanc yn cael eu dylanwadu a'u cymell i droseddu. Gall hyn gynnwys defnyddio pobl ifanc a phlant ar gyfer 'Linellau Sirol' i drosglwyddo cyffuriau, caethwasiaeth fodern a masnachu mewn plant.
- 
- Mae'n bwysig ein bod yn ymwybodol o gam-fanteisio troseddol neu fod yn rhan o gang troseddol. Maent yn defnyddio tactegau amrywiol er mwyn denu a chymryd mantais o blant a phobl ifanc, er enghraifft llwgrwobrywo gyda gwobrau, cyfeillio, eu bwgwrth a'u gorfodi. Gweler Canllawiau Ymarfer Cymru Gyfan - Diogelu Plant Rhag Camfanteisio Troseddol ar Blant (CCE).

<https://www.safeguarding.wales/chi/c6/c6.p1.html>

- **VAWDASV** - Gweler Canllaw Ymarfer Cymru Gyfan- Diogelu Plant sydd wedi eu heffeithio gan gam-drin domestig a Chanllaw Ymarferol ar gyfer Llywodraethwyr Ysgol.

Nid yw ein hysgol ni yn goddef unrhyw fater yn ymwneud â VAWDASV ac rydym yn dilyn y protocol yn hyn o beth. O fewn yr ysgol, bydd unrhyw un, boed yn blentyn, rhiant neu aelod o staff, sydd o bosibl yn cael eu cam-drin yn derbyn cefnogaeth briodol i wneud penderfyniadau doeth ac atal plant a phobl ifanc rhag bod yn agored i'r math hwn o gamdriniaeth a sicrhau bod staff a theuluoedd yn cael eu diogelu cyhyd ag sy'n bosibl.

#### • **Priodas dan Orfod**

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

Y:\Rhannu yn Fy Ysgol - Sharing in My School\Penmachno\Rheolaeth - Management\Elliw\Polisiau\Polisi Diogelu ac Amddiffyn Plant.doc

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

## Anffurfio Organau Cenhedlu Merched (AOCM)

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

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

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

- Camdrin mewn cyd-destun traddodiad, diwylliant, crefydd, ofergoeliaeth, plentyn sy'n ceisio lloches ar ei ben ei hun – Gweler Canllawiau Diogelu Cymru Gyfan ynglŷn â hyn.
- Masnachu mewn Plant – Gweler Canllawiau Diogelu Plant Cymru Gyfan os oes pryderon am ymddygiad rhywiol niweidiol
- Ymddygiad Rhywiol Niweidiol- Gweler Canllawiau Diogelu Plant Cymru Gyfan os oes pryderon am ymddygiad rhywiol niweidiol.

## • Cam-drin Cyfoed i Gyfoed

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

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

- iaith sy'n fychanol, diraddiol, ymfflamychol;
- bwlio, gan gynnwys seiberfwlio;

- □ trais yn seiliedig ar ryw
- □ ymosodiadau ac aflonyddu rhywiol
- □ secstio

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

- **Cam-drin Ar-lein - Gweler Canllawiau Cymru Gyfan ar ddiogelu plant rhag camdrin ar-lein / Modiwl Hyfforddiant Aflonyddu Rhywiol Ar-lein i holl staff ysgol** os yw eich staff wedi cwblhau'r hyfforddiant hwn gallwch ei ychwanegu at eich polisi.

Cam-drin Ar-lein yw unrhyw fath o gamdriniaeth sy'n digwydd ar y we trwy gyfrwng technoleg fel cyfrifiaduron, llechi, ffonau symudol neu ddyfeisiadau gyda'r we. Gall ddigwydd mewn unrhyw fath o gyfathrebiad digidol er enghraifft:

- Rhwydweithiau cymdeithasol
- Negeseuon testun ac apiau negeseuon
- E-bost a negeseuon preifat
- Sgwrs ar-lein
- Sylwadau ar safleoedd ffrydio byw
- Sgyrsiau byw mewn gemau

Gall plant a phobl ifanc ddiodeff eto ac eto pan fo cynnwys camdriniol yn cael ei recordio, ei uwchlwytho neu ei rannu gan eraill ar-lein. Gall hyn ddigwydd os yw'r gamdriniaeth wedi digwydd ar-lein neu oddi-ar-lein. Gall plant neu bobl ifanc ddiodeff sawl math o gamdrin ar y we:

- Bwlio / seiberfwlio
- Camdrin emosiynol (gan gynnwys llwgrwobrwyo emosiynol er enghraifft disgwyl i blant neu bobl ifanc ymddwyn yn rhywiol trwy dechnoleg).
- Secstio (rhoi pwysau neu gymhellid i greu delweddau rhywiol)
- Camdrin rhywiol
- Camfanteisio'n rhywiol

Gall plant a phobl ifanc gael eu denu at berthynas amhriodol ar-lein. Bydd y troseddwr yn defnyddio platfformau ar-lein i feithrin perthynas ymddiriedol gyda'r plenty er mwyn eu cam-drin. Gall hyn ddigwydd ar-lein neu gall y troseddwr drefnu i gyfarfod y plentyn wyneb yn wyneb gyda'r bwriad o'u cam-drin.

- **Delweddau Rhywiol a Gynhyrchwyd gan leuentid (Secstio) - a elwir bellach yn rhannu delweddau noeth**

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

Mae'r cynnydd hwn yng nghyflymder a rhwyddineb rhannu delweddau wedi codi pryderon ynghylch pobl ifanc yn cynhyrchu a rhannu delweddau rhywiol o'u hunain. Gall hyn eu gwneud yn agored i risgiau, yn arbennig os rhennir y delweddau ymhellach, gan gynnwys

embaras, bwlio a chynnydd yn y posibilrwydd o gael eu hecsbloetio'n rhywiol. Yn bwysig, mae cynhyrchu a rhannu delweddau rhywiol o rai dan 18 oed yn anghyfreithlon.

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

**Hyfforddiant ymwybyddiaeth o seiberddiogelwch i staff ysgolion** - Mae'r modiwl hyfforddiant seiberddiogelwch hwn a gynhyrchwyd gan y Ganolfan Seiberddiogelwch Cenedlaethol wedi'i lunio i gefnogi staff ysgolion i helpu i wella lefelau seiberddiogelwch eu hysgol.

Gallwch ychwanegu hwn at eich polisi os yw eich staff wedi'i gwblhau.

- **Bwlio**

Mae'n rhaid i bob ysgol gael polisi bwlio ar wahân ac roedd hwn yn un o'r prif newidiadau yng Nghynllawiau Gwrthfwlio newydd Llywodraeth Cymru 2019. Dylai hwn gael ei adolygu'n flynyddol gan y corff llywodraethu.

Mae dogfennau canllawiau statudol ac ymgynghorol yn darparu gwybodaeth i bawb sy'n gysylltiedig ag atal a herio bwlio mewn ysgolion. Gellir ei weld ar wefan Llywodraeth Cymru. Mae pob dogfen yn y gyfres yn darparu cyngor wedi'i deilwra'n arbennig i gynulleidfaoedd allweddol gan gynnwys yr Awdurdod Lleol, Ysgolion, y Rhieni a Gofalwyr, Plant a Phobl Ifanc.

- **Ymyrraeth Gorfforol**

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

- **Plant yn Colli Addysg - Gweler Canllawiau Ymarfer Cymru Gyfan ar Ddiogelu Plant sydd yn mynd ar goll o'r cartref neu o ofal.**

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

- **Addysg Ddewisol yn y Cartref - gweler Canllawiau Ymarfer Cymru Gyfan - Diogelu plant sydd yn cael eu haddysgu gartref.**

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

- **Gofalwyr Ifanc**

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



## • Maethu Preifat

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

## • Plant sy'n Derbyn Gofal

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

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

Arwyddwyd..... (Pennaeth) Dyddiedig .....

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

### ATODIAD 1 - Arwyddion o Gam-drin

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

Mae camdriniaeth ac esgeulustod yn ffurfiau o gam-drin plentyn. Gall rhywun gam-drin neu esgeuluso plentyn naill ai'n uniongyrchol trwy achosi niwed, neu'n anuniongyrchol, drwy fethu â gweithredu i atal niwed. Gall plentyn ddioddef camdriniaeth mewn amgylchedd teulu

neu mewn amgylchedd sefydliadol neu gymunedol; gan bobl y maen nhw'n eu hadnabod; neu, yn fwy anaml, gan ddieithryn. Efallai y cânt eu cam-drin gan oedolyn neu oedolion, neu gan blentyn arall neu blant eraill.

