DIOGELU PLANT YN YSGOLION GWYNEDD 2026

SAFEGUARDING CHILDREN IN GWYNEDD SCHOOLS 2026

Cynnwys

A.	Cyflwyniad	3
B.	Polisi Amddiffyn Plant	5
C.	Cyfrifoldebau'r Person Diogelu Dynodedig (PDD)	12
Ch.	Cyfrifoldebau cyrff llywodraethu	15
D.	Diffiniadau a dangosyddion cam-drin plant	16
Dd.	Cam-drin ymddiriedaeth	22
E.	Cysylltiadau Awdurdod Lleol	23
	Adnoddau Ychwanegol	*45*

Contents

A.	Introduction	23
B.	Model Policy	24
C.	Responsibilities of the Designated Safeguarding Person (DSP)	31
D.	Responsibilities of governing bodies	34
E.	Definitions and indicators of child abuse	35
F.	Abuse of Trust	41
G.	Your Local Authority contacts are:	42
	Aditional resources:	*45*

A.

Cyflwyniad

Mae'r polisi diwygiedig hwn yn cynnwys polisi diogelu ac amddiffyn plant enghreifftiol ar gyfer ysgolion, yn ogystal â gwybodaeth gyfeirio ychwanegol fel atodiadau.

Mae tudalennau 5 i 15 yn cynnwys polisi diogelu ac amddiffyn plant enghreifftiol ac mae tudalennau 16 i 32 yn cynnwys gwybodaeth ychwanegol; i'w bersonoli a'i fabwysiadu gan gyrff llywodraethu i'w ddefnyddio gan bob ysgol. Cyfunwyd y dogfennau hyn er mwyn hwyluso defnydd.

Mae athrawon a staff nad ydynt yn addysgu yn ysgolion Gwynedd yn cydnabod eu dyletswyddau cyfreithiol o dan ran 7 o Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014, A28 o Ddeddf Plant 2004, A175 o Ddeddf Addysg 2002 a Chadw Dysgwyr yn Ddiogel 2020, ac yn cymryd eu cyfrifoldebau i amddiffyn a diogelu'r holl blant.

Mae **rhan 7 o Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014** yn rhoi dyletswydd ar *'bartneriaid perthnasol' a'r tîm troseddau ieuenctid perthnasol i roi gwybod i awdurdod lleol am blentyn mewn perygl mewn amgylchiadau penodol, ac i 'bartneriaid penodol' roi gwybod i awdurdod lleol am oedolyn mewn perygl mewn amgylchiadau penodol.* Mae **adran 28 o Ddeddf Plant 2004** yn rhoi dyletswydd ar awdurdodau lleol a'u hasiantaethau partner i *"ddiogelu a hyrwyddo lles plant".* Yn ychwanegol, mae **adran 175 o Ddeddf Addysg 2002** yn gofyn i awdurdodau lleol *wneud "trefniadau ar gyfer arfer eu swyddogaethau gyda'r nod o ddiogelu a hyrwyddo lles disgyblion. Dylai ysgolion ddarparu amgylchedd diogel a chadarn i blant a phobl ifanc, a'u haddysgu am aros yn ddiogel a sut i ddweud eu dweud os oes ganddynt bryderon".*

Mae'r gwasanaeth yn cydnabod bod gwaith amddiffyn plant effeithiol yn gofyn bod gweithdrefnau cryf, cadarn a diogel ar waith, yn ogystal â chydweithio rhyngasiantaethol da a gweithlu sy'n gymwys ac yn hyderus wrth ymateb i sefyllfaoedd.

Mae'r ddogfen bolisi hon yn darparu'r sail ar gyfer arferion diogelu da yn ysgolion Gwynedd . Bydd y polisi'n cael ei adolygu bob blwyddyn, neu wrth i newidiadau mewn deddfwriaeth allweddol ddod i'r amlwg.

Dylid darllen y ddogfen hon ar y cyd â Gweithdrefnau Diogelu Cymru a Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 adran 7, Nodiadau Arweiniol 5 a 6 - ymdrin ag achosion unigol. Mae hefyd yn unol â gweithdrefnau cenedlaethol perthnasol eraill ac yn adlewyrchu'r hyn y mae defnyddwyr gwasanaeth yn ei ystyried fel arfer diogel a phroffesiynol yn y cyd-destun hwn. Mae'n rhaid ystyried amddiffyn plant o fewn cyfrifoldebau "diogelu" ehangach gweithwyr proffesiynol, sy'n cynnwys dyletswydd i gydweithredu o dan Ddeddf Plant 2004 yn ogystal â'r ddyletswydd i adrodd am blant ac oedolion sydd 'mewn perygl' o dan Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014.

Mae gan bob ysgol a lleoliad addysgol arall yng Ngwynedd aelod dynodedig o staff â chyfrifoldeb am gydlynu camau gweithredu ar ddiogelu ac amddiffyn plant. Mae'r person hwn hefyd yn darparu arbenigedd a chyngor i'r holl staff. Gelwir y person hwn yn Berson Diogelu Dynodedig (PDD) ar gyfer Amddiffyn Plant a dylai'r holl staff, gwirfoddolwyr, disgyblion, rhieni a gofalwyr ei adnabod yn ôl ei enw a'i wedd. Dylai'r holl leoliadau ddefnyddio taflenni gwybodaeth, posteri, lluniau a dyddiaduron ysgol i hyrwyddo'r wybodaeth ddiogelu hon i staff, disgyblion a rhieni/gofalwyr.

Mae gan staff addysgu a staff nad ydynt yn addysgu rôl hanfodol i'w chwarae wrth nodi, cofnodi ac adrodd am ddangosyddion cam-drin neu esgeulustod posib i'r Person Diogelu Dynodedig (PDD). Yna bydd y PDD yn gwneud adroddiad (cyfeirio) ac yn cysylltu â'r Gwasanaethau Plant Gwynedd(CyfeiriadauPlant@gwynedd.llyw.cymru) .

B.

Polisi Amddiffyn Plant 2026

YSGOL FRIARS

Dyddiad Cymeradwyo: ***06.10.2026.***

Dyddiad Adolygu: ***Blynyddol – Hydref 2027***

Llofnodwyd

Person Dynodedig Ddiogelu: Mrs Allison Jamieson .....

Llywodraethwr Dynodedig Diogelu: Cyng. Gareth Parry .....

Pennaeth: Mrs Margaret E Davies .....

Cadeirydd y Corff Llywodraethu: Cyng. Elin Walker Jones.....

Cysylltiadau Perthnasol yr ysgol:

Person Dynodedig Diogelu'r ysgol yma yw:	**Mrs. Allison Jamieson**
Manylion Cyswllt:	**Allison.Jamieson@friars.ysgoliongwynedd.cymru**
Dirprwy berson Dynodedig Diogelu yr ysgol yw:	**Ms Clare Mullen**
Manylion Cyswllt:	**Clare.Mullen@friars.ysgoliongwynedd.cymru**
Llywodraethwr Diogleu yr ysgol yw:	**Mr Gareth Parry**
Manylion Cyswllt:	**cllr-gareth-parry@bangorcitycouncil.gov.wales**

1 Cyflwyniad

Rydym yn cydnabod yn llwyr y cyfraniad mae'r ysgol yn ei wneud i amddiffyn plant. Mae tair prif elfen i'n polisi:

- atal drwy'r gefnogaeth addysgu a bugeiliol a cynigir i ddisgyblion
- gweithdrefnau ar gyfer nodi ac adrodd am achosion, neu achosion posib o gam-drin. Oherwydd ein cyswllt o ddydd i ddydd â phlant, mae staff yr ysgol mewn sefyllfa ddelfrydol i weld arwyddion allanol o gam-drin,
- rhoi cefnogaeth i ddisgyblion sydd efallai wedi'u cam-drin yn y gorffennol.

Mae ein polisi yn berthnasol i **holl** staff, llywodraethwyr a gwirfoddolwyr yr ysgol.

Bydd ein hysgol yn adolygu'r polisi'n flynyddol ac rydym yn ymrwymedig i ddilyn unrhyw arweiniad newydd.

2. DATGANIAD DIOGELU

Mae llywodraethwyr a staff yr ysgol yn gwbl ymroddedig i lynu wrth adran 175 Deddf Addysg 2002, sy'n gofyn bod trefniadau ar waith gan Awdurdodau Lleol a Chyrff Llywodraethu ysgolion a sefydliadau a gynhelir er mwyn iddynt arfer eu swyddogaethau gyda'r nod o ddiogelu a hyrwyddo lles plant. Mae'r Corff Llywodraethu yn ymateb i'r amcan cadw plant a phobl ifanc yn ddiogel drwy:

- greu a chynnal amgylchedd dysgu diogel i blant a phobl ifanc;
- nodi lle ceir pryderon lles plant a chymryd camau gweithredu priodol i fynd i'r afael â hwy, lle y bo'n briodol, mewn partneriaeth ag asiantaethau eraill;
- sicrhau y gwrandewir ar blant os ydynt yn mynegi pryderon; ac
- datblygu dealltwriaeth, ymwybyddiaeth a gwydnwch plant drwy'r cwricwlwm.

Mae'r Corff Llywodraethu'n cydnabod, er mwyn cyflawni'r amcan, fod angen system wedi'u dylunio i:-

- atal pobl anaddas rhag gweithio gyda phlant a phobl ifanc;
- hybu arfer diogel a herio arfer gwael ac anniogel;
- nodi digwyddiadau lle mae sail i bryderu am les plentyn, a dechrau neu gymryd camau gweithredu priodol i'w gadw'n ddiogel; a
- chyfrannu at y gwaith partneriaeth effeithiol rhwng yr holl rai sy'n ymwneud â darparu gwasanaethau i blant a phobl ifanc.

Bydd llywodraethwyr a staff yr ysgol yn gweithio gyda'i gilydd a chydag asiantaethau eraill i gyflawni'r amcan uchod.

Mae iechyd, diogelwch a lles yr holl blant o'r pwys mwyaf. Mae rhieni'n anfon eu plant i'r ysgol bob dydd gan ddisgwyl y bydd yr ysgol yn darparu amgylchedd diogel lle gall y plant ffynnu. Mae'r Corff Llywodraethu a staff yr ysgol felly'n gwneud pob ymdrech i sicrhau y gwireddir y disgwyliad hwn. Er mwyn gwneud hyn, a chydnabod cwmpas diogelu, rhoddwyd amrywiaeth eang o fesurau a pholisïau ar waith, gan gynnwys mabwysiadu Gweithdrefnau Diogelu Cymru a Chadw Dysgwyr yn Ddiogel.

Rydym, fel ysgol, yn cydnabod gwerth gwasanaethau ymyrryd yn gynnar ac atal er mwyn diogelu plant a hyrwyddo'u lles. Rydym yn ymroddedig i weithio ar y cyd â theuluoedd a gwasanaethau ymyrryd yn gynnar. Mae'n hanfodol bod cyfathrebu rheolaidd â theuluoedd yn cael ei gynnal er mwyn nodi, mor gynnar â phosib, pryd y gall gwasanaethau eraill gynnig cefnogaeth. Bydd y Corff Llywodraethu a staff yr ysgol yn gweithio gyda theuluoedd i wneud atgyfeiriadau priodol ac amserol i wasanaethau ymyrryd yn gynnar.

3. Ataliaeth

Rydym yn cydnabod bod hunan-barch uchel, hyder, ffrindiau cefnogol a chyfathrebu ag oedolyn y gall plentyn ymddiried ynddo yn helpu i ddiogelu disgyblion. Yn Ysgol Friars rydym yn cydnabod ein cyfrifoldebau diogelu i atal dirywiad mewn iechyd a datblygiad disgyblion, a sicrhau eu bod yn derbyn gofal diogel ac effeithiol. Dyma pam rydym yn sicrhau bod diogelu'n rhan o'n holl bolisïau a gweithdrefnau ysgol.

