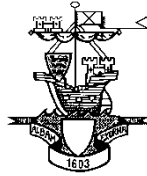


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Pennaeth/Headteacher  
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## POLISI AMDDIFFYN PLANT CHILD PROTECTION POLICY

**Is-banel Polisiau**  
**14/11/2011**  
**14/05/2013**  
**12/05/2014**

**Corff Llywodraethu**  
**05/12/2011**  
**24/06/2013**  
**23/06/2014**  
**22/06/2015**  
**27/06/2016**

## POLISI AMDDIFFYN PLANT

### EGWYDDORION

Mae gan Ysgol David Hughes ddyletswydd fugeiliol tuag at ei disgyblion a mae'n chwarae rhan bwysig i atal camdriniaeth ac esgeulustod drwy greu a chynnal awyrgylch ddiogel i blant a phobl ifanc. Mae gan athrawon a staff ategol yr ysgol swyddogaeth bwysig i adnabod arwyddion o gamdriniaeth ac esgeulustod posibl. Oherwydd ein cysylltiad beunyddiol â phlant, mae staff yr ysgol mewn sefyllfa dda i sylwi ar unrhyw arwyddion allanol o gam-drin ac ymateb yn briodol.

### NÔD

Mae pob plentyn yn haeddu'r cyfle i gyrraedd ei botensial llawn. Bydd yr ysgol yn ceisio sicrhau ei bod yn chwarae'i rhan i alluogi pob disgybl i gyflawni'r canlynol: -

- Bod mor iach ag y mae modd yn gorfforol ac yn feddyliol
- Cael y budd pennaf o gyfleoedd addysgol o ansawdd da
- Teimlo'u bod yn cael eu parchu a'u gwerthfawrogi, a'u cynnal gan rwydwaith ddibynadwy ac o fewn yr ysgol
- Datblygu'n unigolion annibynnol sy'n gallu gofalu amdanynt eu hunain
- Bod â delwedd gadarnhaol ohonynt eu hunain ac ymdeimlad diogel o hunaniaeth, gan gynnwys hunaniaeth diwylliant a hil.
- Datblygu sgiliau rhyngbersonol da a hyder mewn sefyllfaoedd cymdeithasol.

### DIFFINIADAU O GAM-DRIN AC ESGEULUSO PLANT

Gall rhywun gam-drin neu esgeuluso plentyn drwy beri niwed iddo, neu drwy fethu gweithredu i atal niwed. Gall plentyn neu berson ifanc hyd at 18 oed ddiodef camdriniaeth neu esgeulustod ac o ganlyniad bydd angen eu hamddiffyn drwy Gynllun Amddiffyn Plant Rhyngasiantaethol Ynys Môn.

1. **Cam-drin corfforol** - taro, ysgwyd, taflu, gwenwyno, llosgi neu sgaldio, boddi, mygu neu achosi niwed corfforol mewn unrhyw ffordd arall i blentyn.  
(Gall niwed corfforol hefyd gael ei achosi pan fydd rhiant neu ofalydd yn ffugio symptomau iechyd)
2. **Cam-drin emosiynol** – trin plentyn yn wael yn barhaus sy'n achosi effeithiau drwg difrifol a pharhaus i ddatblygiad emosiynol plentyn.
3. **Cam-drin rhywiol** – gorfodi plentyn neu berson ifanc i gymryd rhan mewn gweithrediad rhywiol, p'un ai yw'r plentyn yn ymwybodol o'r hyn sy'n digwydd ai peidio.
4. **Esgeulustod** - methiant parhaus i gyfarfod ag anghenion corfforol a/neu seicolegol sylfaenol plentyn.
5. **Perygl o niwed arwyddocaol** – cyfuniad o'r diffiniadau uchod

Rydym yn cydnabod yn llawn ein cyfraniad at amddiffyn plant yr ysgol.

Rhennir ein polisi i dair agwedd:-

- **atal** drwy'r addysgu a'r cymorth bugeiliol sy'n cael ei gynnig i ddisgyblion
- **gweithdrefnau** ar gyfer adnabod achosion neu amheuan o gam-drin ac adrodd arnynt.
- **cefnogi** disgyblion a allai fod wedi cael eu cam-drin.

