

T: Ext./Est:

E:

Contact:/Cysylltwch â: deb.jones@blaenau-gwent.gov.uk



MAE HWN YN GYFARFOD Y MAE GAN Y CYHOEDD HAWL EI FYNYCHU

Dydd Mawrth, 11 Gorffennaf 2023

Annwyl Syr/Madam

PWYLLGOR CRAFFU POBL

Cynhelir cyfarfod o'r Pwyllgor Craffu Pobl yn Hybrid via Microsoft Teams or in the Sir William Firth Room, General Offices, Ebbw Vale on Dydd Mawrth, 18fed Gorffennaf, 2023 am 10.00 am.

Yn gywir

Michelle Morris
Rheolwr Gyfarwyddwr

AGENDA

1. CYFIEITHU AR Y PRYD

Mae croeso i chi ddefnyddio'r Gymraeg yn y cyfarfod, mae angen o leiaf 3 diwrnod gwaith o rybudd os dymunwch wneud hynny. Darperir gwasanaeth cyfieithu ar y pryd os gwneir cais am hynny.

2. YMDDIHEURIADAU

Derbyn ymddiheuriadau.

3. DATGANIADAU BUDDIANT A GODDEFEBAU

We welcome correspondence in the medium of Welsh or English. / Croesawn ohebiaith trwy gyfrwng y Gymraeg neu'r Saesneg.

Derbyn datganiadau buddiant a goddefebau.

4. **AMSER CYFARFODYDD Y DYFODOL**

Ystyried amser cyfarfodydd y dyfodol.

5. **PWYLLGOR CRAFFU POBL**

3 - 6

Derbyn penderfyniadau'r Pwyllgor Craffu Pobl a gynhaliwyd ar 28 Ebrill 2023.

(Dylid nodi fod y penderfyniadau er pwyntiau cywirdeb yn unig).

6. **BLAENRAGLEN GWAITH ARFAETHEDIG 2023-24 Y PWYLLGOR CRAFFU**

7 - 14

Derbyn yr adroddiad.

7. **GWYBODAETH PERFFORMIAD DIOGELU (YN CYNNWYS GWASANAETHAU CYMDEITHASOL 1 IONAWR I 31 MAWRTH AC ADDYSG TYMOR GWANWYN 2023 A GWASANAETHAU CORFFORAETHOL)**

15 - 148

Ystyried adroddiad Cyfarwyddwr Corfforaethol Interim Gwasanaethau Cymdeithasol a Chyfarwyddwr Corfforaethol Interim Addysg.

At: Cyngorwyr T. Smith (Cadeirydd)
J. Morgan, J.P. (Is-gadeirydd)
C. Bainton
D. Bevan
J. Gardner
G. Humphreys
J. P. Morgan
G. Thomas
D. Wilkshire
T. Baxter
T. Pritchard

Pob Aelod arall (er gwybodaeth)
Rheolwr Gyfarwyddwr
Prif Swyddogion

COUNTY BOROUGH OF BLAENAU GWENT

REPORT TO: **THE CHAIR AND MEMBERS OF THE PEOPLE SCRUTINY COMMITTEE**

SUBJECT: **PEOPLE SCRUTINY COMMITTEE**
- 28th APRIL, 2023

REPORT OF: **DEMOCRATIC & COMMITTEE SUPPORT OFFICER**

PRESENT: Councillor T. Smith (Chair)

Councillors C. Bainton
D. Bevan
K. Chaplin
J. Holt

Mr. T. Baxter (Co-opted Member)

WITH: Head of School Improvement & Inclusion
Service Manger Education Transformation & Business Change
Service Manager Young People & Partnerships
Interim Corporate Director of Social Services
Interim Head of Children’s Services
Team Leader Performance
Sharon Rowlands
Senior HR Business Partner
Press & Publicity Officer
Scrutiny & Democratic Officer

<u>ITEM</u>	<u>SUBJECT</u>	<u>ACTION</u>
No. 1	<p><u>SIMULTANEOUS TRANSLATION</u></p> <p>It was noted that no requests had been received for the simultaneous translation service.</p>	