Hefyd, bydd yr ysgol yn:

- sefydlu a chynnal ethos lle mae'r plant yn teimlo'n ddiogel ac yn cael eu hannog i siarad a bod rhywun yno i wrando arnynt
- sicrhau bod y plant yn gwybod bod oedolion yn yr ysgol y gallant fynd atynt os ydynt yn poeni neu'n cael anhawster
- cynnwys gweithgareddau a chyfleoedd o fewn y Maes Dysgu a Phrofiad Iechyd a Llesiant yn y cwricwlwm sy'n rhoi cyfle i blant gael y sgiliau mae eu hangen arnynt i fod yn ddiogel rhag cam-drin a gwybod at bwy i droi am help
- cynnwys deunyddiau yn y cwricwlwm a fydd yn helpu plant i ddatblygu ymagweddau realistig tuag at gyfrifoldebau bywyd oedolion, yn arbennig o ran sgiliau gofal plant a magu plant.

4. Cyfrinachedd

Mae angen deall materion cyfrinachedd os yw plentyn yn datgelu gwybodaeth ei fod yn cael ei gam-drin. Efallai bydd plentyn yn teimlo'n ddigon hyderus i ddweud rhywbeth yn gyfrinachol wrth aelod o staff os yw'n teimlo na fydd yr wybodaeth honno'n cael ei datgelu i unrhyw un arall. Fodd bynnag, mae gan staff addysg gyfrifoldeb proffesiynol i rannu gwybodaeth berthnasol am amddiffyn plant â'r asiantaethau statudol dynodedig pan fydd plentyn yn dioddef niwed.

Mae'n bwysig bod pob aelod o staff yn ymdrin â hyn yn sensitif ac yn esbonio i'r plentyn bod yn rhaid iddo ddweud wrth y bobl briodol sy'n medru helpu, ond y byddant yn dweud wrth y rhai y mae angen iddynt wybod yn unig, er mwyn iddynt allu helpu. Dylent dawelu meddwl y plentyn a dweud wrtho na fydd yr ysgol yn dod i wybod am ei sefyllfa.

Byddwch yn ymwybodol y gall fod wedi cymryd cryn dipyn o ddewrder ar ran y plentyn i ddatgelu'r wybodaeth, a'i fod hefyd yn profi emosiynau anghyson â'i gilydd sy'n cynnwys teimladau o euogrwydd, embaras, anffyddlondeb (os yw'r sawl sy'n cam-drin yn rhywun sy'n agos ato) a loes.

Cofiwch gyfrifoldeb bugeiliol y gwasanaeth addysg. Sicrhewch mai'r rheini â chysylltiad proffesiynol yn unig, e.e. y Person Diogelu Dynodedig a'r Pennaeth, sydd â mynediad at y cofnodion amddiffyn plant. Ar bob adeg arall dylid eu cadw ar glo'n ddiogel ac ar wahân i brif ffeil y plentyn, neu os defnyddir systemau electronig megis 'My Concern / Bromcom', dylid sicrhau bod cyfyngiadau priodol ar waith i sicrhau cyfrinachedd.

5. Gweithdrefnau

Dylid dilyn y rhain os bydd datgeliad/pryder ynghylch diogelu neu amddiffyn plant

Byddwn yn dilyn Gweithdrefnau Diogelu Cymru, y mae Bwrdd Diogelu Gogledd Cymru yn eu cefnogi. Bydd yr ysgol yn:

- Sicrhau bod ganddi Berson Diogelu Dynodedig (PDD) sydd wedi cael yr hyfforddiant priodol.
- Cydnabod rôl y PDD ac yn trefnu cefnogaeth a hyfforddiant ar lefelau uwch yn unol â'i lefel o gyfrifoldeb.
- Sicrhau bod pob aelod o staff a llywodraethwr yn gwybod:
    - Enw'r PDD a'i rôl, ac enw'r llywodraethwyr dynodedig dros ddiogelu ac amddiffyn plant.

        - Bod ganddynt gyfrifoldeb unigol dros adrodd am bryderon diogelu ac amddiffyn plant drwy ddefnyddio'r sianeli cywir, ac o fewn yr amserlenni y cytunwyd arnynt o fewn Rheoliadau Diogelu Cymru.
        - Sut i ymdrin â'r pryderon hyn pan na fydd y PDD ar gael.

- Sicrhau bod aelodau staff yn ymwybodol o'r angen i fod yn wyliadwrus o arwyddion cam-drin a gwybod sut i ymateb i ddisgybl a fydd efallai yn sôn am gam-drin.
- Sicrhau bod gan rieni ddealltwriaeth o gyfrifoldeb yr ysgol a'r staff dros amddiffyn plant drwy bennu ei goblygiadau ym mhrosbectws yr ysgol.
- Sicrhau bod yr holl staff yn cyflawni unrhyw hyfforddiant amddiffyn plant y cytunwyd arno gan yr awdurdod lleol sy'n berthnasol i'w rôl.
- Darparu sesiwn friffio diogelu ac amddiffyn plant o leiaf unwaith y tymor i'r holl staff fel eu bod yn gwybod:
    - Eu cyfrifoldeb personol.
    - Y gweithdrefnau lleol cytunedig.
    - Yr angen i fod yn wyliadwrus wrth nodi achosion o gam-drin.
    - Sut i gefnogi plentyn sy'n datgelu ei fod yn cael ei gam-drin.
    - Unrhyw faterion amddiffyn plant newydd neu newid i weithdrefnau.

- Hysbysu gwasanaethau cymdeithasol lleol os:
    - Caiff disgybl ar y gofrestr amddiffyn plant ei wahardd naill ai am gyfnod penodol neu'n barhaol.
    - Os yw disgybl ar y gofrestr amddiffyn plant yn absennol o'r ysgol heb esboniad am fwy na dau ddiwrnod (neu un diwrnod yn dilyn y penwythnos).

- Gweithio i ddatblygu cysylltiadau effeithiol ag asiantaethau perthnasol a chydweithio yn ôl y galw gyda'u hymholiadau ynghylch materion diogelu ac amddiffyn plant.
- Mynychu cyfarfodydd strategaeth, cynadleddau amddiffyn plant cychwynnol/adolygu a grwpiau craidd (gan gynnwys cyflwyno adroddiadau ysgrifenedig i'r cynadleddau).
- Cyfrannu at gynlluniau diogelwch, gofal a chefnogaeth plant a bod yn gyfrifol am gamau gweithredu'r ysgol fel rhan o'r cynlluniau hyn.
- Cadw cofnodion ysgrifenedig o bryderon am blant (gan nodi dyddiad, digwyddiad a cham gweithredu), hyd yn oed lle nad oes angen cyfeirio'r mater i'r Gwasanaethau Cymdeithasol ar unwaith.
- Sicrhau y cedwir yr holl gofnodion yn ddiogel dan glo.
- Glynu wrth y gweithdrefnau a nodwyd yn arweiniad Llywodraeth Cymru, 'Cadw Dysgwyr yn Ddiogel' 2022 ac unrhyw ddiwygiadau i'r arweiniad hwnnw.
- Sicrhau bod gweithdrefnau recriwtio a dethol diogel yn cael eu dilyn a bod hyfforddiant priodol yn cael ei ddefnyddio.
- Dynodi llywodraethwr ar gyfer materion diogelu ac amddiffyn plant a fydd yn goruchwylio polisi ac arferion diogelu ac amddiffyn plant yr ysgol.

6. Llunio adroddiad/Atgyfeirio at y Gwasanaethau Plant

Mae'n rhaid adrodd am yr holl faterion diogelu ac amddiffyn plant dros y ffôn yn y man cyntaf (01758704455). Bydd eich adroddiad ffôn yn cael ei gofnodi o fewn 24 awr ar ffurflen Adroddiad/gyfeirio , a chaiff ei chyflwyno drwy e-bost i'r tîm Cyfeiriadau Plant CyfeiriadauPlant@gwynedd.llyw.cymru .

Ar gyfer pryderon sy'n ymwneud â phlentyn sydd efallai 'mewn perygl' neu y mae angen gofal a chefnogaeth arno, gallwch gyflwyno cyfeiriad cyn gwneud galwad ffôn ymlaen llaw. Caiff yr holl

adroddiadau/gyfeiriadau eu sgrinio a gallant gael eu dyrannu i'w hasesu gan Weithiwr Cymdeithasol.

Ar gyfer pryderon sy'n codi y tu allan i oriau swyddfa, e.e. nosweithiau rhieni, teithiau ysgol etc., bydd angen i chi roi'ch adroddiad dros y ffôn i'r Tîm Dyletswydd Brys (EDT) ar - (01248 353551) caiff eich ffurflen gyfeirio ysgrifenedig ei chyflwyno i'r tîm Cyfeiriadau Plant o fewn 24 awr. Os na fydd gweithiwr cymdeithasol ar gael ar y rhif hwn, gallwch drosglwyddo'ch pryder amddiffyn plant yn uniongyrchol i'r heddlu ar 999. Ni ddylid aros tan y diwrnod gweithio nesaf cyn cyfeirio mater amddiffyn plant.

7. Diffiniadau cam-drin plant, diogelu plant mewn amgylchiadau penodol

Mae diffiniadau camdriniaeth ar gael yng Ngweithdrefnau Diogelu Cymru ond maent hefyd ar gael i gyfeirio'n hawdd atynt yn yr atodiadau, 'Diffiniadau a Dangosyddion Cam-drin Plant'.

Mae ein hysgol yn cydnabod y gall rhai plant fod yn fwy agored i niwed ac mae gennym ddyletswyddau a chyfrifoldebau amddiffyn plant penodol mewn perthynas â'r rhain. Amlinellir yr amgylchiadau penodol yn fanylach ym Mhennod 4 canllawiau 'Cadw Dysgwyr yn Ddiogel' Llywodraeth Cymru.

8. Ymdrin â datgeliad gan blentyn

8.1 Derbyn

- Gwrandewch yn astud ar yr hyn sy'n cael ei ddweud, heb ddangos sioc nac anghrediniaeth. Derbyniwch yr hyn a sydd yn cael ei ddweud gan y plentyn. Efallai bydd y plentyn sy'n datgelu'r wybodaeth yn blentyn rydych chi'n gwybod nad yw bob amser yn dweud y gwir. Fodd bynnag, peidiwch â gadael i wybodaeth flaenorol am y person hwn olygu eich bod yn rhagfarnu neu'n annilysu ei honiad.
- Peidiwch â cheisio ymchwilio i'r honiad. Eich dyletswydd chi yw gwrando ar yr hyn sy'n cael ei ddweud a throsglwyddo'r wybodaeth honno.

8.2 Cysuro

- Rhowch ddigon o gysur i'r plentyn. Byddwch yn onest bob tro a pheidiwch â gwneud addewidion ni allwch chi eu cadw, er enghraifft: "Arhosa i gyda ti", neu "Bydd popeth yn iawn nawr".
- Os yw disgybl yn cyfeirio at deimlo'n euog, ceisiwch leddfu'r teimlad hwn. Er enghraifft, gallech ddweud: "Nid ti sydd ar fai. Nid dy fai di yw hwn."
- Peidiwch ag addo cyfrinachedd. Bydd gennych ddyletswydd i drosglwyddo'r wybodaeth a bydd angen i'r plentyn wybod hyn.

8.3 Ymateb

- Gallwch ofyn cwestiynau - efallai y bydd rhaid i chi mewn rhai achosion. Fodd bynnag, nid cyfle yw hwn i holi'r plentyn yn fanwl a mentro i faes cwestiynu manwl a hirfaith. Y cyfan mae angen i chi ei wybod yw pwyntiau amlycaf honiad y plentyn. Rhaid i unrhyw gwestiynau fod yn agored ac ni ddylent fod yn arweiniol.
- Peidiwch â beirniadu'r tramgwyddwr honedig oherwydd efallai bydd gan y plentyn gysylltiad emosiynol â'r person hwn o hyd.
- Peidiwch â gofyn i'r plentyn ailadrodd ei honiad i aelod arall o staff. Os gofynnir iddo'i ailadrodd, gall deimlo nad yw'n cael ei gredu a/neu efallai bydd ei atgof o'r hyn a ddigwyddodd yn newid.

8.4 Cofnodi

- Cymerwch nodiadau cyn gynted ag y mae'n ymarferol i chi wneud hynny. Cofnodwch y geiriau gwirioneddol a ddywedwyd gan y plentyn – peidiwch â'u trosi i'r ffordd mae oedolion yn siarad neu geisio gwneud synnwyr o strwythur yr hyn a ddywedwyd. Peidiwch â digio ag unrhyw iaith neu eiriau sarhaus a ddefnyddir i ddisgrifio'r camdriniaeth.