Mae ein polisi'n berthnasol i'r holl staff a gwirfoddolwyr sy'n gweithio yn yr ysgol, ac i'r llywodraethwyr. Efallai mai cymorthyddion dysgu, goruchwylwyr canol dydd, gofawyr, staff ategol yn ogystal ag athrawon, fydd y bobl gyntaf y mae plentyn yn datgelu gwybodaeth iddynt.

## ATAL

Rydym yn cydnabod bod hunanwerth uchel, hyder, ffrindiau cefnogol a llinellau cyfathrebu da rhwng disgyblion ac oedolyn y gallant ymddiried ynddo yn helpu i ddiogelu disgyblion.

Felly bydd yr ysgol:-

- yn sefydlu a chynnal ethos lle mae'r plant yn teimlo'n ddiogel ac yn cael eu hannog i siarad, a lle'r ydym yn gwrandao arnynt.
- yn sicrhau bod y plant yn gwybod bod oedolion yn yr ysgol y medrant fynd atynt os ydynt yn poeni neu mewn trafferthion.
- yn cynnwys, yn y cwricwlwm, weithgareddau a chyfleoedd Addysg Bersonol a Chymdeithasol er mwyn datblygu sgiliau angenrheidiol y disgyblion i ddiogelu eu hunain rhag cael eu cam-drin ac i wybod at bwy i droi am gymorth.
- yn cynnwys, yn y cwricwlwm, ddeunydd i helpu plant i ddatblygu agweddau realistig at gyfrifoldebau bywyd fel oedolyn, yn enwedig o ran sgiliau gofal plant a magu plant.

## GWEITHDREFNAU

Byddwn yn glynu at Weithdrefnau Amddiffyn Plant Cymru Gyfan 2008 sydd wedi cael eu cadarnhau gan y Bwrdd Diogelu Plant Lleol.

Bydd yr ysgol yn:-

- sicrhau bod ganddi uwch aelod o staff dynodedig **ar gyfer amddiffyn plant** sydd wedi derbyn yr hyfforddiant priodol.
- cydnabod rôl y person dynodedig ac yn trefnu cymorth a hyfforddiant.
- sicrhau bod pob aelod o staff a phob llywodraethwr yn gwybod:-
  - enw'r person dynodedig a'i rôl.
  - bod ganddynt gyfrifoldeb fel unigolion dros gyfeirio pryderon amddiffyn plant drwy ddefnyddio'r sianelau cywir o fewn y terfynau amser y cytunwyd arnynt â'r Bwrdd Lleol Diogelu Plant.
  - sut i weithredu ar y pryderon hynny os nad yw'r person dynodedig ar gael.
- sicrhau bod aelodau staff yn ymwybodol o'r angen i fod yn effro i arwyddion o gam-drin ac yn gwybod sut i ymateb i ddisgybl a all ddatgelu camdriniaeth.
- sicrhau bod rhieni'n deall y cyfrifoldeb sydd gan yr ysgol a'r staff dros amddiffyn plant drwy nodi ei hymrwymiaadau ym mhrosbectws yr ysgol.
- darparu hyfforddiant i'r holl staff fel eu bod yn gwybod:-
  - beth yw eu cyfrifoldebau unigol.
  - beth yw'r gweithdrefnau lleol y cytunwyd arnynt (**gan gynnwys sut weithredu pan wneir honiad yn erbyn aelod o staff neu wirfoddolwr**).
  - bod angen bod yn effro i adnabod achosion o gam-drin.
  - sut i gefnogi plentyn sy'n datgelu camdriniaeth.
- hysbysu'r tîm gwasanaethau cymdeithasol lleol os yw disgybl sydd ar y gofrestr amddiffyn plant yn cael ei wahardd o'r ysgol neu'n absennol heb eglurhad.
- gweithio i ddatblygu cysylltiadau effeithiol ag asiantaethau perthnasol ac yn cydweithio, fel bo angen, â'u hymholiadau i faterion amddiffyn plant, gan gynnwys mynychu'r adolygiad cychwynnol, cyfarfodydd grwpiau craidd a chynadleddau amddiffyn plant a chyflwyno adroddiadau ysgrifenedig /llafar i'r cynadleddau.