<p>No. 2</p>	<p><u>APOLOGIES</u></p> <p>Apologies for absence were reported for Councillors Jen Morgan, J.P. and G.A. Davies.</p>	
<p>No. 3</p>	<p><u>DECLARATIONS OF INTEREST AND DISPENSATIONS</u></p> <p>No declarations of interest or dispensations were reported.</p>	
<p>No. 4</p>	<p><u>PEOPLE SCRUTINY COMMITTEE</u></p> <p>The decisions of the People Scrutiny Committee held on 28th February, 2023 were submitted.</p> <p>It was reported that the word ‘interim’ at Item No. 3 (Declarations of Interest and Dispensations) should be amended to read ‘interest’.</p> <p>The Committee AGREED, subject to the foregoing, that the decisions be accepted as a true record of proceedings.</p>	
<p>No. 5</p>	<p><u>ACTION SHEET – PEOPLE SCRUTINY COMMITTEE – 28TH FEBRUARY, 2023</u></p> <p>No actions arising.</p>	
<p>No. 6</p>	<p><u>CONSULTATION ON ALN RESOURCES BASE CAPACITY</u></p> <p>Consideration was given to report of the Service Manager, Education Transformation & Business Change.</p> <p>The Committee AGREED to recommend that the consultation document be accepted (Option 1).</p>	
<p>No. 7</p>	<p><u>BLAENAU GWENT RESPONSE TO ESTYN LOCAL GOVERNMENT EDUCATION SERVICES (LGES) INSPECTION</u></p> <p>Consideration was given to report of the Head of School Improvement & Inclusion.</p> <p>The Committee AGREED to recommend that the report and</p>	

	information provided be accepted, and to receive future monitoring reports against the action plan and self-evaluation report. (Option 2)	
No. 8	<p><u>CORPORATE DIRECTOR OF EDUCATION SERVICES</u> <u>ANNUAL PERFORMANCE REPORT 2022/23</u></p> <p>Consideration was given to report of the Corporate Director of Education.</p> <p>The Committee AGREED to recommend that the report be accepted as presented. (Option 2)</p>	

This page is intentionally left blank

Agenda Item 6

Cabinet and Council only

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee: **People Scrutiny Committee**

Date of meeting: **18th July 2023**

Report Subject: **Proposed Scrutiny Committee Forward Work Programme 2023-24**

Portfolio Holder: **Cabinet Member People and Education
Cabinet Member People and Social Services**

Report Submitted by: **Scrutiny and Democratic Officer**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Governance Audit Committee	Democratic Services Committee	Scrutiny Committee	Cabinet	Council	Other (please state)
June 2023					18.07.23	Cabinet FWP – 19.07.23	Council FWP – 20.07.23	

1. Purpose of the Report

- 1.1 To present the People Scrutiny Committee Work Programme for 2023-24 (Appendix 1) and to seek approval from Committee.

2. Scope and Background

- 2.1 The Scrutiny Work Programmes are key aspects of the Council's planning and governance arrangements and support the requirements of the Constitution.
- 2.2 The topics set out in the Forward Work Programme link to the strategic work of the Council as identified by the Council's Corporate Plan 2022-27, agreed by the Council in October 2022, corporate documents and supporting business plans.
- 2.3 The Scrutiny Committee Forward Work Programmes are also aligned to the Governance and Audit Committee, Cabinet and Council Forward Work Programmes.
- 2.4 The Work Programme is a fluid document and there is flexibility to allow for regular review between the Chair and the Committee.
- 2.5 The Work Programmes have been discussed with Chairs and Vice-Chairs of individual committees, prior to presentation to the respective scrutiny committees for consideration and approval.

3. Options for Recommendation

- 3.1 The work programmes have been endorsed by the relevant departments of the Council.

3.2 **Option 1**

To agree the Forward Work Programme for the People Scrutiny Committee.

Option 2

To suggest any amendments prior to agreeing the Forward Work Programme.