- Sicrhewch fod eich enw, yr amser a'r dyddiad ar eich nodiadau a pheidiwch â'u dinistrio rhag ofn y bydd eu hangen yn y llys.
- Mae Ysgol Friars yn defnyddio system *My Concern* i gofnodi materion a phryderon diogelu ac amddiffyn plant.
- Os yw'n bosib, tynnwch lun diagram i ddangos lleoliad unrhyw gleisiau ond peidiwch â gofyn i'r plentyn dynnu unrhyw ddillad i wneud hyn.
- Cofnodwch ddatganiadau a phethau y gallwch arsylwi arnynt, yn hytrach na'ch dehongliadau neu'ch rhagdybiaethau.

8.5 Camau Olaf

- Ar ôl i chi ddilyn y canllawiau uchod, rhowch yr wybodaeth i'r PDD yn syth. Wedyn, bydd nifer o opsiynau ar gael iddo gan gynnwys cysylltu â'r Tîm Gwasanaethau Cymdeithasol lleol i ofyn iddynt beth ddylai ddigwydd nesaf.

9. Rheoli honiadau yn erbyn oedolion sy'n gweithio gyda phlant

Os gwneir honiad diogelu/amddiffyn plant yn erbyn aelod o staff, mae'n rhaid i'r person sy'n derbyn yr honiad hwnnw drosglwyddo manylion y mater hwnnw **ar unwaith** i'r Pennaeth neu, yn ei absenoldeb, aelod o staff â chyfrifoldebau'r Pennaeth. Yna bydd y Pennaeth yn ffonio **Swyddog Arweiniol Dynodedig ar gyfer Diogelu mewn Addysg (Llion Williams) ar** 01286 679779 (dewis 2) i drafod y mater. Yn dilyn y drafodaeth ac arweiniad gan y tîm diogelu a llesiant bydd angen cysylltu gyda'r Gwasanaethau Cymdeithasol CyfeiriadauPlant@gwynedd.llyw.cymru(01758704455) i drafod y camau nesaf.

Os yw honiad diogelu/amddiffyn plant posib yn cael ei wneud yn erbyn y Pennaeth (neu aelod agos o'r uwch dîm rheoli), mae'n rhaid i'r aelod y staff sy'n derbyn yr honiad hwnnw gysylltu â Chadeirydd y Llywodraethwyr a hefyd **y Swyddog Arweiniol Dynodedig ar gyfer Diogelu mewn Addysg (Llion Williams) ar 01286 679779 (dewis 2**). Os yw Cadeirydd y Llywodraethwyr yn derbyn yr adroddiad, bydd rhaid iddyn nhw gysylltu â'r Swyddog Arweiniol Dynodedig ar gyfer Diogelu mewn Addysg yr ar **01286 679779 (dewis 2**)

Os oes unrhyw bryder dybryd am ddiogelwch uniongyrchol plentyn neu berson ifanc, neu os yw natur yr honiad yn awgrymu risg ar unwaith, rhaid ffonio'r Heddlu ar 999 neu 101 yn syth, cyn cysylltu â'r Swyddog Arweiniol Dynodedig.

9.1 Camddefnyddio Swydd Gyfrifol

Mae Canllawiau Llywodraeth Cymru yn nodi bod angen i holl staff addysg wybod bod ymddygiad amhriodol gyda, neu at blant, yn annerbyniol. Yn benodol, o dan Ddeddf Troseddau Rhywiol 2003, mae'n drosedd i berson dros 18 oed (er enghraifft, athro/athrawes, gweithiwr ieuenctid) gael perthynas rywiol gyda phlentyn dan 18 oed lle mae'r person mewn sefyllfa o ymddiriedaeth i'r plentyn, hyd yn oed os yw'r berthynas yn gydsyniol. Mae hyn yn berthnasol pan fydd y plentyn mewn addysg amser llawn ac mae'r person yn gweithio yn yr un sefydliad â'r plentyn, hyd yn oed os nad yw'n addysgu'r plentyn.

10. Cefnogi'r disgybl sydd mewn perygl

Mae cam-drin plentyn yn drychinebus i'r plentyn a gall hefyd arwain at ofid a phryder i staff sy'n ymwneud â'r mater. Rydym yn cydnabod y gall hyn effeithio'n fawr ar blant sydd mewn perygl, sy'n cael eu cam-drin neu'n dyst i drais. Efallai mai'r ysgol yw'r unig elfen gadarn, ddiogel a dibynadwy ym mywydau'r plant sydd mewn perygl. Er hynny, pan fyddant yn yr ysgol efallai y bydd eu hymddygiad yn heriol ac yn herfeiddiol neu efallai na fyddant yn cyfranogi. Bydd yr ysgol yn ceisio cefnogi'r disgybl drwy:

- Gymryd yr holl amheuon a datgeliadau fel rhai difrifol.

- Enwebu person cyswllt a fydd yn hysbysu pob parti sy'n gysylltiedig â'r mater ac yn bwynt cyswllt canolog. Lle bydd aelod o staff yn destun honiad a wnaed gan ddisgybl, caiff pobl gyswllt ar wahân eu henwebu i osgoi gwrthdaro o ran budd.
- Ymateb gyda chydymdeimlad i unrhyw gais gan ddisgyblion neu staff am amser i ymdrin â gofid neu bryder.
- Cynnal cyfrinachedd a rhannu gwybodaeth angenrheidiol ag unigolion ac asiantaethau perthnasol yn unig.
- Cadw cofnodion a hysbysu'r Gwasanaethau Cymdeithasol cyn gynted ag y bydd pryder wedi ailgodi.
- Storio cofnodion yn ddiogel.
- Cynnig manylion llinellau cymorth, cwnsela neu lwybrau cefnogaeth allanol eraill
- Cydweithio'n llawn ag asiantaethau statudol perthnasol.
- Meithrin a chefnogi eu lles yn unol â'n strategaeth lles unigol.

10.1 Mae cynnwys y cwricwlwm yn annog hunanbarch a hunangymhelliad fel a amlinellir ym Mhennod 2 canllawiau 'Cadw Dysgwyr yn Ddiogel' Llywodraeth Cymru.

- Hyrwyddo amgylchedd cadarnhaol, cefnogol a diogel.
- Rhoi ymdeimlad o werth i'r disgyblion.

10.2 Bydd yr ysgol yn cefnogi strategaethau ymddygiad cadarnhaol â'r nod o gefnogi disgyblion diamddiffyn yn yr ysgol; rydym yn cydnabod bod rhai plant yn mabwysiadu ymddygiad difrïol ac mae'n rhaid gyfeirio 'r plant hyn fel y fod modd iddynt dderbyn cefnogaeth ac ymyriad priodol.

10.3 Bydd yr ysgol yn ceisio sicrhau bod y disgybl yn gwybod bod ymddygiad penodol yn annerbyniol ond ei fod ef/hi yn cael ei werthfawrogi/gwerthfawrogi ac nad ef/hi sydd ar fai am y cam-drin;

- Bydd holl aelodau'r staff yn cytuno ar ymagwedd gyson sy'n canolbwyntio ar ymddygiad y drosedd dan sylw gan y plentyn ond nad yw'n niweidio ymdeimlad o hunan-werth y disgybl.
- Cydgysylltu ag asiantaethau eraill sy'n cefnogi'r disgybl megis y Gwasanaethau Cymdeithasol, Gwasanaethau Iechyd Meddwl Plant a Phobl Ifanc, y Gwasanaeth Seicoleg Addysg, y Gwasanaethau Cefnogi Ymddygiad, y Gwasanaeth Lles Addysg a'r gwasanaeth eiriolaeth, yn ogystal â gwasanaethau ymyrryd yn gynnar ac atal.

10.4 Pan fydd disgybl ar y Gofrestr Amddiffyn Plant yn gadael yr ysgol, yn ogystal â throsglwyddo gwybodaeth safonol i'r ysgol newydd, bydd y PDD yn cysylltu'n syth â PDD yr ysgol newydd i roi gwybod iddo fod y plentyn ar y Gofrestr Amddiffyn Plant. Bydd Cydlynydd y Cynllun Gofal a Chefnogaeth (Gweithiwr Cymdeithasol) yn rhoi gwybod i'r awdurdod perthnasol ac yn gofyn am gynhadledd amddiffyn plant er mwyn trosglwyddo o fewn 3 diwrnod. Mae'n rhaid i'r PDD rannu'r holl gofnodion diogelu ac amddiffyn plant sydd gan yr ysgol gyda'r PDD sy'n derbyn yr wybodaeth, yn unol â Chylchlythyr 10/2006 Llywodraeth Cymru.

10.5 Ymyriad corfforol

Mae gennym Bolisi Ymyriad Diogel (Grym Rhesymol) a gaiff ei adolygu'n flynyddol gan y Corff Llywodraethu ac mae'n gyson â chanllawiau Llywodraeth Cymru ar Ymyriad Diogel ac Effeithiol - Defnyddio Grym Rhesymol a Chwilio am Arfau 097/2013.

11. Adolygiad

Caiff y polisi ei adolygu a'i gadarnhau'n flynyddol mewn cyfarfod llawn o'r Corff Llywodraethu o leiaf unwaith y flwyddyn a chofnodir hyn yn y cofnodion. I baratoi ar gyfer yr adolygiad hwn, bydd y Person Diogelu Dynodedig yn rhoi gwybodaeth i'r Corff Llywodraethu am y canlynol:

- Newidiadau i weithdrefnau Diogelu ac Amddiffyn Plant.
- Yr hyfforddiant a gyflawnwyd gan yr holl staff a llywodraethwyr yn y 12 mis blaenorol.

- Nifer y digwyddiadau Diogelu neu Amddiffyn Plant a gafwyd yn yr ysgol yn y deuddeng mis blaenorol (heb fanylion nac enwau).
- Ble a sut mae Diogelu ac Amddiffyn Plant yn ymddangos yn y cwricwlwm.
- Gwersi a ddysgwyd o achosion.

12. Cwynion

Mae gan yr ysgol Bolisi Delio â Chwynion ar waith sy'n seiliedig ar y model a gynhwysir yng nghylchlythyr 011/2012 Llywodraeth Cymru: Gweithdrefnau Cwynion ar gyfer Cyrff Llywodraethu Ysgolion yng Nghymru ac, yn ogystal, mae ganddo wybodaeth gwynion i blant fel y gall plant, staff a'r cyhoedd gyflwyno'u cwynion mewn perthynas â'r ysgol, gan gynnwys cwynion diogelu a phryderon ynghylch y ffaith na chymerwyd camau gweithredu diogelu.

C. Cyfrifoldebau'r Person Diogelu Dynodedig (PDD)

1. Dylai pob ysgol nodi Person Diogelu Dynodedig (PDD) â chyfrifoldeb arweiniol am reoli materion ac achosion diogelu ac amddiffyn plant. Dylai'r PDD wybod sut i adnabod a nodi arwyddion cam-drin ac esgeulustod a gwybod pryd bydd yn briodol i adrodd am hyn i'r asiantaethau ymchwilio perthnasol. Mae'r rôl yn ymwneud â darparu cyngor a chefnogaeth i staff eraill, gwneud adroddiadau a gweithio gydag asiantaethau eraill fel y bo'r angen. Nid rôl y PDD yw ymchwilio i honiadau, ond rhaid iddo hysbysu'r Pennaeth o'r holl faterion diogelu ac amddiffyn plant yn y sefydliad.

Nid oes angen i'r PDD fod yn athro, ond rhaid iddo fod yn uwch-aelod o dîm arweinyddiaeth yr ysgol, a yn meddu ar statws a'r awdurdod o fewn y sefydliad i gyflawni dyletswyddau'r swydd, gan gynnwys neilltuo adnoddau i faterion diogelu ac amddiffyn plant, a lle y bo'n briodol, gyfarwyddo aelodau eraill o staff. Wrth ymdrin ag achosion unigol efallai y bydd angen cynnwys y Swyddog Lles Addysg neu ddilyn trefniadau cefnogi myfyrwyr eraill, fodd bynnag y maes gwaith hwn yw cyfrifoldeb y PDD o hyd.