Ceir pedwar math o gam-drin plant. Cânt eu diffinio yn Nhrefniadau Amddiffyn Plant Cymru Gyfan ac yng nghanllawiau Llywodraeth Cymru *Diogelu Plant: Gweithio gyda'n Gilydd o dan Ddeddf Plant 2004* fel a ganlyn:

### **Cam-drin corfforol**

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

### **Gall arwyddion o gam-drin corfforol gynnwys:**

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

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

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

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

### **Cam-drin Emosiynol**

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

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

- ymddygiad niwrotig e.e. pwdu, troelli gwallt, siglo
- methu â chwarae
- bod ofn gwneud camgymeriadau

- nam lleferydd sydyn
- hunan-niweidio
- bod ofn i rywun fynd at riant ynghylch eu hymddygiad
- oedi datblygiadol o ran cynnydd emosiynol

### **Cam-drin Rhywiol**

Mae cam-drin rhywiol yn golygu gorfodi neu hudo plentyn neu unigolyn ifanc i gymryd rhan mewn gweithgarwch rhywiol, nad yw o reidrwydd yn cynnwys lefel uchel o drais, p'un a yw'r plentyn yn ymwybodol o beth sy'n digwydd ai peidio. Gall y gweithgarwch gynnwys cyffwrdd corfforol, gan gynnwys ymosodiad drwy dreiddio (er enghraifft, treisio neu gyfathrach eneuol) neu weithredoedd anhreiddiol megis mastyrbio, cusanu, rhwbio a chyffwrdd y tu allan i'r dillad. Gallent hefyd gynnwys gweithgarwch di-gyffwrdd, megis cynnwys plant wrth edrych ar, neu gynhyrchu, delweddau rhywiol, gwyllo gweithgarwch rhywiol, annog plant i ymddwyn mewn ffyrdd amhriodol yn rhywiol, neu baratoi plentyn i bwrpas rhyw i'w gam-drin (gan gynnwys drwy gyfrwng y rhyngwyd) a thrwy Gamfanteisio'n Rhywiol ar Blant.

### **Gall arwyddion cam-drin rhywiol gynnwys:**

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

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

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

### **Esgeulustod - gweler Canllawiau Ymarfer Cymru Gyfan ar Ddiogelu Plant rhag esgeulustod**

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

### **Gall arwyddion corfforol esgeulustod gynnwys:**

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

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

- cwyno eu bod wedi blino trwy'r amser
- peidio â gofyn am gymorth meddygol ac/neu yn methu â mynychu apwyntiadau
- dim llawer o ffrindiau
- crybwyll cael eu gadael ar eu pen eu hunain neu heb eu goruchwyllo

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

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

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

Monitro a Gwerthuso

**-Hefyd bydd angen i chi sicrhau fod yr Adnodd Archwilio Diogelu yn cael ei gwblhau bob blwyddyn gyda chynllun gweithredu i ymdrin ag unrhyw feysydd heb eu datrys.**

**-Dylai copi o siart lif amddiffyn plant fod yn weledol i bawb o amgylch yr ysgol**

**-Dylid arddangos lluniau o'r uwch unigolion dynodedig**

**-Dylai rhifau cyswllt fod ar gael yn rhwydd i bawb.**



## **Safeguarding and Child Protection Policy**

**Name of School: Ysgol Penmachno**

**Date of Policy: September 2023**

**Date Adopted by Governing Body: 18.10.2023**

**Annual Review date:** September 2024

Dependent on legislative change this will be reflected and updated in the policy

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**Safeguarding Personnel and Contact Numbers:**

**Name:** Eilw Emlyn Roberts

**Telephone No:** 01690760394

**Email address:** pennaeth@penmachno.conwy.sch.uk

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**Governor with Responsibility for Safeguarding and Child Protection:** Eryl owain

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**Head Teacher:** Eilw Emlyn Roberts pennaeth@penmachno.conwy.sch.uk