People Scrutiny Committee
DRAFT Forward Work Programme

Dates	Scrutiny Topic	Purpose	Lead Officer	Cabinet / Council
Meeting: 18th July 2023 Deadline: 4 th July 2023	Proposed Forward Work Programme 2023/24	Approval To agree the Forward Work Programme for 2023/24, recognising the fluidity of the document.	Liz Thomas	N/A
	Safeguarding Performance reporting <i>(including LGES Safeguarding Policy)</i>	Performance Monitoring To provide members with Corporate, Children's and Adult Safeguarding Performance.	Lynn Phillips Tanya Evans	Cabinet

Page 9

Dates	Scrutiny Topic	Purpose	Lead Officer	Cabinet / Council
Meeting: 19th September 2023 Deadline: 5 th September 2023	Violence Against Women Domestic Abuse Sexual Violence (VAWDASV) Regional (Gwent) Strategy 2023-2026	Pre-Decision To support the strategy.	Sarah King Amy Thomas, Regional Lead Advisor Gwent VAWDASV	Cabinet -
	Home to School and Post 16 Transport Policy To be published by 1st October	Pre-Decision To provide Members with the opportunity to scrutinise the draft Home to School and Post 16 Transport Policy 2023/24, prior to Cabinet approval.	Joanne Watts	Cabinet –
	ALN Policy Review	Pre-Decision To consider review of ALN policies and recommend approval by Cabinet	Luisa Munro-Morris	Cabinet
	Annual Report of the Director of Social Services 2022/23	Performance Monitoring Members to receive the Director of Social Services Annual report 2022/23.	Tanya Evans	Council –

Dates	Scrutiny Topic	Purpose	Lead Officer	Cabinet / Council
Meeting: 7th November 2023 Deadline: 24 th October 2023	Self-evaluation (SE)	Performance Monitoring To ensure that Members contribute to the development of the self-evaluation report.	Lynn Phillips	Cabinet –
	Improving Schools Programme	Performance Monitoring To provide Members with an update on any inspection report findings (when available) and progress within schools that are causing concern or subject to Council intervention.	Luisa Munro-Morris	Cabinet –
	Children’s Residential Provision in Blaenau Gwent	Performance Monitoring To receive progress on the establishment of the Local Authority Children’s Residential provision in Blaenau Gwent.	Tanya Evans	Cabinet

Dates	Scrutiny Topic	Purpose	Lead Officer	Cabinet / Council
Meeting: 19th December 2023 Deadline: 5 th December 2023	Director of Social Services Quarter 1 and 2 update	Performance Monitoring Members to receive the quarterly update of the Director of Social Services Annual report.	Tanya Evans	Cabinet -
	Director of Education Quarter 1 and 2 update	Performance Monitoring Members to receive the quarterly update of the Director of Education Annual report.	Lynn Phillips	Cabinet –

Dates	Scrutiny Topic	Purpose	Lead Officer	Cabinet / Council
Meeting: 30th January 2024 Deadline: 16 th January 2024	School Admissions Policy for Nursery and Statutory Education Statutory deadline for the policy to be published by 15th April	Pre-Decision To consider the draft School Admissions Policy for Nursery and Statutory Education 2023/24 prior to approval by the Cabinet.	Joanne Watts	Cabinet –
	Safeguarding Performance reporting	Performance Monitoring To provide members with Corporate, Children’s and Adult Safeguarding Performance.	Lynn Phillips Tanya Evans	Cabinet

Dates	Scrutiny Topic	Purpose	Lead Officer	Cabinet / Council
Meeting: 19th March 2024 Deadline: 5 th March 2024	Improving Schools Programme	Performance Monitoring To provide Members with an update on any inspection report findings (when available) and progress within schools that are causing concern or subject to Council intervention.	Luisa Munro-Morris	Cabinet –

Dates	Scrutiny Topic	Purpose	Lead Officer	Cabinet / Council
Meeting: 7 th May 2024 Deadline: 22 nd April 2024				

Dates for Items to be confirmed	Scrutiny Topic	Purpose	Lead Officer	Cabinet / Council
FWP 2023/24 June 2024	Education Directorate End of Year report – 2023/24	<p>Performance Monitoring To provide Members with the first annual strategic overview report from the Corporate Director on progress made and key areas for future development.</p>	Lynn Phillips	Cabinet –