Dylai'r holl ysgolion sicrhau bod dirprwy ar gael i weithredu yn absenoldeb y PDD. Mewn ysgolion a drefnir ar safleoedd gwahanol neu â strwythurau rheoli gwahanol, dylai fod Person Diogelu Dynodedig ar gyfer pob rhan neu safle. Mewn sefydliadau mawr, neu'r rhai â nifer mawr o bryderon diogelu ac amddiffyn plant, efallai bydd angen nifer o ddirprwyon i ymdrin â'r cyfrifoldebau.

Mae'n rhaid i'r ysgol wneud trefniadau hefyd i gael rhywun i gyflenwi yn lle'r PDD pan na fydd ar gael. Yn yr holl achosion, bydd dirprwy PDD ar gael ac efallai bydd gan ysgolion sy'n fwy dîm o staff sy'n gweithio gyda'i gilydd, y bydd disgwyl iddynt ddirprwyo ar ran y PDD pan fo angen.

Y PDD fydd yn gyfrifol am arferion, polisi a gweithdrefnau diogelu ac amddiffyn plant yr ysgol, a'i ddatblygiad proffesiynol ei hun wrth weithio gydag asiantaethau eraill fel bo angen. Dylai'r Pennaeth sicrhau bod y PDD:

- Yn cael digon o amser ac adnoddau i gyflawni'r rôl yn effeithiol; dylai hyn gael ei ddiffinio'n glir yn nisgrifiad swydd deiliad y swydd.
- Wedi cael hyfforddiant o lefel uwch gan gynnwys hyfforddiant PDD/Person Diogelu Dynodedig.
- Yn cael mynediad at y gefnogaeth briodol sydd ei hangen i wneud y rôl.
- Yn cael amser i fynychu cynadleddau amddiffyn plant a darparu adroddiadau a chyngor iddynt, yn ogystal â chyfarfodydd grwpiau craidd a rhyngasiantaeth eraill yn ôl y galw.
- Yn cyfrannu at gamau gweithredu'r ysgol ac yn cymryd cyfrifoldeb amdanynt yn ôl y cynllun cefnogi ac amddiffyn diogelwch neu ofal.

2. Adroddiadau

Dylai'r PDD weithredu fel pwynt cyswllt a ffynhonnell gefnogaeth, cyngor ac arbenigedd yn yr ysgol wrth benderfynu a ddylid adrodd am honiad drwy gydgysylltu ag asiantaethau perthnasol.

Mae'r PDD yn gyfrifol am adrodd am honiadau o gamdriniaeth honedig i'r asiantaethau archwilio perthnasol. Os yw'r rhain yn berthnasol i achosion o gam-drin honedig neu honiadau o gam-drin yn erbyn aelod o staff, y Pennaeth (neu Gadeirydd y Llywodraethwyr) sy'n gyfrifol, a nodir y broses yn nogfennau Gweithdrefnau Disgyblu a Diswyddo ar gyfer Staff Ysgolion 002/2020) a Diogelu Plant mewn Addysg: ymdrin â honiadau o gam-drin yn erbyn athrawon a staff eraill (009/2014)

3. Cadw Cofnodion

Cyfrifoldeb y PDD yw sicrhau y cedwir cofnodion manwl, cywir a chadarn am blant os oes pryderon ynghylch diogelu ac amddiffyn plant. Mae'r cofnodion hyn yn gyfrinachol a dylid eu cadw ar wahân i gofnodion disgyblion. Dylent gynnwys cronoleg o bryderon, adroddiadau, cyfarfodydd, galwadau ffôn ac e-byst.
Pan fydd plant yn gadael y sefydliad, dylai'r PDD sicrhau bod ei ffeil diogelu ac amddiffyn plant yn cael ei hanfon i'r ysgol newydd cyn gynted â phosib, ond dylid ei throsglwyddo ar wahân i brif ffeil y disgybl.

4. Cynyddu ymwybyddiaeth

Mae'r Pennaeth/PDD yn gyfrifol am sicrhau bod rhieni a gofalwyr yn gweld copïau o'r polisi diogelu ac amddiffyn plant**.** Mae hyn yn osgoi'r potensial o wrthdaro yn nes ymlaen drwy eu hysbysu am ofynion cyfreithiol yr ysgol a'r ffaith y gall fod angen adrodd am honiadau. Mae llawer o ysgolion yn cynnwys gwybodaeth am hyn yn y cyfarfodydd sefydlu i rieni newydd, yn eu prosbectws ac ar eu gwefan.

Mae'n arfer da i'r PDD ddarparu sesiwn friffio flynyddol a diweddariadau rheolaidd mewn cyfarfodydd staff ar unrhyw faterion diogelu ac amddiffyn plant newydd neu newidiadau mewn gweithdrefnau lleol/rhanbarthol/cenedlaethol. Mae hyn yn sicrhau bod yr holl staff yn cael yr wybodaeth ddiweddaraf ac yn cael eu hatgoffa'n rheolaidd am eu cyfrifoldebau, a pholisïau a gweithdrefnau'r ysgol. Mae llawer o ysgolion yn ei gweld hi'n ddefnyddiol i drafod diogelu ac amddiffyn plant yn rheolaidd mewn cyfarfodydd staff er mwyn sicrhau bod ymwybyddiaeth yn aros yn uchel.

Dylai'r Pennaeth/PDD gydgysylltu â'r llywodraethwr dynodedig ar gyfer diogelu ac amddiffyn plant fel y gall y llywodraethwr dynodedig sôn wrth y Corff Llywodraethu am faterion diogelu. Ni ddylai adroddiadau i'r corff llywodraethu ymwneud ag achosion diogelu ac amddiffyn plant penodol, ond dylent adolygu'r polisïau a'r gweithdrefnau diogelu. Mae'n arfer da i'r llywodraethwr dynodedig a'r PDD gyflwyno'r adroddiad gyda'i gilydd.

Dylai'r PDD sicrhau bod polisi amddiffyn plant yr ysgol yn cael ei ddiweddaru a'i adolygu'n flynyddol, a gweithio gyda'r corff llywodraethu neu'r perchennog ynglŷn â hyn.

5. Adolygu'r polisi

Yn ogystal â pholisi'r ysgol ar gyfer diogelu ac amddiffyn plant, mae polisïau eraill sy'n berthnasol i ddiogelu, ac efallai bydd y PDD yn ymwneud â monitro effeithiolrwydd y rhain a pholisïau eraill i sicrhau bod yr ysgol yn diogelu ei holl ddisgyblion. Mae polisïau perthnasol eraill yn cynnwys:

- Presenoldeb
- Ymddygiad
- Côd ymddygiad staff
- Gwrth-fwlio
- Gofal personol
- Recriwtio a dethol diogel
- E-ddiogelwch
- Ymyriad corfforol
- Diogelu Data/Cyfrinachedd
- Polisi defnydd priodol o TGCh a chyfryngau cymdeithasol ar gyfer rhieni, disgyblion a staff

Gellir cael cefnogaeth ac arweiniad pellach ar rôl y PDD gan Swyddog Arweinol Diogelu Plant yr awdurdod lleol. Mae adnoddau ac arweiniad defnyddiol hefyd ar gael ar HWB.

6. Diogelu ac amddiffyn plant a hyfforddiant amlasiantaeth

Rôl y PDD yw gweithio gyda'r Pennaeth i sicrhau bod yr holl staff a gwirfoddolwyr yn:

- Gallu cyrchu a deall polisi diogelu ac amddiffyn plant yr ysgol, yn enwedig staff newydd neu ran-amser a gwirfoddolwyr, yn ogystal â staff arlwyo a glanhau.
- Cael hyfforddiant sefydlu a gloywi sy'n cynnwys diogelu ac amddiffyn plant, dealltwriaeth o faterion diogelu gan gynnwys achosion o niwed, cam-drin ac esgeulustod.
- Gallu adnabod arwyddion a dangosyddion niwed.
- Gwybod sut i ymateb yn effeithiol pan fydd ganddynt bryderon.

- Gwybod sut i ymateb yn briodol i ddatgeliad.
- Gwybod bod ganddo gyfrifoldeb i roi gwybod am unrhyw bryderon yn syth wrth iddynt godi.

Dylai'r PDD gadw cofnodion o ddyddiadau'r hyfforddiant, manylion y darparwr a chofnod o bresenoldeb staff yn yr hyfforddiant, a dylai'r wybodaeth hon fod ar gael i Swyddog Diogelu'r Awdurdod Lleol ar gyfer Addysg.

Dylai athrawon dderbyn hyfforddiant diogelu ac amddiffyn plant fel rhan o'r cwrs hyfforddi sy'n arwain at Statws Athro Cymwysedig (SAC), ond bydd angen atgyfnerthu hyn â mwy o hyfforddiant, neu hyfforddiant gloywi pan gânt eu penodi gyntaf. Mae'r Safonau SAC yn gyfres o ddatganiadau canlyniadau y mae'n rhaid i athrawon dan hyfforddiant eu bodloni sy'n gysylltiedig â chyhoeddiadau a gofynion statudol eraill fel y bo'n briodol. Mae'n rhaid i athrawon dan hyfforddiant allu cyflwyno tystiolaeth eu bod yn sefydlu amgylchedd dysgu pwrpasol i'r holl blant lle mae dysgwyr yn teimlo'n ddiogel ac yn hyderus. Dylai'r holl staff gael eu hatgoffa'n rheolaidd o Gôd Ymddygiad Cyngor y Gweithlu Addysg a'i berthnasedd i arferion diogelu.

Mae gofyn hefyd i athrawon dan hyfforddiant ddangos proffesiynoldeb i sicrhau bod eu perthnasoedd â dysgwyr yn cael eu meithrin ar gyd-ymddiriedaeth a pharch, a chydnabod y bydd hyn yn helpu i fwyafu eu potensial dysgu. Disgwylir i athrawon dan hyfforddiant ddangos tystiolaeth o'r safon hon drwy allu dangos gwybodaeth am hawliau a hawliadau'r holl ddysgwyr ac ymwybyddiaeth ohonynt, fel y'u hamlinellir yng Nghonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP) a pholisïau allweddol Llywodraeth Cymru.

Dylai staff a llywodraethwyr eraill gael hyfforddiant pan gânt eu penodi gyntaf. Dylai'r holl staff nad oes ganddynt gyfrifoldeb dynodedig am ddiogelu/amddiffyn plant, gan gynnwys athrawon, fynychu hyfforddiant gloywi addas ar gyfnodau rheolaidd a phriodol wedi hyn, i sicrhau bod eu gwybodaeth a'u sgiliau'n gyfoes.

Mae asiantaethau unigol yn gyfrifol am sicrhau bod gan staff y gallu a'r hyder i gyflawni eu cyfrifoldebau am ddiogelu a hyrwyddo lles plant. Bydd Bwrdd Diogelu Gogledd Cymru yn gallu darparu cyngor ar isafswm y lefelau hyfforddiant gofynnol y mae eu hangen ar staff i sicrhau eu bod yn gallu cydymffurfio â gweithdrefnau y cytunwyd arnynt yn lleol.

Diben hyfforddiant aml - asiantaeth yw cyflawni gwell canlyniadau i blant a phobl ifanc gan gynnwys:

- Dealltwriaeth a rennir o'r tasgau, y prosesau, yr egwyddorion, a'r rolau a chyfrifoldebau a amlinellir mewn canllawiau cenedlaethol a threfniadau lleol ar gyfer diogelu plant a hyrwyddo'u lles.
- Gwasanaethau mwy effeithiol ac integredig ar lefel strategol ac achosion unigol.
- Gwell cyfathrebu rhwng gweithwyr proffesiynol gan gynnwys dealltwriaeth gyffredin o dermau allweddol, diffiniadau a throthwyau ar gyfer gweithredu.
- Perthnasoedd gwaith effeithiol gan gynnwys gallu i weithio mewn grwpiau neu dimau amlddisgyblaeth.
- Gwneud penderfyniadau cadarn yn seiliedig ar rannu gwybodaeth, asesu trylwyr, dadansoddiad beirniadol a barn broffesiynol.