- cadw cofnodion ysgrifenedig o bryderon am blant (gan nodi'r dyddiad, y digwyddiad a pha gamau a gymerwyd), hyd yn oed lle nad oes angen cyfeirio'r mater i'r gwasanaethau cymdeithasol yn syth;
- sicrhau bod yr holl gofnodion yn cael eu cadw'n ddiogel a than glo.
- cadw at y gweithdrefnau a nodir yng nghylchlythyr cyfarwyddyd Llywodraeth Cynulliad Cymru 45/2004 Gweithdrefnau Ysgolion i Ddisgyblu Staff.
- sicrhau y llunir gweithdrefnau recriwtio a dewis yn unol â chanllawiau Llywodraeth Cynulliad Cymru yn y cylchlythyr 34/2002 'Amddiffyn Plant: Atal Pobl Anaddas rhag Gweithio gyda Phlant a Phobl Ifanc yn y Gwasanaeth Addysg'.
- **adnabod hawl pob aelod o staff a gwirfoddolwr i 'ganu cloch' drwy gynnwys cyfeiriadau clir at y weithdrefn hon mewn dogfennaeth hyfforddiant ac ysgol.**
- dynodi llywodraethwr amddiffyn plant i oruchwyllo polisi ac arferion amddiffyn plant yr ysgol.

### CEFNOGI'R DISGYBL SYDD MEWN PERYGL

Rydym yn cydnabod y gallai plant sydd mewn perygl, sy'n wynebu camdriniaeth neu sy'n dyst i drais, gael eu heffeithio'n drom gan hyn. Efallai mai'r ysgol yw'r unig elfen sefydlog, ddiogel a sicr ym mywydau plant sydd mewn perygl. Er hynny, pan fyddant yn yr ysgol mae eu hymddygiad yn gallu bod yn herfeiddiol ac anystywallt, neu gallant fynd i'w cragen.

Bydd yr ysgol yn ceisio cefnogi'r disgybl drwy:-

- ddarparu cwricwlwm sy'n meithrin hunanwerth a hunan-gymhelliad
- sefydlu ethos yn yr ysgol sy'n:-
  - hyrwyddo amgylchedd cadarnhaol, cefnogol a diogel; ac yn
  - rhoi ymdeimlad o werth i ddisgyblion
- rhoi cefnogaeth briodol sy'n diwallu anghenion penodol y disgyblion sy'n agored i niwed yn yr ysgol. Bydd pob aelod o staff yn gweithredu'n gyson gan ganolbwyntio ar **ymddygiad** y plentyn sydd wedi tramgwyddo ond heb danseilio hunanwerth y disgybl. Bydd yr ysgol yn ceisio sicrhau bod y disgybl yn gwybod bod rhai mathau o ymddygiad yn annerbyniol, ond ei bod hi neu ef yn cael eu gwerthfawrogi ac nad ydynt i'w beio am unrhyw gam-drin sydd wedi digwydd;
- cael cyswllt cyson ag asiantaethau eraill sy'n cefnogi'r myfyriwr, fel y Gwasanaethau Cymdeithasol, y Gwasanaethau Iechyd Meddwl Plant a Phobl Ifanc, y Gwasanaeth Seicoleg Addysg, y Gwasanaethau Cwnsela Addysg, NSPCC a'r Gwasanaeth Lles Addysg; a thrwy
- cadw cofnodion a hysbysu'r Gwasanaethau Cymdeithasol cyn gynted ag y mae unrhyw bryder yn ailgodi.

Pan fydd disgybl ar y gofrestr amddiffyn plant yn symud o'r ysgol, byddwn yn trosglwyddo'r wybodaeth i'r ysgol newydd ar unwaith ac yn hysbysu'r Gwasanaethau Cymdeithasol.

Rydym yn cydnabod yn ystadegol mai plant gydag anableddau ac anawsterau ymddygiad yw'r rhai sydd fwyaf agored i gael eu cam-drin. Mae angen i staff yr ysgol sy'n delio â phlant gydag anableddau difrifol a lluosog, nam ar y synhwyrau a/neu broblemau ymddygiad ac emosiynol, fod yn arbennig o sensitif i arwyddion o gam-drin.