Member Briefing Sessions			
Date	Topic	Purpose	Lead Officer
Quarterly	Directorate Briefings	A closely focused directorate update session to provide information and detail on service areas in order to raise the interest and enthusiasm of members. This also provides a legitimate avenue to raise local issues outside of the scrutiny process.	All
	Youth Service	Briefing session to include: <ul style="list-style-type: none"> Youth Service Performance Inspire to Achieve / Work Youth Engagement Progression Framework 	Joanne Sims
November 2023	Post 16 Learner Outcomes	The session is to provide Members with an overview of the BG Learning Zone's post 16 attainment levels for both academic and vocational areas of learning.	Coleg Gwent Joanne Sims
	Safe Reduction of Children Looked After Strategy		Alison Ramshaw
	Estyn Progress Update		Michelle Jones
	Work of the EAS		Michelle Jones
	Mental Health Services		Alyson Hoskins
	Assistive Technology		Alyson Hoskins
	Domiciliary Care		Alyson Hoskins
	My Support Team	To provide an update.	Alison Ramshaw
	Education Transformation	Briefing session to include: <ul style="list-style-type: none"> 21st Century Schools Programme Bands B progress and education project overview Management of Pupil Places and the School Estate 2022/23 	Joanne Watts
	National Adoption Service	To provide an update on the National Adoption Service.	Alison Ramshaw
April 2024	Corporate Parenting Progress	To provide an update on Corporate Parenting.	Ceri Bird
Summer 2024	Progress of the Safer Schools Partnership Board		Michelle Jones

This page is intentionally left blank

Agenda Item 7

Cabinet and Council only

Date signed off by the Monitoring Officer: 03.07.23

Date signed off by the Section 151 Officer: 06.07.23

Committee: **People Scrutiny Committee**
Date of meeting: **18th July 2023**
Report Subject: **Safeguarding Performance Information (including Social Services 1st January to 31st March and Education Spring Term–2023 and Corporate Services)**
Portfolio Holder: **All Cabinet Members**
Report Submitted by: **Tanya Evans, Interim Corporate Director of Social Services and Luisa Munro-Morris, Interim Corporate Director of Education**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Governance Audit Committee	Democratic Services Committee	Scrutiny Committee	Cabinet	Council	Other (please state)
23.06.23	28.06.23	05.07.23			18.07.23	19.07.23		

1. Purpose of the Report

- 1.1 The purpose of this report is to provide members with safeguarding performance information and analysis from across the Council but with specific information relating to Children’s and Adult’s Social Services from 1st January 2023 to the 31st March 2023, and Education for the Spring term 2023 (Appendix 1). The information at Appendix 1 also includes detail on the current processes for monitoring safeguarding at a corporate level.
- 1.2 Monitoring and reporting systems are well developed within both Social Services and Education allowing the departments to track information, and evidence that the safeguarding agenda remains a priority for the Local Authority as a whole and to identify safeguarding areas within the Authority which require further development to improve safeguarding practice and procedures.
- 1.3 The information provided will enable members to identify safeguarding trends and areas within the Authority that require further development to improve safeguarding practice in order to meet the safeguarding needs of children and young people within Blaenau Gwent.

2. Scope and Background

- 2.1 The report contains safeguarding information from:
 - Corporate Services for the period 1st January 2023 to 31st March 2023
 - Social Services for the period 1st January 2023 to 31st March 2023;
 - Education for the Spring term 2023; and
- 2.2 This report is written to provide a greater focus on the safeguarding agenda and its importance across all service areas within the Council.
- 2.3 The Corporate Leadership Team and Elected Members agreed for safeguarding information to be reported to the People Scrutiny Committee and Cabinet after each school term.

2.4 In April 2016 the Gwent-wide Adult Safeguarding Board (GwASB) and the South-East Wales Safeguarding Children Board (SEWSCB) became a statutory Board as set out in Part 7 of the Social Services and Well-Being (Wales) Act 2014. The role of the Board is to set the strategic direction in relation to multi agency safeguarding. The Board carries out these core functions through policy direction, monitoring the effectiveness within agencies, commissioning practice reviews, and disseminating learning to practitioners to ensure safeguarding is high on the agenda at all levels of the workforce.

3. **Options for Recommendation**

3.1 This report was presented to CLT on 29th June 2023

3.2 **Option 1**

- (a) Accept the approach and information detailed in the report (appendix 1) as provided; and
- (b) Recommend that Cabinet agree the revised Safeguarding in Education Policy as shown in Appendix 3.