Dylai'r PDD gael hyfforddiant yn brydlon mewn gweithdrefnau rhyngasiantaeth sy'n ei alluogi i weithio mewn partneriaeth ag asiantaethau eraill, ac yn rhoi'r wybodaeth a'r sgiliau angenrheidiol iddo gyflawni ei gyfrifoldebau. Dylai hefyd gyflawni hyfforddiant gloywi i gadw ei wybodaeth a'i sgiliau'n gyfoes.

Dylai staff eraill dderbyn hyfforddiant pan gânt eu penodi gyntaf a chyflawni hyfforddiant gloywi addas i gadw eu gwybodaeth a'u sgiliau'n gyfoes.

Ch. Cyfrifoldebau cyrff llywodraethu

Mae cyrff llywodraethu'n atebol am sicrhau bod polisïau a gweithdrefnau effeithiol ar waith i ddiogelu a hyrwyddo lles plant yn unol â'r arweiniad hwn, a monitro bod ysgolion yn cydymffurfio â nhw. Mae'r cyfrifoldeb hwn yn unol ag arweiniad Cadw Dysgwyr yn Ddiogel a pholisi'r awdurdod lleol.

Dylai cyrff llywodraethu ysgolion a gynhelir a pherchnogion ysgolion annibynnol sicrhau bod eu sefydliadau perthnasol yn:

- meddu ar ac yn gweithredu polisïau a gweithdrefnau diogelu ac amddiffyn plant effeithiol sy'n:
    - Cydymffurfio ag arweiniad yr awdurdod lleol a gweithdrefnau rhyngasiantaethol y cytunwyd arnynt yn lleol/rhanbarthol.
    - Cynnwys gwasanaethau sy'n ymestyn y tu hwnt i'r diwrnod ysgol (e.e. llety preswyl, gweithgareddau cymunedol ar safle'r ysgol, etc.)
    - Cael eu hadolygu o leiaf bob blwyddyn.
    - Sicrhau eu bod ar gael i rieni neu ofalwyr ar gais.
    - Cael eu darparu mewn fformat addas ar gyfer dealltwriaeth plant, yn enwedig lle mae ysgolion yn darparu ar gyfer plant ag anghenion ychwanegol.

- Gweithredu gweithdrefnau recriwtio diogel sy'n ystyried yr angen i ddiogelu plant a phobl ifanc, gan gynnwys trefniadau i sicrhau bod yr holl wiriadau perthnasol yn cael eu cyflawni ar staff a gwirfoddolwyr newydd a fydd yn gweithio gyda phlant, gan gynnwys gwiriadau GDG perthnasol lle bo'n addas.
- Sicrhau bod y Pennaeth a phob aelod parhaol o staff a gwirfoddolwyr parhaol sy'n gweithio gyda phlant yn cyflawni'r hyfforddiant priodol fel bod ganddynt yr wybodaeth a'r sgiliau angenrheidiol i gyflawni eu cyfrifoldebau diogelu ac amddiffyn plant yn effeithiol, a sicrhau bod hwn yn cael ei ddiweddaru'n gyson trwy hyfforddiant gloywi.
- Rhoi arweiniad clir i staff a gwirfoddolwyr dros dro sy'n cyflenwi yn ystod absenoldebau tymor byr ac a fydd yn gweithio gyda phlant a phobl ifanc ynglŷn â threfniadau'r ysgol o ran diogelu ac amddiffyn plant a'u cyfrifoldebau.
- Sicrhau bod y corff llywodraethu'n adfer yn ddi-oed unrhyw ddiffygion neu wendidau sy'n ymwneud â threfniadau diogelu ac amddiffyn plant y tynnir ei sylw atynt, gyda chefnogaeth a chyngor Swyddog Diogelu Addysg yr awdurdod lleol.
- Sicrhau bod y PDD, y llywodraethwr dynodedig a chadeirydd y llywodraethwyr yn cyflawni hyfforddiant mewn gweithio rhyngasiantaeth a ddarperir gan BDGM, neu i safonau y cytunwyd arnynt gan BDGM a hyfforddiant gloywi i gadw eu gwybodaeth a'u sgiliau'n gyfoes, yn ogystal â hyfforddiant diogelu/amddiffyn plant sylfaenol.

Llywodraethwr dynodedig

Nodi llywodraethwyr dynodedig ar gyfer diogelu ac amddiffyn plant a fydd yn:

- gyfrifol am faterion diogelu ac amddiffyn plant
- sicrhau bod y corff llywodraethu'n adolygu polisïau a gweithdrefnau'r ysgol yn flynyddol
- Sicrhau bod y corff llywodraethu/perchennog yn cynnal adolygiad blynyddol o'i bolisïau a'i weithdrefnau diogelu a sut mae'r dyletswyddau uchod wedi cael eu cyflawni.

Er bod gan gyrff llywodraethu rôl wrth arfer eu swyddogaethau disgyblu o ran honiadau amddiffyn plant yn erbyn aelodau o staff, nid oes ganddynt rôl wrth ystyried achosion unigol yr ymchwilir iddynt dan drefniadau a nodir yn nogfen Diogelu Plant mewn Addysg: ymdrin â honiadau o gam-drin yn erbyn athrawon a staff eraill (Cylchlythyr 009/2014 Llywodraeth Cymru)

Er mwyn i'r corff llywodraethu gael polisi effeithiol ar waith ac er mwyn i'r Llywodraethwr Dynodedig fod yn hyderus yn ei rôl, mae'n bwysig i holl aelodau cyrff llywodraethu gwblhau hyfforddiant diogelu ac amddiffyn

plant perthnasol. Mae hyn yn sicrhau bod ganddynt yr wybodaeth angenrheidiol i gyflawni eu swyddogaethau a deall cyfrifoldebau diogelu ehangach.

D. Diffiniadau a dangosyddion cam-drin plant

Beth yw cam-drin plant?

Mae cam-drin ac esgeulustod yn ffyrdd o gam-drin plentyn. Mae plentyn yn cael ei gam-drin neu ei esgeuluso os yw rhywun yn achosi niwed sylweddol iddo neu'n methu i weithredu i atal niwed. Gall plant gael eu cam-drin mewn lleoliad teuluol, sefydliadol neu gymunedol, gan bobl maent yn eu hadnabod neu, yn anghyffredin, gan ddieithryn. Plentyn yw unrhyw un nad yw wedi cyrraedd ei ben-blwydd yn 18 oed. Ystyr "plant" felly yw "plant a phobl ifanc" drwy gydol y polisi. Nid yw'r ffaith bod plentyn wedi cyrraedd 16 oed a'i fod efallai yn byw yn annibynnol yn newid ei statws na'i hawl i wasanaethau neu amddiffyniad o dan Ddeddf Plant 1989.

Mewn deddfwriaeth, diffinnir niwed sylweddol fel cam-drin plentyn neu amharu ar ei iechyd a'i ddatblygiad, o'i gymharu â'r hyn y gellid ei ddisgwyl yn rhesymol gan blentyn tebyg.

Dylai pawb:

- fod yn ymwybodol o ddangosyddion niwed, cam-drin neu esgeulustod;
- bod yn ymwybodol o'r bygythiad y gall yr un sydd yn ei camdrin fod i blant;
- rhannu eu pryderon er mwyn gallu casglu gwybodaeth i helpu i asesu anghenion ac amgylchiadau'r plentyn;
- gweithio gydag asiantaethau i gyfrannu at gamau gweithredu sy'n angenrheidiol i ddiogelu a hybu lles y plentyn
- parhau i gefnogi'r plentyn a'i deulu.

Dosbarthiadau o gam-drin

- Cam-drin corfforol
- Cam-drin rhywiol
- Cam-drin emosiynol
- Esgeulustod
- Cam-drin ariannol

Cam-drin corfforol

Gall cam-drin corfforol gynnwys bwrw, ysgwyd, taflu, gwenwyno, llosgi neu sgaldio, boddi, mygu neu niwed corfforol arall i blentyn. Gall niwed corfforol ddigwydd pan fydd rhiant neu ofalwr yn esgus symptomau salwch, neu'n achosi salwch yn fwriadol, i blentyn yn ei ofal. Disgrifir y sefyllfa hon yn gyffredin gan ddefnyddio termau fel salwch ffug neu wedi'i achosi gan eraill.

Dangosyddion cam-drin corfforol:

- cleisiau, marciau neu niweidiau heb esboniad, ar unrhyw ran o'r corff
- cleisiau amryfal - mewn clystyrau, yn aml ar ran uchaf y fraich, y tu allan i'r forddwyd
- llosgiadau sigarét
- marciau cnoi gan berson
- esgyrn wedi'u torri
- sgaldiadau â marciau sblash at i fyny
- llosgiadau amryfal gydag ymyl clir

Newidiadau mewn ymddygiad a all hefyd awgrymu cam-drin corfforol:

- ofn y bydd rhywun yn cysylltu â'r rhieni am esboniad
- ymddygiad ymosodol neu ffrwydradau colli tymer
- cilio'n ôl pan fydd rhywun yn mynd yn agos at y plentyn neu'n ei gyffwrdd
- amharodrwydd i newid dillad, er enghraifft mewn tywydd poeth
- iselder
- ymddygiad swil
- rhedeg i ffwrdd o gartref.

Cam-drin rhywiol

Mae cam-drin rhywiol yn ymwneud â gorfodi neu ddenu plentyn neu berson ifanc i gymryd rhan mewn gweithgareddau rhywiol p'un a yw'r plentyn yn ymwybodol o'r hyn sy'n digwydd ai peidio. Gall y gweithgareddau gynnwys cyswllt corfforol, gan gynnwys ymosodiad drwy dreiddio (er enghraifft trais neu gyfathrach rhywiol) neu weithredoedd nad ydynt yn dreiddgar megis mastyrbio, cusanu, rhwbio a chyffwrdd y tu allan i'r dillad. Gall cam driniaeth hefyd gynnwys gweithgareddau digyswllt, megis cynnwys plant mewn edrych ar ddelweddau rhywiol, neu wrth eu cynhyrchu, gwylio gweithgareddau rhywiol, annog plant i ymddwyn mewn ffyrdd rhywiol amhriodol neu baratoi plentyn ar gyfer cam-drin (gan gynnwys dros y we). Nid dynion yn unig sy'n gyfrifol am gam-drin rhywiol. Gall menywod gam-drin yn rhywiol hefyd, yn ogystal â phlant eraill.

Dangosyddion cam-drin rhywiol:

- poen neu gosi yn yr organau cenhedlu
- cleisiau neu waedu yn agos at yr organau cenhedlu
- clefyd a drosglwyddir yn rhywiol
- “ Discharge “neu haint rhywiol (STD)
- poenau bol
- anghysur wrth gerdded neu eistedd i lawr
- beichiogrwydd

Mae newidiadau mewn ymddygiad a all hefyd ddangos cam-drin rhywiol yn cynnwys:

- newidiadau sydyn/heb esboniad mewn ymddygiad e.e. dod yn ymosodol neu'n swil
- Ofni bod ar ei ben ei hun gyda pherson penodol neu grŵp o bobl
- cael hunllefau
- rhedeg i ffwrdd o'r cartref, gwybodaeth rywiol sydd y tu hwnt i'w oed neu ei lefel ddatblygiadol
- darluniau neu iaith rywiol
- problemau bwyta megis gorfwyta neu anorecsia
- hunan-niweidio neu lurgunio, gan arwain weithiau at ymgais i ladd eich hun
- dweud bod ganddynt gyfrinachau ni allant ddweud wrth unrhyw un arall amdanynt
- peidio â gallu cael ffrindiau (yn enwedig yn ystod y glasoed)
- ymddwyn mewn ffordd rhywiol tuag at oedolion

Cam-drin emosiynol

Cam-drin emosiynol yw trin plentyn yn emosiynol wael yn barhaus, gan achosi effeithiau andwyol difrifol a pharhaus i ddatblygiad emosiynol y plentyn. Gall hyn gynnwys awgrymu i blant eu bod yn ddiwerth neu'n ddi-gariad, yn annigonol neu mai eu hunig werth yw eu bod yn diwallu anghenion person arall. Gall gynnwys gorfodi disgwyliadau ar y plentyn sy'n anaddas i oedran neu ddatblygiad y plentyn. Gall gynnwys gwneud i blentyn deimlo ofn neu fel ei fod mewn pryder, neu ecsbloetio plentyn.