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**Designated Safeguarding Lead:** Eilw Emlyn Roberts  
pennaeth@penmachno.conwy.sch.uk

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**Deputy/Second Deputy Safeguarding Lead:** Ffion Edwards EdwardsF41@Hwbcymru.net  
**Third Deputy:** Elen Roberts RobertsE522@Hwbcymru.net

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

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Education Social Work Service: Ffion Hughes, Anwen Brown, Kathryn Hywel, Katie Haselgrove, ESW Admin Officer:- [esws@conwy.gov.uk](mailto:esws@conwy.gov.uk)

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

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All staff will have access to this policy which can be found in the office and on the school's y;drive and all staff will sign to the effect that they have read and understood its contents.

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

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

*Keeping Learners Safe – Welsh Government Circular 283/2022*

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

- *creating and maintaining a safe learning environment for children*
- *Identifying child well-being concerns and taking the right action to address them*

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- *Developing children and young people's understanding and resilience through the curriculum to be aware and understand how to stay safe*

*We reach these goals by:-*

- *Prevent unsuitable people working with children and young people*
- *Promote safe practice and challenge poor and unsafe practice*
- *Identify instances in which there are grounds for concerns about a child's wellbeing and initiate or take appropriate action to keep them safe.*
- *Contribute to effective partnership working and communication between all those involved with providing services for children and families*
  - *Promote and protect children and young people*

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

- The Children Act 1989
- The Education Act 2002
- The Children Act 2004
- Section 175 of the Education Act 2002
- Welsh Government Circ 283/2022 Keeping learners Safe Guidance
- The Equality Act 2010
- The Wales Safeguarding Procedures 2019
- Social Services & Wellbeing (Wales) Act 2014
- United Nations Convention on the Rights of the Child (UNCRC) 1989 – these include 4 key articles relevant to children and education (Article 12/19/28/29)
- The Rights of Children & Young Persons (Wales) Measure 2011
- 'Prevent Duty Guidance' for England & Wales – on the duty in the Counter Terrorism and Security Act 2015

## **1. PURPOSE OF A SAFEGUARDING/CHILD PROTECTION POLICY**

An effective whole-school safeguarding policy is one which provides clear direction to staff and others about their duties and responsibilities in dealing with safeguarding AND child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that safeguarding/child protection concerns and referrals/reports may be handled sensitively, professionally and in ways which support the needs of the child.

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

- a) Prevention (eg positive school atmosphere, teaching and pastoral, support to pupils).
- b) Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
- c) Support (to pupils and school staff and to children who may have been abused).

This policy applies to all staff and volunteers working in the school to include Governors,

Teachers, Learning Support Assistants, mid-day supervisors, caretakers and administrators, any of whom could be the first point of disclosure for a child.

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

**All staff MUST record and report any child protection issues, concerns or suspicions to the Designated Safeguarding Lead in the school, as soon as it is identified and practically possible and in any case, within 24 hours written confirmation to the Children and Family Service.**

### **3. SCHOOL COMMITMENT**

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

- a) Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to.
- b) Ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PSHE, which equip pupils with the skills they need to stay safe from abuse. Further information about these activities and opportunities can be obtained from the school's PSHE coordinators/new curriculum for Wales.
- d) Include in the curriculum material, which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills and healthy relationships. Further information about this material can be obtained from the school's PSHE coordinators/new curriculum for Wales.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- f) Ensure compliance with the new Curriculum and Ace Agenda in Wales by attending appropriate training and securing a coordinated and evidenced based approach in how we work in our school by making the best use of services available to support the health and wellbeing of our pupils

### **4. FRAMEWORK**

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

### **5. ROLES AND RESPONSIBILITIES**

**5.1. General Safeguarding** - All adults working with or on behalf of children have a responsibility to protect children. There are, however; key people within schools and the Education Services who have specific responsibilities under child protection procedures.



These responsibilities are also outlined in 'Keeping Learners Safe (Circular 283/2022) which is attached. The Head teacher or in his/her absence the deputy headteacher or Designated Senior Person (previously known as the Child Protection Co-ordinator) have this responsibility within schools. The head teacher will ensure that all school staff are aware of who the nominated Designated Senior Persons are and of what procedures to follow.