Option 2

- (a) Consider the information provided and provide comments on where improvement can be made to the current monitoring processes; and
- (b) provide suggested amendment to the revised Safeguarding in Education Policy.

4. **Evidence of how this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan**

4.1 The Safeguarding agenda is considered as part of the Council's Corporate Strategies that includes:

- Corporate Plan
- Corporate Risk Register
- Safe Reduction of Children Looked After Strategy
- Early Intervention and Prevention Strategy

4.2 The Social Services and Well-being (Wales) Act 2014 places a statutory duty on all local authorities to produce an annual report on the discharge of its social services functions. Social Services work to a number of regional and national safeguarding procedures.

5. **Implications Against Each Option**

5.1 ***Impact on Budget (short- and long-term impact)***

There is no impact on the budget both in the short and long term.

5.2 ***Risk including Mitigating Actions***

The Directorate Risk register identifies the highest risks for the Social Services Department. These are monitored as part of the quarterly report of the Director of Social Services. Similarly, the Education Directorate risk register captures the risks in respect of Education and is again included for reference in the data pack.

5.3 **Legal**

The Social Services and Well-being (Wales) Act came into force on 6th April 2016. The Act provides the legal framework for improving the well-being of people who need care and support, and carers who need support, and for transforming social services in Wales.

5.4 **Human Resources**

There are no human resources implications attached to this report.

6. **Supporting Evidence**

6.1 **Performance Information**

Performance and data is provided within the report and the accompanying data pack.

6.1.1 **Corporate Services**

6.1.2 **Overview**

In November 2022, the Council received a report from Audit Wales on our safeguarding arrangements. This report was a follow up to a previous review undertaken in 2019.

6.1.3 Audit Wales found that, 'the pandemic further delayed the Council's response to the 2019 report. Although it has taken recent action to strengthen its corporate safeguarding arrangements, the Council has not yet fully addressed our previous recommendations. The Council recognises the need to strengthen corporate safeguarding arrangements beyond the Social Services and Education directorates. The Council developed an action plan to address the outstanding recommendations but, due to the pandemic, most of the planned work did not begin until early 2022.

6.1.4 From this, a further two recommendations were received for implementation:

- The Council needs to take further action to fully comply with the recommendations in our October 2019 follow up report on corporate arrangements for safeguarding of children.
- The Council needs to strengthen its monitoring arrangements of third parties so it can assure itself that they comply with the Council's safeguarding policies. It should consider whether a self-assessment tool like that recently used by Council directorates can be used with third parties to better understand compliance.

6.1.5 Significant progress has been made to respond to these additional recommendations. A key aspect of this has been the re-purposing of the Strategic Corporate Safeguarding Leads Group who have reviewed their terms of reference to ensure its purpose and objectives are clear. There is also a designated safeguarding lead in each directorate who are represented on this group.

6.1.6 The Corporate Safeguarding Policy has been reviewed and is available on the front pages of both the internet and intranet sites and contractors now receive a copy of the policy when tendering. OD oversee robust arrangements for the safe recruitment and DBS renewals of staff employed directly by the Council and safeguarding is now included in the Council's induction programme.

6.1.7 Detail of the Corporate safeguarding information is found in section 6 of appendix 1 and includes:

- DBS Compliance;
- VAWDASV Corporate Training;
- The Corporate Risk relating to safeguarding; and
- Progress to date of the Audit Wales recommendations.

6.1.8 ***Children's Social Services***

6.1.9 **Referrals to Social Services**

Figure 1:1 Shows the number of referrals made to social services. The chart demonstrates an increase in referrals between Q2 (1,686), Q3 (1,710) and Q4 (1,981). The data is indicative of previous trends where there has been a noted continued increase in referral rates into Children's Services. It is noted there was a slight decrease in Q2 however, despite this, the upward rise of referrals has since continued with Q4 demonstrating the highest number of referrals received in all Q's reported on within the chart. Referral rates continue to be monitored and similar increasing referral patterns are being reported within neighbouring Gwent authorities.