Dangosyddion o Gam-drin Emosiynol:

- ymddygiad niwrotig e.e. pwdu, troelli gwallt, siglo
- gwrthod chwarae
- ofni gwneud camgymeriadau
- anhwylderau lleferydd sydyn
- hunan-niweidio
- ofn o gysylltu â rhiant i drafod ei ymddygiad
- oedi datblygiadol o ran cynnydd emosiynol

Gall newidiadau mewn ymddygiad, a all hefyd awgrymu esgeulustod, gynnwys:

- eithafion goddefolrwydd neu ymosodedd
- gorymateb i gamgymeriadau
- hunan-ddirmyg ('Rwy'n dwp, yn hyll, yn ddi-werth' etc.')
- ymateb amhriodol i boen ('Rwy'n haeddu hyn')

Esgeulustod

Esgeulustod yw methiant i ddiwallu anghenion corfforol a/neu seicolegol sylfaenol plentyn, sy'n debygol o arwain at amharu'n ddifrifol ar iechyd neu ddatblygiad y plentyn. Gall esgeulustod ddigwydd yn ystod beichiogrwydd o ganlyniad i'r fam yn camddefnyddio sylweddau. Ar ôl i blentyn gael ei eni, gall esgeulustod olygu rhiant neu ofalwr sy'n methu darparu digon o fwyd, dillad a lloches (gan gynnwys ei wahardd o'r cartref neu ei adael); methu i amddiffyn plentyn rhag niwed neu berygl corfforol ac emosiynol; peidio â sicrhau goruchwyliaeth ddigonol (gan gynnwys defnyddio rhoddwyr gofal annigonol); neu fethu i ddarparu mynediad at ofal neu driniaeth feddygol briodol. Gall hefyd gynnwys esgeuluso neu beidio ag ymateb i anghenion emosiynol sylfaenol plentyn.

Dangosyddion esgeulustod:

- chwant bwyd cyson, weithiau yn n dwyn bwyd plant eraill
- bob amser yn frwnt neu'n 'ddrewllyd'
- colli pwysau neu fod tan eu pwysau yn rheolaidd
- dillad anaddas ar gyfer yr amodau.

Gall newidiadau mewn ymddygiad, a all hefyd awgrymu esgeulustod, gynnwys:

- cwyno o fod yn flinedig drwy'r amser
- peidio â gofyn am gymorth meddygol a/neu fethu i fynychu apwyntiadau
- peidio â chael llawer o ffrindiau
- sôn am gael ei adael ar ei ben ei hun neu heb oruchwyliaeth.

Cam-drin ariannol

Yn cynnwys:

- dwyn arian neu eiddo arall oddi wrthych;
- cael eich twyllo
- cael eich rhoi dan bwysau mewn perthynas ag arian neu eiddo arall
- rhywun yn cam-drin eich arian neu'ch eiddo
- peidio â diwallu anghenion gofal a chefnogaeth rhywun sy'n cael eu darparu drwy daliadau uniongyrchol
- cwynion bod eiddo personol ar goll

Dd. Cam-drin ymddiriedaeth

Mae Canllawiau Llywodraeth Cymru yn nodi bod angen i holl staff addysg wybod bod ymddygiad amhriodol gyda, neu at blant, yn annerbyniol. Yn benodol, o dan Ddeddf Troseddau Rhywiol 2003, mae'n drosedd i berson dros 18 oed (er enghraifft, athro/athrawes, gweithiwr ieuenctid) gael perthynas rywiol gyda phlentyn dan 18 oed lle mae'r person mewn sefyllfa o ymddiriedaeth i'r plentyn, hyd yn oed os yw'r berthynas yn gydsyniol. Mae hyn yn berthnasol pan fydd y plentyn mewn addysg amser llawn ac mae'r person yn gweithio yn yr un sefydliad â'r plentyn, hyd yn oed os nad yw'n addysgu'r plentyn.

Yn y Gwasanaeth Addysg, mae'r holl berthnasoedd rhwng staff ac ysgolion yn seiliedig ar ymddiriedaeth. Yn gyffredinol, gellir disgrifio perthynas o ymddiriedaeth fel un lle mae un person mewn swydd gyfrifol neu mae ganddo ddylanwad dros y llall, yn rhinwedd ei waith neu natur y gweithgaredd. Gall fod gan yr unigolyn sydd mewn swydd gyfrifol y pŵer i ganiatáu cynnydd neu fethiant. Gall y berthynas gael ei gwyrdroi gan ofn neu ffafr. Mae'n hanfodol i'r rhai mewn swyddi cyfrifol o'r fath ddeall y pŵer mae hyn yn ei roi iddynt dros y rhai maent yn gofalu amdanynt, a'r cyfrifoldeb y mae'n rhaid iddynt ei arfer o ganlyniad i hyn. Er bod perthynas o ymddiriedaeth yn bodoli, mae caniatáu i berthynas ddatblygu mewn ffordd a allai arwain at berthynas rywiol yn anghywir. Bydd perthynas rywiol yn y bôn yn anghyfartal mewn perthynas o ymddiriedaeth, ac mae felly'n annerbyniol. Mae hefyd yn annerbyniol oherwydd byddai'r berthynas o ymddiriedaeth 'broffesiynol' yn cael ei newid.

Mae Deddf Troseddau Rhywiol (Diwygiad) 2000 yn nodi cyfres o alwedigaethau y mae'r deddfau Manteisio ar Blant a Phobl Ifanc yn berthnasol iddynt. Mae hyn yn cynnwys unrhyw un sy'n gweithio mewn sefydliad addysgol.

Prif ddiben y darpariaethau Manteisio ar Blant a Phobl Ifanc yw darparu amddiffyniad i bobl ifanc 16 ac 17 oed yr ystyrir eu bod yn agored iawn i sefyllfa lle gall pobl mewn swydd gyfrifol neu swydd ag awdurdod yn eu bywydau gam-fanteisio arnynt.

Yn amodol ar nifer o ddiffiniadau cyfyngedig, mae'n drosedd i berson mewn swydd gyfrifol gymryd rhan mewn unrhyw weithgaredd rhywiol â pherson dan 18 oed y mae ganddynt berthynas o ymddiriedaeth ag ef, heb ystyried yr oed cydsynio, hyd yn oed os yw sail eu perthynas yn gydsyniol.

Mae perthynas yn bodoli lle mae aelod o staff neu wirfoddolwr mewn swydd lle mae ganddo bŵer neu ddylanwad ar bobl ifanc 16 ac 17 oed yn rhinwedd y gwaith neu natur y gweithgaredd a wneir.

Mae'r egwyddorion yn berthnasol, beth bynnag yw'r tueddfryd rhywiol: nid yw perthnasoedd cyfunrywiol na gwahanrywiol yn dderbyniol mewn swydd o ymddiriedaeth. Maent yr un mor berthnasol i bawb, heb ystyried rhyw, hil, crefydd, tueddfryd rhywiol nac anabledd. Mae hwn yn faes lle mae'n bwysig iawn osgoi unrhyw ystrydebau rhywiol neu eraill. Yn ogystal, mae'n bwysig cydnabod bod menywod yn ogystal â dynion yn gallu camddefnyddio swydd gyfrifol.

Dylai staff sicrhau bod eu perthynas â phobl ifanc yn briodol i'w hoed a'u rhyw, gan ofalu nad yw eu hiaith a'u hymddygiad yn ysgogi sylwadau neu ddyfaliad. Mae angen doethineb o ran agweddau, ymarweddiad ac iaith, yn arbennig lle bo gweithwyr o'r naill ryw yn ymdrin â bechgyn a merched yn eu llencyndod.

E. Cysylltiadau Awdurdod Lleol

Dwyma'ch cysylltiadau awdurdod lleol:

Llion Williams (Arweinydd ansawdd Diogelu a Llesiant yr Adran Addysg) **Swyddog Arweiniol Dynodedig ar gyfer Diogelu mewn Addysg**
Adran Addysg,
Cyngor Gwynedd
01286 679799 e-bost: llionwynwilliams@gwynedd.llyw.cymru

A. Introduction

This revised policy comprises a model safeguarding and child protection policy for schools and additional reference information as appendices.

Pages 5 to 15 is a model safeguarding and child protection policy & pages 16 to 32 additional information; to be personalised & adopted by governing bodies for use in all schools. These documents have been amalgamated for ease of use.

Teachers and non-teaching staff within Gwynedd schools recognise their legal duties under part 7 of the Social Services and Wellbeing (Wales) Act 2014, S28 of the Children Act 2004, S175 Education Act 2002 & Keeping Learners Safe 2020 and take seriously their responsibilities to protect and safeguard the interests of all children.

Part 7 Of the Social Services and Wellbeing (Wales) Act 2014 places a duty on *'relevant partners' and the relevant youth offending team to inform a local authority of a child at risk in specified circumstances and for 'relevant partners' to inform the local authority of an adult at risk in specified circumstances.* **Section 28 of the Children Act 2004** places a duty on local authorities and their partner agencies to "*safeguard and promote the welfare of children"*. In addition, **section 175 of the Education Act 2002** requires local authorities to *have "arrangements for exercising their functions with a view to safeguarding and promoting the welfare of pupils. Schools should provide a safe and stable environment for children and young people and can teach them about staying safe and how to speak up if they have worries or concerns*".

The Service recognises that effective safeguarding and child protection work requires sound, robust and secure procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to situations.

This policy document provides the basis for good safeguarding practice within schools in Gwynedd. The policy will be subject to review on an annual basis or as changes arise in key legislation.

This document should be read in conjunction with *Wales Safeguarding Procedures and the Social Services and Wellbeing (Wales) Act 2014 section 7 Guidance Volumes 5 & 6 on handling individual cases* and is in keeping with other relevant national procedures and reflects what the Service considers to be safe and professional practice in this context. Child Protection must be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 as well as the duty to report children and adults 'at risk' under the Social Services and Wellbeing (Wales) Act 2014.

All schools and other educational settings in Gwynedd have a designated member of staff with responsibility for co-ordinating action on safeguarding and child protection. This person also provides a source of expertise and advice for all staff. This person is known as the Designated Safeguarding Person (DSP) and should be known by name and visually recognisable to all staff, volunteers, pupils, parents & carers. All settings should use information leaflets, posters, pictures and school planners to promote this safeguarding information to staff, pupils and parents/carers.

Teaching and non-teaching staff have a crucial role to play in recognising, recording and reporting indicators of possible abuse or neglect to the Designated Safeguarding Person (DSP). The DSP will then similarly refer and liaise with Children Services in Social Services.

B.

Safeguarding and Child Protection Policy for schools 2026

Ysgol Friars



Date of Approval: ***06.10.2026***

Review Date: ***Annually – October 2027***

Signed

Safeguarding Designated Person: Mrs Allison Jamieson .....

Safeguarding Designated Governor: Cllr Gareth Parry .....

Head Teacher: Mrs Margaret E Davies .....

Chair of Governors: Cllr. Elin Walker Jones .....

Relevent School Contacts

The Designated Safeguarding Person for this school is:	**Mrs. Allison Jamieson**
Contact Details:	**Allison.Jamieson@friars.ysgoliongwynedd.cymru**
The school's Deputy Designated Safeguarding officer is:	**Ms Clare Mullen**
Contact Details:	**Clare.Mullen@friars.ysgoliongwynedd.cymru**
The school's Safeguarding Governor is:	**Cllr. Gareth Parry**
Contact Details:	cllr-gareth-parry@bangorcitycouncil.gov.wales

1. Introduction

The School fully recognises the contribution it makes to safeguarding and child protection. There are three main elements to our policy:

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

Our policy applies to **all** staff, governors and volunteers working in the school.

Our school will annually review the policy and is committed to following any new guidance.

2. SAFEGUARDING STATEMENT

The Governors and staff are fully committed to adhering to section 175 of the Education Act, 2002, which requires Local Authorities and Governing Bodies of maintained schools and institutions to have arrangements for exercising their functions with a view to safeguarding and promoting the welfare of children. The Governing Body responds to the objective of keeping children and young people safe by:-

- creating and maintaining a safe learning environment for children and young people;
- identifying where there are child wellbeing concerns and taking action to address them, where appropriate, in partnership with other agencies;
- ensuring that children are listened to if they are expressing concerns; and
- the development of children's understanding, awareness and resilience through the curriculum.