**5.2.** It is the role of the designated teacher to ensure that local safeguarding procedures are followed within the school, and to make relevant referrals (now called reports) to the named agencies according to the guidance given. Additionally, it is their role to ensure all staff employed within the school are aware of the schools internal procedures, to advise staff and to offer support to those requiring this.

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

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

Our Governing Body ensures that the school has a safeguarding policy and procedures in place that are looked at every year; these are available to parents and carers; are available in a youth friendly version that pupils can understand; have steps in place to deal with reports against members of staff and support new staff.

All of our Governors have to complete mandatory safeguarding training which includes modules on general safeguarding practice, modern slavery and violence against women, domestic abuse and sexual violence.

If your Governors have completed any of the below, these can be included if necessary;

[-A governor's guide to responding to incidents of nudes and semi-nudes being shared](#)

[-A governor's guide to misinformation and bias](#)

[-A governor's guide to understanding the role of the internet in radicalisation and extremism](#)

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

The above strategic and operational responsibilities are not an exhaustive list, for the Head Teacher, DSP or Governing Body. Please refer to the keeping learners safe guidance, as a school you may wish to add or just refer to this document.

**5.6 Preventing Radicalisation** - Our education settings will create a safe environment in which children can understand and discuss sensitive topics, including terrorism and extremist ideas, and learn how to challenge these ideas. We will create opportunities within the curriculum to be used to explore and challenge these topics and to promote the values of democracy and mutual respect and tolerance of different faiths and beliefs.

The Counter-Terrorism and Security Act 2015 placed a duty on schools to have due regard, in the exercise of our functions, to prevent people from being drawn into terrorism. The UK

Government published Prevent Duty Guidance: for England and Wales including education and we ensure that all school staff understand Prevent and the role they play in adhering to the Prevent duty - Keeping Learners Safe Guidance document can give **additional information and guidance around this subject**

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

Prevention and early intervention are critical to successful outcomes in supporting families, particularly those with complex needs. Co-operation across the school, makes a real difference.

### **5.8 Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015**

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

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

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

Further information has been provided to Governing Bodies on the subject of VAWDASV via the Welsh Government guide. Schools must adopt a policy on this subject and there is a model policy provided within this document.

### **5.9 Well-being of Future Generations (Wales) Act 2015**

In line with the above, our school will maintain an emphasis on prevention, in terms of early intervention, with a view to reducing the risks children are exposed to and subsequent difficulties in later life. Exposure to adverse childhood experiences (ACEs) is associated with poorer health and wellbeing

## **6. Procedures**

We will follow the procedures set out in the Wales Safeguarding Procedures 2019 and within the Child Protection Procedures within this policy.

Adhere to the process set out in the Welsh Government's procedures in relation to disciplinary and dismissal procedures.

Ensure that recruitment and selection procedures are made in accordance with Welsh Government guidance, 'Keeping Learners Safe' Circular 283/2022

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

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

- All Staff are kept informed about child protection and safeguarding procedures, through induction, briefings and awareness training – and staff are kept informed regularly who the nominated person is and his/her deputy in his/her absence
- All staff have a face to face interview on induction outlining safeguarding procedures and responsibilities, and these interviews will be recorded and filed appropriately
- Other adults visiting the school (e.g. peripatetic teachers, learning support staff) will be advised of the schools policy and the named person to whom they should raise any concerns with.
- A statement in the school brochure will inform parents and carers about our school's duties and responsibilities under the All Wales Safeguarding Procedures 2019.
- We will notify the local social service team if:-
  - A pupil on the child protection register is excluded either for a fixed term or permanently and
  - If there is an unexplained absence of a pupil on the child protection register for more than two days from the school (or one day following a weekend)
  - When a pupil on the child protection register leaves we will transfer information to the new school immediately and inform Children & Family & Safeguarding Service.
  - Refer immediately any child protection concerns to the appropriate Departments.
  - Refer immediately any concerns in relation to a vulnerable adult (eg parent)

## **7. Training and Support**

Our school will ensure that the head teacher; (who is normally the senior designated person or named person), one other second nominated member of staff and the nominated governor for safeguarding attend training relevant to their role on an annual basis. All staff will undertake awareness raising training during their induction (this is recorded and put on file) into the school and periodically to refresh and update their knowledge and understanding. Support will be available for staff from the headteacher in the first instance, and from other members of the school's management team where there are concerns or queries about child protection. School staff know their personal responsibilities, and agreed local procedures and will be vigilant in identifying cases of abuse, and know how to support a child who discloses abuse.