Aelod o'r Llywodraethwyr	Cydgysylltydd o blith uwch reolwyr yr ysgol
Enw: <b>CYNGHORYDD LEWIS WYN DAVIES</b>	Enw: <b>MR GERAINT PIERCE WILLIAMS</b>

Bydd y 'person cyrifol' yn sicrhau bod holl staff sydd yn debygol o ddod i gysylltiad â'r disgyblion yn ymwybodol o broses mewnol yr ysgol yng nghyd-destun Amddiffyn Plant.

### **HYFFORDDIANT**

Bydd y Corff Llywodraethol yn sicrhau fod aelodau o staff yr ysgol yn cael mynediad rheolaidd i hyfforddiant yn y maes Amddiffyn Plant.

### **CYSYLLTIAD Â'R CWRICWLWM**

Yn unol â chanllawiau Addysg Bersonol a Chymdeithasol sicrheir fod elfennau o'r maes Amddiffyn Plant yn cael ei gynnwys fel rhan ganolog o'r cwricwlwm drwy sicrhau profiadau diddorol ac amrywiol i blant o ran tynnu sylw at sefyllfaoedd peryglus, hawliau'r unigolyn, perthynas ag eraill

### **POLISIAU CYSYLLTIEDIG**

Polisi Atal Bwlio

Polisi 'Defnyddio Grym Rhesymol'

Adolygir y polisi Amddiffyn Plant yn flynyddol.

## YSGOL DAVID HUGHES

### PROTOCOL YSGOL – AMDDIFFYFN PLANT CANLLAWIAU I STAFF

Mae pum categori o gam-drin plentyn:

- Cam-drin corfforol
- Cam-drin emosiynol
- Cam-drin rhywiol
- Esgeulustod
- Perygl o niwed arwyddocaol

Os yw disgybl yn dweud wrthych eu bod ef/hi neu ddisgybl arall yn cael ei gam-drin yna:

1. Dangoswch eich bod wedi clywed a deall yr hyn y maent wedi ei ddweud, ac eich bod yn cymryd yr honiad o ddifrif.
2. Anogwch y plentyn i **siarad** ond **heb bromptio** na gofyn cwestiynau arweiniol
  - Peidiwch a thorri ar ei draws
  - Peidiwch a gwneud i'r plentyn ailadrodd
3. Esboniwch y camau y mae'n rhaid i chi eu cymryd mewn ffordd sydd yn addas i oed a dealltwriaeth y disgybl.
  - Cyfeirio at y Swyddog Amddiffyn Plant – **(GPW)**
4. Peidiwch addo a chadw'r hyn ddywedwyd wrthych yn gyfrinachol gan fod gennych gyfrifoldeb i ddatgelu gwybodaeth i'r rhai sydd angen gwybod.
5. Gwnewch nodyn o'r dyddiad, yr amser, y fan a'r rhai oedd yn bresennol gan ei arwyddo.
6. Cyflwynwch yr adroddiad a'ch pryderon i'r Swyddog Amddiffyn Plant / Pennaeth
7. Yn ddibynnol ar ddifrifoldeb yr achos, swyddogaeth y Swyddog Amddiffyn Plant / Pennaeth yw penderfynu os oes angen cyfeirio'r achos i'r Gwasanaethau Cymdeithasol.

**Os yw'r honiad yn erbyn aelod o staff neu wirfoddolwr yn yr ysgol, neu os oes gennych bryder am ymddygiad amhriodol, dylid cyfeirio'r mater at y Pennaeth.**

**Os yw'r honiad yn erbyn , neu'r pryder am, y Pennaeth, dylid cyfeirio'r mater i sylw Cadeirydd y Llywodraethwyr/Swyddog Addysg yr AALI.**

Mae'n ddyletswydd ar y Corff Llywodraethol mewn achos lle gwneir honiadau yn erbyn aelod o staff benodi ymchwiliwr annibynnol i ymchwilio i'r honiadau cyn i unrhyw achos sy'n ymwneud â'r honiadau gael ei wrando.

## CHILD PROTECTION POLICY

### PRINCIPLES

Ysgol David Hughes has a pastoral duty towards its pupils and it plays an important part in preventing abuse and neglect through creating and maintaining a safe atmosphere for children and young people. The school's teachers and auxiliary staff have an important role in identifying signs of possible abuse and neglect. Because of our daily contact with children, members of staff are in a good position to notice any external signs of abuse and respond appropriately.