The Governing Body recognises that achieving this objective requires a system designed to:-

- prevent unsuitable people from working with children and young people;
- promote safe practice and challenge poor and unsafe practice;
- identify incidents in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- contribute to effective partnership working between all those involved in providing services for children and young people.

Governors and staff will work together with other agencies in order to achieve the above objective.

The health, safety and wellbeing of all children is of paramount importance. Parents send their children to school each day with the expectation that the school will provide a secure environment in which their children can flourish. The Governing Body and school staff, therefore, make every effort to ensure that this expectation becomes a reality. In order to do this, and acknowledging the scope of safeguarding, a wide range of measures and policies have been put in place including adopting the Wales Safeguarding Procedures and Keeping Learners Safe.

The School recognises the value of early intervention and prevention services in order to safeguard and promote the wellbeing of children. We are committed to working collaboratively with families and early intervention services. It is essential that regular communication with families is maintained to identify, as early as possible, when other services may be able to offer support. The Governing Body and school staff will work with families to make appropriate and timely referrals for early intervention services.

3. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils. We acknowledge our safeguarding responsibilities to prevent impairment of health and development of pupils and ensure they receive safe and effective care. This is why we ensure that safeguarding features throughout all our school policies and procedures.

In addition, the school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- include in the curriculum, activities and opportunities in the Health and Well-being Area of Learning which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

4. Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the statutory agencies when a child is experiencing harm.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school.

Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the Designated Safeguarding Person (DSP) and the head teacher, have access to the safeguarding and child protection records. At all other times they should be kept securely locked and separate from the child's main file or where electronic systems such as my concern are used, appropriate restrictions in place to ensure confidentiality.

5. Procedures

These should be followed in the event of a safeguarding or child protection disclosure/concern

We will follow the Wales Safeguarding Procedures that have been endorsed by North Wales Safeguarding Board. The school will:

- Ensure it has a Designated Safeguarding Person (DSP) who has undertaken the appropriate training.

- Recognise the role of the DSP and arrange support and training at higher levels in accordance with their level of responsibility.
- Ensure every member of staff and every governor knows:
    - The name of the DSP and their role and the designated governor for safeguarding and child protection.
    - That they have an individual responsibility for reporting safeguarding and child protection concerns using the proper channels and within the timescales agreed within Wales Safeguarding Procedures.
    - How to take forward those concerns where the DSP is unavailable.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding and child protection by setting out its obligations in the school prospectus.
- Ensure all staff undertake any agreed local authority safeguarding and child protection training relevant to their role.
- Provide a safeguarding and child protection briefing at least termly for all staff so that they know:
    - Their personal responsibility.
    - The agreed local procedures.
    - The need to be vigilant in identifying cases of abuse.
    - How to support a child who discloses abuse.
    - Any new safeguarding and child protection issues or changes in procedures.
- Notify local social services if:
    - A pupil on the child protection register is excluded either for a fixed term or permanently.
    - If there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend).
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding and child protection matters.
- Attend strategy meetings, initial/review child protection conferences and core groups (including the submission of written reports to the conferences.)
- Contribute and be responsible for school actions within children's safety & care and support protection plans.
- Keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately.
- Ensure all records are kept secure and in locked locations.
- Adhere to the procedures set out in the Welsh Government guidance 'Keeping Learners Safe' 2022 and any revisions of the guidance.
- Ensure that safe recruitment and selection procedures are followed and appropriate training is accessed.
- Designate a governor for safeguarding and child protection who will oversee the school safeguarding and child protection policy and practice.

6. Making a report/referral to Childrens Services

All safeguarding and child protection reports must be made via telephone in the 1st instance on- 01758704455 (CyfeiriadauPlant@gwynedd.llyw.cymru), your telephone report will be followed up

within 24 hours on an Integrated Report/Referral form, this to be submitted via email to the Single Point of Contact to the referrals team ;- CyfeiriadauPlant@gwynedd.llyw.cymru .

For concerns regarding a child who may be 'at risk' or in need of care and support a referralcan be submitted without a prior telephone call. All reports/referrals will be screened and may be allocated for assessment or transferred to the Early Intervention Team for discussion and consideration of the most appropriate services.

For concerns outside of office hours e.g. parents evenings, trips away etc. you will telephone your report to the Emergency Duty Team (EDT) on 01248 353551 your written referral form will still be submitted to the 353551 referrals team (CyfeiriadauPlant@gwynedd.llyw.cymru) within 24 hours. Should a social worker not be available on this number, you can pass your child protection concern directly to the police on 999. A child protection report must not be left until the next working day.

7. Definitions of child abuse, protecting children in specific circumstances

The definitions of abuse are found in the Wales Safeguarding Procedures but can also be found for easy reference in appendices, Definitions and Indicators of Child Abuse.

Our school acknowledges that some children can be more vulnerable to abuse and we have specific safeguarding and child protection duties and responsibilities in relation to these. The specific circumstances are outlined in more details in Chapter 4 of the Welsh Government 'Keeping Learners Safe'2020 guidance.

8. Dealing with a disclosure made by a child

8.1 Receive

- Listen carefully to what is being said, without displaying shock or disbelief. Accept what is said. The child making the disclosure may be known to you as someone who does not always tell the truth. However do not let your past knowledge of this person allow you to pre-judge or invalidate their allegation.
- Do not attempt to investigate the allegation. Your duty will be to listen to what is being said and to pass that information on.

8.2 Reassure

Provide the child with plenty of re-assurance. Always be honest and do not make promises you cannot keep, for example: "I'll stay with you", or, "Everything will be all right now".

- Alleviate guilt, if the pupil refers to it. For example, you could say: "You're not to blame. This is not your fault".
- Do not promise confidentiality. You will be under a duty to pass the information on and the child needs to know this.

8.3 React

- You can ask questions and may need to in certain instances. However this is not an opportunity to interrogate the child and go into the territory of in depth and prolonged questioning. You only need to know the salient points of the allegation that the child is making. Any questions must be open and not leading.
- Do not criticise the perpetrator as the pupil may still have a positive emotional attachment to this person.
- Do not ask the pupil to repeat their allegation to another member of staff. If they are asked to repeat it they may feel that they are not being believed and / or their recollection of what happened may change.

8.4 Record

- Take notes as soon as it is practical to do so. Record the actual words spoken by the child – do not re-translate them into adult terminology or try to make sense of the structure of what was said. Do not be offended by any offensive language or words used to describe the abuse.
- Ensure your name, the time and date is on your notes and do not destroy them in case they are required by a court.
- The school uses My Concern to record safeguarding and child protection issues and concerns
- If you are able to do so then draw a diagram to indicate the position of any bruising but do not ask the child to remove any clothing for this purpose.
- Record statements and observable things, rather than your interpretations' or assumptions.

8.5 Final Steps

- Once you have followed the above guidelines, pass the information on immediately to the DSP. They will then have a number of options open to them, including contacting the local Social Services Team to seek their advice as to what should happen next.

9. Managing allegations against adults who work with children

If an allegation of safeguarding/child protection is made against a member of staff, the person receiving the allegation must immediately pass on the details to the Headteacher or, in their absence, to a member of staff with the Headteacher's responsibilities. The Headteacher will then contact the Education Department's the **Designated Lead Officer for Safeguarding in Education** on **01286 679779 (option 2)** to discuss the matter. Following the discussion and guidance from the Safeguarding and Well-being Team, it will be necessary to contact **Children's Services** at CyfeiriadauPlant@gwynedd.llyw.cymru or **01758 704455** to discuss the next steps.

If a possible safeguarding/child protection allegation is made against the Headteacher (or a close member of the senior management team), the staff member receiving the allegation must contact the **Chair of Governors** and also the **Designated Lead Officer for Safeguarding in Education** on **01286 679779 (option 2)**. If the Chair of Governors receives the report, they must also contact the Designated Lead Officer for Safeguarding in Education on **01286 679779 (option 2)**.

If there is any urgent concern about the immediate safety of a child or young person, or if the nature of the allegation suggests an immediate risk, the Police must be called on 999 or 101 straight away, before contacting the Designated Lead Officer.

In addition local the Social Services Referrals Team - 01758704455 will be able to advise when these situations arise.

9.1 Abuse of position of trust

Welsh Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

10. Supporting the child at risk

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- Taking all suspicions and disclosures seriously.

- Nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Keeping records and notifying Social Services as soon as there is a recurrence of a concern.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support
- Cooperating fully with relevant statutory agencies.
- Providing nurture and wellbeing support in accordance with our individual wellbeing strategy.

10.1 The content of the curriculum encourages self-esteem and self-motivation as outlined in Chapter 2 of the Welsh Government 'Keeping Learners Safe' 2020 guidance.

- Promote a positive, supportive and secure environment.
- Give pupils a sense of being valued.

10.2 The school will support positive behaviour strategies aimed at supporting vulnerable pupils in the school; we recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

10.3 The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and does not feel blamed for any abuse which has occurred;

- All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth.
- liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services, the Education Welfare Service and advocacy services as well as early intervention and prevention services.

10.4 When a pupil on the Child Protection Register leaves the school, in addition to the standard transfer of information to the new school, the DSP will make immediate contact with the DSP in the new school in order to inform them that the child is on the Child Protection register. The Care and Support Protection Plan Coordinator (Social Worker) will inform the relevant local authority and request a transfer in conference within 3 days. The DSP must share all safeguarding and child protection records held by the school with the receiving DSP in accordance with Welsh Government Circular 10/2006.

10.5 Use of physical intervention

Our policy on physical intervention is set out in the ***Safe Intervention Policy*** and is reviewed annually by the governing body and is consistent with the Welsh Government guidance on Safe and effective intervention – use of reasonable force and searching for weapons 097/2013.

11. Review

This policy will be reviewed and ratified annually at a full governing body meeting at least once a year and recorded in the minutes. In preparation for this review, the DSP may wish to provide the Governing Body with information on the following:-

- Changes to Safeguarding and Child Protection procedures.
- Training undertaken by all staff and governors in the preceding 12 months.

- The number of incidents of a Safeguarding or Child Protection nature which arose in the school within the preceding 12 months (without details or names).
- Where and how Safeguarding and Child Protection appear in the curriculum.
- Lessons learned from cases.

12. **Complaints**

The school has in place a Complaints Policy and Procedure, which is based on the model included in Welsh Government Circular: 011/2012, Complaints Procedures for School Governing Bodies in Wales, and, in addition, has complaints information for children so that children, staff and the public are able to submit their complaints, in respect of the school, including Safeguarding complaints and concerns that Safeguarding action has not been taken.

C. Responsibilities of the Designated Safeguarding Person (DSP)

1. Each school should identify a Designated Safeguarding Person (DSP) with lead responsibility for managing safeguarding and child protection issues and cases. The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a report to the relevant investigating agencies. The role involves providing advice and support to other staff, making reports to and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the head teacher informed of all safeguarding and child protection issues in the establishment.

   The DSP need not be a teacher, but must be a senior member of the school's leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to safeguarding and child protection matters, and where appropriate directing other staff. Dealing with individual cases may involve the education welfare officer or other student support arrangements however this area of work remains the responsibility of the DSP.

   All schools should ensure there is a deputy available to act in the absence of the DSP. In schools which are organised on different sites or with separate management structures, there should be a Designated Safeguarding Person for each part or site. In large organisations, or those with a large number of safeguarding and child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

   The School must also make arrangements to cover the role of the DSP when that person is unavailable. In all cases, there will be a deputy DSP in place and larger schools may have a team of staff working together who will be expected to deputise for the DSP when necessary.

   The DSP will take responsibility for the school's safeguarding and child protection practice, policy, procedures and their own professional development working with other agencies as necessary. The head teacher should ensure that the DSP:

   - Is given sufficient time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description.
   - Has attended enhanced levels of training including DSP/Named Safeguarding Person training.
   - Has access to appropriate support to undertake the role.
   - Has time to attend and provide reports and advice to child protection conferences, core groups and other interagency meetings as required.
   - Contributes and takes responsibility for school actions within a safety or care support and protection plan.