All front-line staff complete e-learning modules via hwb on an annual basis, as directed by

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Education Services and the Designated Senior Person. All ancillary staff also complete this training to update their knowledge and skills. All staff have completed mandatory modules in relation to child and adult safeguarding, violence against women, domestic abuse and sexual violence (VAWDASV) and modern slavery.

Our Governing Body also receive safeguarding and child protection training on a regular basis to ensure their knowledge base is kept up to date and that they are aware of how to respond should there be concerns of a child or adult safeguarding nature.

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

## **8. Professional Confidentiality**

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

## **9. Allegations made against Members of Staff**

Where the concerns relate to cases of suspected abuse or allegations of abuse against staff, the process is set out in the Disciplinary and dismissal procedures for school staff: Revised guidance for governing bodies (see Keeping Learners Safe) and the Wales Safeguarding Procedures, Section 5.

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

## **9. Whistleblowing:**

Please adhere to the schools whistle blowing policy.

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

## **10. Records and Monitoring**

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Well-kept records are essential to good safeguarding/ child protection practice. Our school is clear about the need to record any concerns held about a child/children, incident or disclosure within our school, the status of such records and when these records should be passed over to other agencies. A written record will be made of the concern raised and action taken. These records are kept in a confidential and secure manner. In our school we use on My Concern.

## 11. Safer Recruitment

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

All relevant members of staff and governors who are involved in recruitment should as good practice undertake safer recruitment training, this can be made available via Corporate Training, however the safer recruitment checklist should be referred to, as a minimum. The school should ensure that at least one person on any appointment panel has undertaken the above training, or has good knowledge of safer recruitment practice.

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

More up-to-date DBS checks to manage risk will be required and will normally occur in accordance with the governing body/professional body Service requirement. **In our school this will be every ..... years.**

## 12. Safe School – Safe Staff

- Many of our pupils may have difficulty in talking about sensitive issues and some lack the vocabulary for this. Staff must/will be aware of the pupil's preferred style of communication and their individual additional needs if we are to be able to provide a safe environment for our pupils. When engaging with pupils all staff must/will be aware of the potential for misinterpreting our pupils' efforts to raise a child protection concern or issue.
- Staff working in a one-to-one situation with a pupil should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a pupil.
- School staff are informed about counselling and/or giving advice to children/ young people about sexual matters through the school policy on sex and healthy relationships education.
- School staff are familiar with the Signs of Abuse (Appendix 1)\_
- School staff are aware of legislation such as the All Wales Protocol for the Management

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

- School staff work hard to maintain effective partnerships with parents and carers, and they should be aware that this policy might affect this working relationship at a given time. However, we will maintain our commitment to working with parents and carers to the benefit of all pupils. Sensitive and supportive handling of these issues, whilst affirming that the pupils in our care are our first priority, will help maintain this working relationship.
- All staff are required to complete a Disclosure and Barring check, which has replaced the Police Records and CRB checks, prior to taking up their appointment, and to sign a declaration regarding convictions relating to the harm of children during their application process. Staff who deliberately seeks to mislead the school in respect of this will be subject to dismissal.
- Where a member of staff is subject to an accusation of abuse, this will be fully investigated under the school's disciplinary procedures and the Wales Safeguarding Procedures, Section 5. Advice should also be sought from a Senior Officer in Education Services and Conwy's Education Designated Safeguarding Lead. Any suspected or alleged abuse must be reported to Children & Family & Safeguarding Service or the Police.

### **13. Staff Code of Conduct**

All staff (paid and Voluntary) are expected to adhere to a code of conduct in respect of their contact with pupils and their families. Teaching Standards expect all teachers to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. Children will be treated with respect and dignity and no punishments, detention, restraint, sanctions or rewards are allowed outside of those detailed in the schools Behaviour Management Policy. Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupils for their own protection or others safety this will be appropriately recorded and reported to the Head teacher and Parents immediately.