Every child deserves the opportunity to reach their full potential. The school will attempt to ensure that it plays a part in enabling every pupil to achieve the following:-

- Be as healthy as possible physically and mentally.
- Get the best possible benefit from good quality educational opportunities.
- Feel that they are respected and valued, and are supported by a reliable network within the school.
- Develop into an independent individual who is able to look after themselves.
- Have a positive image of themselves and a secure sense of identity, including culture and race identity.
- Develop good interpersonal skills and confidence in social situations.

### DEFINITIONS OF CHILD ABUSE AND NEGLECT

Someone can abuse or neglect a child by causing them harm, or through failing to act in order to prevent harm.

A child or young person up to 18 years old can suffer abuse or neglect and as a result they will need to be protected through the Isle of Anglesey Inter-Agency Child Protection Plan.

1. **Physical abuse** - hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or causing physical harm in any other way to a child.  
(Physical harm can also be caused when a parent or carer fakes health symptoms.)
2. **Emotional abuse** – continuously treating a child badly, causing serious and continual damaging effects to a child's emotional development.
3. **Sexual abuse** – force a child or young person to take part in a sexual activity, whether the child is aware of what is happening or not.
4. **Neglect** - a continual failure to meet a child's basic physical and/or psychological needs.
5. **Risk of significant harm** – a combination of the categories above.

We fully acknowledge our contribution to the protection of children at the school.

Our policy is divided into three aspects:-

- **prevention** through education and the pastoral support offered to the pupils
- **procedures** for identifying cases or suspicion of abuse and reporting them
- **support** of pupils who may have been abused.

Our policy is relevant to all members of staff and volunteers working in the school, and to the governors. Learning assistants, lunchtime supervisors, carers, auxiliary staff, as well as teachers may be the first people that the child discloses information to.

## PREVENTION

We acknowledge that high self-worth, confidence, supportive friends and good lines of communication between pupils and an adult that they can trust helps to protect pupils.

Therefore the school will:-

- establish and maintain an ethos where children feel safe and are encouraged to speak, and where we listen to them.
- ensure that the children know that there are adults in the school that they can approach if they are worried or are in trouble.
- include, in the curriculum, Personal and Social Education activities and opportunities in order to develop the pupils' necessary skills to protect themselves from being abused and to know to whom to turn for help.
- include, in the curriculum, material to help children to develop realistic attitudes towards life responsibilities as an adult, especially with regards to child care and parenting skills.

## PROCEDURES

We will adhere to the All Wales Child Protection Procedures 2008 that have been confirmed by the Local Safeguarding Board.

The school will:-

- ensure that it has a designated senior member of staff **for child protection** who has received the appropriate training.
- acknowledge the role of the designated person and organise help and training.
- ensure that each member of staff and each governor knows:-
  - the name of the designated person and their role.
  - that they have responsibility as individuals to refer concerns about child protection issues by using the correct channels within the deadlines agreed with the Local Child Protection Board.
  - how to report those concerns if the designated person is not available.
- 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 that may disclose abuse.
- ensure that parents understand the responsibility that the school and staff have for protecting children by noting their commitments in the school prospectus.
- provide training to all staff so that they know:-
  - what their individual responsibilities are.
  - what the local procedures agreed upon are (**includes what action to take when an allegation is made against a member of staff or volunteer**).
  - that they need to be alert to identifying cases of abuse.
  - how to support a child who discloses abuse.
- inform the local social services team if a pupil who is on the child protection register is suspended from school or is absent without explanation.
- work to develop effective links with relevant agencies and cooperate, as necessary, with their inquiries into child protection matters, including attending the initial review, core group meetings and child protection conferences and present written/oral reports to those conferences.