2. Reports

The DSP should act as a point of contact and a source of support, advice and expertise within the school when deciding whether to make a report by liaising with relevant agencies.

The DSP is responsible for making reports about allegations of suspected abuse to the relevant investigating agencies. Where these relate to cases of suspected abuse or allegations of abuse against staff, the responsibility lies with the headteacher (Chair of governors) and the process is set out in Disciplinary and Dismissal Procedures for School Staff (002/2020) and Safeguarding Children in Education: handling allegations of abuse against teachers and other staff (009/2014)

3. Record keeping

It is the responsibility of the DSP to ensure detailed, accurate and secure written records of children are kept where there are safeguarding and child protection concerns. These records are confidential and should be

kept separately from pupil records. They should include a chronology of concerns, reports, meetings, phone calls and emails.

Where children leave the establishment, the DSP should ensure their safeguarding and child protection file is sent to the new school as soon as possible but transferred separately from the main pupil file.

4. Raising awareness

The Headteacher/DSP is responsible for ensuring that parents and carers see copies of the safeguarding and child protection policy. This avoids potential for later conflict by alerting them to the role of the legal requirements of the school and the fact that reports may be made. Many schools include information about this at induction meetings for new parents, in their prospectus and on their website.

It is good practice for the DSP to provide an annual briefing and regular updates at staff meetings on any new safeguarding and child protection issues or changes in local/regional/national procedures. This ensures that all staff are kept up-to-date and are regularly reminded of their responsibilities, and the school's policies and procedures. Many schools find it helpful to discuss safeguarding and child protection regularly at staff meetings so that awareness remains high.

The Headteacher/DSP should liaise with the Designated Governor for safeguarding and child protection, so that the Designated Governor can report on safeguarding issues to the governing body. Reports to the governing body should not be about specific safeguarding and child protection cases, but should review the safeguarding policies and procedures. It is good practice for the designated governor and the DSP to present the report together.

The DSP should ensure the school's safeguarding and child protection policy is updated and reviewed annually, and work with the governing body or proprietor regarding this.

5. Policy review

As well as the school policy for safeguarding and child protection, there are other policies which have relevance to safeguarding and the DSP may be involved in monitoring the effectiveness of these other policies to ensure the school safeguards its pupils. Other relevant policies include:

- Attendance
- Behaviour
- Staff code of conduct
- Anti-bullying
- Intimate care
- Safe recruitment and selection
- E-safety
- Physical intervention
- Confidentiality
- Appropriate use of ICT and social media policy for parents, pupils and staff

Further support and guidance on the role of the DSP may be obtained from the Child Protection & Safeguarding Officer Education in the Local Authority. Helpful resources and guidance are also available on HWB.

6. Safeguarding and child protection and multi-agency training

It is the role of the DSP, working with the head teacher, to ensure all staff and volunteers:

- Have access to and understand the school's safeguarding and child protection policy especially new or part-time staff & volunteers as well as catering and cleaning staff.
- Have induction and refresher training covering safeguarding and child protection, an understanding of safeguarding issues including the causes of harm, abuse and neglect.

- Are able to recognise the signs and indicators of harm.
- Know how to respond effectively when they have concerns.
- Know how to respond to a disclosure appropriately.
- Know that they have a responsibility to report any concerns immediately as they arise.

Records should be kept by the DSP of the dates of the training, details of the provider and a record of staff attendance at the training and this information should be made available to the local authority Safeguarding Officer Education.

Teachers should receive training in safeguarding and child protection as part of the course of training leading to Qualified Teaching Status (QTS), but this will need to be reinforced by further training, or refresher training, when they are first appointed. The QTS Standards are a set of outcome statements that trainee teachers have to meet which are linked to other publications and statutory requirements as appropriate. Trainees must be able to evidence that they establish a purposeful learning environment for all children where learners feel secure and confident. All Staff should be regularly reminded of the EWC's code of conduct and its relation to safeguarding practice.

Trainees are also required to demonstrate professionalism to ensure that relationships with learners are built on mutual trust and respect, and to recognise that this will help maximise their learning potential. Trainees are expected to evidence this standard by being able to demonstrate knowledge and awareness of the rights and entitlements of all learners, as laid out in the United Nations Convention on the Rights of the Child (UNCRC) and key Welsh Government policies.

Other staff and governors should receive training when they are first appointed. All staff who do not have designated responsibility for safeguarding/child protection, including teachers, should undertake suitable refresher training at regular and appropriate intervals thereafter, to keep their knowledge and skills up-to-date.

Individual agencies are responsible for ensuring that staff have the competence and confidence to carry out their responsibilities for safeguarding and promoting children's welfare. North Wales Safeguarding Board will be able to provide advice on the minimum levels of training required by staff to ensure they are able to comply with locally agreed procedures.

The purpose of multi-agency training is to achieve better outcomes for children and young people including:

- A shared understanding of the tasks, processes, principles, and roles and responsibilities outlined in national guidance and local arrangements for safeguarding children and promoting their welfare.
- More effective and integrated services at both the strategic and individual case level.
- Improved communications between professionals including a common understanding of key terms, definitions, and thresholds for action.
- Effective working relationships, including an ability to work in multidisciplinary groups or teams.
- Sound decision-making based on information sharing, thorough assessment, critical analysis, and professional judgement.

The DSP should receive prompt training in inter-agency procedures that enables them to work in partnership with other agencies, and gives them the knowledge and skills needed to fulfill their responsibilities. They should also undertake refresher training to keep their knowledge and skills up-to-date.

Other staff should receive training when they are first appointed and undertake suitable refresher training to keep their knowledge and skills up to date.

D. Responsibilities of governing bodies

Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children and monitoring its compliance with these policies. This responsibility is in accordance Keeping Learners Safe guidance and Local Authority policy.

Governing bodies of maintained schools and proprietors of independent schools should ensure that their respective organisations:

- have effective safeguarding and child protection policies and procedures in place that are:
    - In accordance with Local Authority guidance and locally/regionally agreed interagency procedures.
    - Inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.)
    - Reviewed at least annually.
    - Made available to parents or carers on request.
    - Provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs.

- Operate safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out on new staff and volunteers who will work with children, including relevant references and DBS checks where appropriate.
- Ensure that the head teacher and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for safeguarding and child protection effectively, which is kept up-to date by refresher training.
- Give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children and young people on the School's arrangements for safeguarding and child protection and their responsibilities.
- Ensure that the governing body remedies without delay any deficiencies or weaknesses in regard to safeguarding and child protection arrangements that are brought to its attention with support and advice from the Local Authority's education safeguarding officer.
- Ensure that the Designated Safeguarding Person (DSP), the designated governor and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the North Wales Safeguarding Board and refresher training to keep their knowledge and skills up to date, in addition to basic safeguarding/child protection training.

Designated governor
Identify a Designated Governor for safeguarding and child protection to:

- take responsibility for safeguarding and child protection matters
- ensure the governing body reviews the school's policies and procedures annually
- Ensure that the governing body/proprietor undertakes an annual review of safeguarding policies and procedures and how the above duties have been discharged.

While governing bodies have a role in exercising their disciplinary functions in respect of safeguarding and child protection allegations against a member of staff, they do not have a role in the consideration of individual cases which will be investigated under arrangements set out in Safeguarding children in education: handling allegations of professional abuse against teachers and other staff (Welsh Government circular 009/2014).

For the governing body to have an effective policy in place and for the Designated Governor to have confidence in their role, it is important for all members of governing bodies undertake relevant safeguarding and child protection training. This ensures they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities.

E. Definitions and indicators of child abuse

What is child abuse?

Abuse and neglect are forms of maltreatments of a child. A child is abused and neglected when someone inflicts significant harm, or fails 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. A child is anyone who has not yet reached their 18th birthday. "Children", therefore, means "children and young people" throughout. The fact that a child has become 16 years of age and may be living independently does not change their status or their entitlement to services or protection under the Children Act, 1989.

Significant harm is defined in legislation as serious ill treatment or the impairment of health and development of a child, compared with that which could be reasonably expected of a similar child.

Everybody should:

- be alert to potential indicators of harm, abuse and neglect;
- be alert to the risks that abusers may pose to children;
- share their concerns so that information can be gathered to assist in the assessment of the child's needs and circumstances;
- work with agencies to contribute to actions that are needed to safeguard and promote the child's welfare
- Continue to support the child and their family.

Classifications of Abuse:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Financial abuse

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated or induced illness.

Indicators of Physical Abuse:

- 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.

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
- withdrawn behaviour
- running away from home.

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

Indicators of Sexual Abuse:

- 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
- 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
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Emotional abuse

Emotional abuse is the persistent emotional ill-treatment 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, or the exploitation or corruption of a child.

Indicators of Emotional Abuse:

- 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

Changes in behaviour which can also indicate neglect may include:

- extremes of passivity or aggression
- overreaction to mistakes
- self-depreciation ('I'm stupid, ugly, worthless, etc.')
- inappropriate response to pain ('I deserve this')

Neglect

Neglect is the failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); failing to protect a child from physical and emotional harm or danger; not ensuring adequate supervision (including the use of inadequate care-givers); or failing to provide access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of Neglect:

- 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.

Financial Abuse

Includes:

- having money or other property stolen;
- being defrauded
- being put under pressure in relation to money or other property
- having money or other property misused
- not meeting their needs for care and support which are provided through direct payments
- complaints that personal property is missing

F. Abuse of Trust

Welsh Government Guidance indicates that all Education staff need to know that inappropriate behaviour with, or towards, children is unacceptable. In particular, under the Sexual Offences Act, 2003, it is an offence for a person over 18 (for example teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child.

In the Education Service, all relationships between staff and pupils are founded on trust. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of trust or influence over the other, by virtue of their work or the nature of their activity. The individual in the position of trust may have the power to confer advancement or failure. The relationship may be distorted by fear or favour. It is vital for all those in such positions of trust to understand the power it gives them over those they care for and the responsibility they must exercise as a consequence. While such a relationship of trust exists, allowing a relationship to develop in a way that might lead to a sexual relationship is wrong. A sexual relationship itself will be intrinsically unequal in a relationship of trust, and is therefore unacceptable. It is also inappropriate since the 'professional' relationship of trust would be altered.

The Sexual Offences (Amendment) Act, 2000, set out a series of occupations to which the Abuse of Position of Trust laws apply. This includes anyone working in an educational institution.

The primary purpose of the Abuse of Trust provisions is to provide protection for young people aged 16 and 17, who are considered particularly vulnerable to exploitation by those who hold a position of trust or authority in their lives.

Subject to a number of limited definitions, it is a criminal offence for a person, in a position of trust, to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis of their relationship is consensual.

A relationship exists where a member of staff or volunteer is in a position of power or influence over young people aged 16 or 17 by virtue of the work or nature of the activity being undertaken.

The principles apply irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. They apply equally to all, without regard to gender, race, religion, sexual orientation or disability. This is an area where it is very important to avoid any sexual or other stereotyping. In addition, it is important to recognise that women as well as men may abuse a position of trust.

All staff should ensure that their relationships with young people are appropriate to their age and gender, and take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

G. Your Local Authority contacts are:

Llion Williams (Safeguarding and Wellbeing Quality Lead for Education), Designated Lead Safeguarding Officer in Education
Education Department,
Cyngor Gwynedd
01286 679799 email: llionwynwilliams@gwynedd.llyw.cymru

Adnoddau Ychwanegol / Aditional resources:

Mewnrwyd Diogelu Ysgolion Gwynedd / Gwynedd Schools Safeguarding Intranet

Adnoddau Hyfforddiant Diogelu Staff Ysgolion / School Staff Safeguarding Training resources

Poster Diogleu / Safeguardiong Poster

Poster adrodd am bryder neu honiad / Concern o'r Allegation Poster

Poster Diogleu i Blant Cynradd / Primary School Safeguarding Poster

Poster Diogelu Uwchardd / Secondary Safeguarding Poster

Ffurflen gyfeirio / Referral form

Poster egluro polisi diogleu Cymraeg

Poster egluro Polisi Diogleu Saesneg

Crynodeb Polisi i ddisgyblion Cynradd Cymraeg

Crynodeb Polisi i ddisgyblion Cynradd Saesneg