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

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

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

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

#### **14. Extended school and off-site arrangements:**

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

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

#### **15. Volunteers**

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

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

All those working in education settings, at all levels and regardless of employment status, should be aware of systems which support safeguarding. All policies and procedures should be shared and explained as part of the induction process. This should include the safeguarding/ child protection policy and the staff behaviour policy. During induction volunteers should be made aware of the role of the DSP and how to raise concerns with the DSP and well as be informed as to the process should an allegation be made against them. All volunteers should receive appropriate child protection training as necessary.

#### **16. Outside Providers**

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

## 17. Attendance at Child Protection Conferences

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

## 18. Supporting Learners at risk or with additional needs

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

This school will endeavour to support pupils through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of school behaviour management policies (required under the Code of Practice, 2002 Education Act – currently under revision)
- d) A consistent approach, which recognises and separates the cause of behavior from that which the child displays. This is vital to ensure that all children are supported within the school setting.
- e) Regular liaison with other professionals and agencies that support the pupils and their families.
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

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

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse. It must also be stressed that in a home



environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

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

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

A child will be eligible for a service if:

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

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

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

### **-Child Sexual Exploitation (CSE) – see All Wales Practice Guide on safeguarding children from CSE**

<https://www.safeguarding.wales/chi/c6/c6.p10.html>

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

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

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school. This will result in immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an

individual risk assessment will be conducted in accordance with the All Wales Child Protection Procedures.

CSE is strongly related to other safeguarding issues such as going missing and child trafficking. Going missing from home or care can put children at risk of being sexually exploited or may be an indication that CSE is already taking place. Child trafficking involves the movement of a child from one place to another in order to exploit them. All Wales Practice Guide- safeguarding children who go missing from home or care and All Wales Practice Guide- safeguarding children from trafficking

<https://www.safeguarding.wales/chi/c6/c6.p9.html>

<https://www.safeguarding.wales/chi/c6/c6.p3.html>

- **Child Criminal Exploitation** – Children may also experience CSE as a part of Child Criminal Exploitation (CCE) or may be targeted for criminal exploitation because they are already being sexually exploited and vice versa - Child criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes. This abuse can include the use of young people and children for 'County Lines' delivery of drugs exploitation, modern slavery and child trafficking.
- It's important to be aware of the risks of criminal exploitation or being involved with a criminal gang. They can use different tactics to recruit and exploit children and young people, including bribing them with rewards, befriending them, and threatening them, or coercing them. see All Wales Practice Guide – Safeguarding Children from child criminal exploitation (CCE).

<https://www.safeguarding.wales/chi/c6/c6.p1.html>

- **VAWDASV** – See All Wales Practice Guide – Safeguarding Children affected by domestic abuse and the Welsh Government Practical Guide for School Governors

In our school we adopt a zero tolerance response to issues of VAWDASV and will follow procedures in this regard. As a school, any person be this a child, parent or member of staff who maybe experiencing domestic abuse, we will ensure that they receive appropriate support to make informed decisions and to prevent children and young people from being exposed to this type of abuse and ensuring staff and families are safeguarded as far as is possible.

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

- **Forced Marriage** The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage ( Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse. However the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent. All Staff should be particularly

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alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

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

### •Female Genital Mutilation (GGM)

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

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

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

- Abuse relation to tradition, culture, religion or superstition and unaccompanied asylum-seeking children - See the All Wales Practice Guides in relation to this.
- Trafficked Children – See the All Wales Guide on Safeguarding Children who have been trafficked
- Harmful Sexual Behaviour – See the All Wales Guide on Safeguarding Children where there are concerns about harmful sexual behaviour

### •Peer on Peer Abuse

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

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

- Language seen as derogatory, demeaning, inflammatory;
- Bullying, including cyberbullying;

- Gender based violence
- sexual assaults and harassment
- sexting

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

• **Online Abuse** – See All Wales Practice Guide on Safeguarding Children from online abuse. <https://www.safeguarding.wales/chi/c6/c6.p6.html> / **Online Sexual Harassment Training Module for all school staff** if your staff have completed this training you can add this into your policy

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices. It can happen anywhere online that allows digital communication such as:

- social networks
- text messages and messaging apps
- email and private messaging
- online chat
- comments on live streaming sites
- voice chat in games

Children and young people can be revictimised (experience further abuse) when abusive content is recorded, uploaded or shared by others online. This can happen if the original abuse happened online or offline. Children and young people may experience several types of abuse online

- bullying/cyberbullying
- emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
- sexting (pressure or coercion to create sexual images)
- sexual abuse
- sexual exploitation.