- keep written records of concerns about children (noting the date, the incident and what steps were taken), even when there is no need to refer the matter to the social services immediately.
- ensure that all records are kept safely and under lock and key.
- keep to the procedures noted in the Welsh Assembly Government circular 45/2004 School Procedures for Disciplining Staff.
- ensure that recruitment and selection procedures are formed according to the Welsh Assembly Government’s guidelines in the 34/2002 circular ‘Child Protection: Preventing Unsuitable People from Working with Children and Young People in the Education Service’.
- **recognise each member of staff or volunteer’s rights to ‘raise the alarm’ by including clear directions on these procedures in school and training documents.**
- designate a child protection governor to supervise the school’s child protection policy and practices.

### SUPPORTING THE PUPIL WHO IS AT RISK

We acknowledge that children who are at risk, who face abuse or who are witness to violence, can be badly affected by this.

Perhaps the school is the only stable, safe and secure element in the lives of children who are at risk. Despite this, when they are at school their behaviour can be challenging and disruptive, or they can retreat into their shell.

The school will try to support the pupil by:-

- providing a curriculum that nurtures self-worth and self-motivation
- establishing an ethos at the school which:-
  - promotes a positive, supportive and safe environment; and
  - gives the pupils the sense that they are valued
- giving appropriate support which meets the specific needs of vulnerable pupils in the school. Every member of staff will act consistently, focusing on the **behaviour** of the child who has offended but without undermining the pupil’s self-worth. The school will try to ensure that the pupil knows that some types of behaviour are unacceptable, but that he/she is valued and is not to be blamed for any abuse that has happened;
- having regular links with other agencies that support students, such as the Social Services, the Children and Young People’s Mental Health Services, the Educational Psychology Service, the Educational Counselling Service, the NSPCC and the Education Welfare Service; and by
- keeping records and informing the Social Services as soon as any concerns reappear.

When a pupil on the child protection register moves from the school, we will transfer the information to the new school immediately and also inform the Social Services.

We acknowledge that statistically children with disabilities and behaviour difficulties are the ones most vulnerable to abuse. The school’s staff who deal with children with serious and multiple disabilities, sensory impairment and/or behavioural and emotional problems, are particularly sensitive to signs of abuse.

Member of the Governors	Coordinator from among the school senior managers
Name: <b>COUNCILLOR LEWIS WYN DAVIES</b>	Name: <b>MR GERAINT PIERCE WILLIAMS</b>

The ‘responsible person’ will ensure that all members of staff likely to come into contact with the pupils are aware of the school’s internal process in the context of Child Protection.

### **TRAINING**

The Governing Body will ensure that members of the school's staff have regular access to training in the field of Child Protection.

### **LINKS WITH THE CURRICULUM**

In accordance with the Personal and Social Education guidelines, elements of the Child Protection field are included as a central part of the curriculum through ensuring interesting and various experiences for children, with regards drawing attention to dangerous situations, the rights of individuals, relationships with others.

### **ASSOCIATED POLICIES**

Prevention of Bullying Policy

'Using Reasonable Force' Policy

The Child Protection policy will be reviewed annually.

## YSGOL DAVID HUGHES

### SCHOOL PROTOCOL – CHILD PROTECTION GUIDANCE FOR STAFF

There are five categories of child abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Risk of significant harm

If a pupil tells you that he/she, or another pupil has been abused you should:

1. Show that you have heard and understood what they have told you, and that you take their allegation seriously.
2. Encourage the child **to talk** but **without prompting** or asking leading questions
  - Don't interrupt
  - Don't make the child repeat himself/herself
3. Explain the steps that you have to take in a way which the pupil understands.
  - Refer the matter to the Child Protection Officer – **(GPW)**
4. Don't promise to keep the information shared with you confidential. You have a responsibility to disclose the information to those who need to know.
5. Make a note of the date, the time, the location, the people present and sign it.
6. Present the report and your concerns to the Child Protection Officer / Headteacher
7. Depending on the severity of the matter, the Child Protection Officer / Headteacher will decide if the matter should be referred to the Social Services.

**If the allegation is against a member of staff or a volunteer in the school, or if you are concerned that a colleague is behaving inappropriately, then you should refer the matter to the Headteacher.**

**If the allegation is against the Headteacher, or a concern about the Headteacher's behaviour, this information should be conveyed to the Chair of Governors or to the LEA's Education Officer.**

When allegations are made against a member of staff, the Governing Body has a duty to appoint an independent investigator to look into the allegations before any case related to the allegations is heard.