Children and young people can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online or the perpetrator may arrange to meet the child in person with the intention of abusing them.

• **Youth Produced Sexual Imagery (Sexting) – now known as sharing nude images**

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

This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks,

particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Importantly, producing and sharing sexual images of under-18s is illegal.

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

**Cyber security awareness training for school staff** This cyber security training module produced by the National Cyber Security Centre (NCSC) is designed to support school staff to help improve their school's cyber resilience.

If your staff have completed this you can add into your policy if necessary

### •Bullying

All schools must have a separate bullying policy which was one of the key changes within the new Welsh Government anti bullying Guidance 2019. This should be reviewed annually by the governing body.

Statutory and advisory guidance documents providing information for all involved in preventing and challenging bullying in schools can be found on the WG Website. Each document within the series provides tailored advice specifically aimed at key audiences to include the LA, Schools, Parents and Carers, Children and Young People.

### •Physical Intervention

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

### •Children Missing Education – See All Wales Practice Guide on Safeguarding Children who go missing from home or care.

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

### •EHE- Elective Home Education – see All Wales Practice Guide – Safeguarding Children who are home educated

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

### •Young Carers

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We aim to be able to identify young carers and ensure they are supported to

help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs.

**•Private Fostering**

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

**•Looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. Our school has its own designated LAC person. This designated lead will ensure that appropriate staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They are also responsible for ensuring that they also have information about the child’s care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child’s social worker. They will have drawn up an individual education plan and the designated LAC lead will attend regular training/briefings regardless of whether there are currently children within the school who are in care.

**Signed** .....(Responsible **Governor**)**Dated**  
 .....

**Signed**..... (Head **Teacher**) **Dated**  
 .....

**Signed** .....  
**(Deputy)**.....

**APPENDIX 1 - Signs of Abuse**

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers.

In assessing whether indicators are related to abuse or not, Social Services will always want to understand them in relation to the child's development and context.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them; or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

There are four types of child abuse. They are defined in the All Wales Child Protection Procedures and Welsh Government guidance *Safeguarding Children: Working Together Under the Children Act 2004* as follows:

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

#### **The physical signs of abuse may include:**

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
  - cigarette burns
  - human bite marks
  - broken bones
  - scalds, with upward splash marks
  - multiple burns with a clearly demarcated edge.

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

#### **Changes in behaviour that can also indicate physical abuse:**

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression or withdrawn behaviour
- running away from home.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger (i.e. living in a domestic abuse environment) or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Changes in behaviour which can indicate emotional abuse include:**

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

**Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet) and through Child Sexual Exploitation.

**The physical signs of sexual abuse may include:**

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains discomfort when walking or sitting down
- Pregnancy

**Changes in behaviour which can also indicate sexual abuse include:**

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting



- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

### **Neglect – see All Wales Practice Guide on Safeguarding Children from neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **The physical signs of neglect may include:**

- constant hunger, sometimes stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions.

#### **Changes in behaviour which can also indicate neglect may include:**

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

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

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

- **Contractors**
- **Vulnerable pupils**
- **Safety in the School**
- **Curriculum**
- **Healthy Schools – relationships, equality, gender, healthy and safety of pupils**
- **Sexism, racism, homophobia**
- **School Attendance**
- **Working in Partnership with Parents**
- **The role of the Governing Body**
- **Complaints**

- **Conwy's Corporate Safeguarding Policy**
- **Respect and Resilience; Developing community cohesion**

Monitoring and Evaluation

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

**-A copy of the child protection flow chart should be visible to all around the school**

**-Photographs of the DSP's should be displayed**

**-Contact numbers should be easily available to all.**