6.1.10 **Figure 1.1A** Shows the number of individuals associated with the referrals received, the number of individuals who have had 2 or more referrals during the month and the highest number of referrals received by an individual during the month. As noted in Figure 1.1, the number of total referrals has increased in Q4 therefore when considering months Jan, Feb and Mar 2023, it is not surprising to identify an overall increase in the number of individuals who have been referred. When considering an average across the Q's, Q4 has a lower average number of individuals who have received 2 or more referrals (65) in comparison to Q3 (70). On average the highest number of referrals for an individual is the same for Q3 and Q4 (5.3).

6.1.11 **Figure 1.2:** Shows the source of the referrals. As in previous quarters, Police remain the highest referring agency (Q2 35%, Q3 35% and Q4 29.9%). Health, Other Agency, and Education referrals are grouped closely within these quarters as being the second, third and fourth highest referring agency. Ongoing joint working with Police through hub meetings allows for regular discussion and monitoring of Police referrals alongside a Detective Sergeant from Gwent Police being co-located in Children's IAA, to quality assure all PPN's received.

Referral thresholds from partner agencies are being considered on a regional basis as part of a task and finish group which has been set up under the Gwent Safeguarding Board. The task and finish group are currently looking at the

development of a regional Duty to Report (DTR) threshold document to act as an aid for professional judgement on when to appropriately submit a referral to Children's Services. This work is in its infancy however it is hoped the creation of this document will lead to an eventual reduction in inappropriate referrals being made to Children's Services.

6.1.12 **Figure 1.3:** Shows the numbers of referrals received into the department on open cases. The graph identifies a steady line for the receipt of additional referrals on open cases across all 4 Q's in 2022/23 in comparison to the steady increase in overall referrals received by the department. Interestingly there is a more noticeable gap comparison between the referrals received and referrals on open cases in Q4.

6.1.13 **Child Protection**

6.1.14 **Figures 2.1 & 2.2:** Provides a summary of the number of children on the child protection register with the numbers of registrations and deregistration's also being referenced within Fig 2.2.

There was a total of 62 children on the child protection register in Q4 which demonstrates a reduction of 11 from Q3.

During Q4 there have been a total of 31 new registrations which is a decrease of 13 compared to Q3. There was an increase of 4 de-registrations in Q4 compared to Q3.

Q4 figures evidence a reduced number of new registrations in comparison to all other Q's, particularly Q3, which may be attributable the service reconfiguration in Children's Services. The development of the Statutory Assessment Team (SAT) within the pilot model has enabled new referral allocation for under 14's to be streamlined to one team, focusing on undertaking thorough child protection investigations and consent based integrated assessments to promote children and families getting the right help at the right time. Additionally, the development of 2 locality care planning teams has meant an increased focus on care plan management of long-term cases which enables work to be undertaken to avoid registration or promote deregistration when safe and appropriate. This will continue to be monitored via the pilot review meetings being held to closely evaluate the pilot structure and what impact this is having on service delivery.

The outcome focused; strengths-based practice model continues to be well embedded within children's services with a focus on priority risk management. This continues to support a risk management culture which appears to be influencing consistency within child protection registrations when considering numbers of children on the child protection register across the year.

6.1.15 **Figure 2.3:** Shows the categories of abuse for which children's names are registered for on the Child Protection Register over the past year. Neglect and Emotional/Psychological abuse remain the highest categories of abuse across

all 4 Q's. This is typically in keeping with national statistics for child protection categorisations.

It is noted that sexual abuse is notoriously underrepresented as a registration category for children on the child protection register. Child Sexual Abuse is key priority for the Gwent Safeguarding Board and a recent thematic audit has been undertaken across the region to consider Local Authority responses to child protection referrals where sexual abuse/harm is the reason concern. The Safeguarding Service Manager undertook a dip sample of 5 cases meeting this requirement within Blaenau Gwent; positively there were assurances that operational teams had responded appropriately with thorough investigations being undertaken regarding this area of concern.

6.1.16 **Figure 2.4:** relates to the age and gender breakdown of children on the child protection register with Males aged 10-15 being the highest (16), followed by females in the 5-9 and 1-4 age brackets (14).

6.1.17 **Adults Social Services**

6.1.18 **Figure 3.1** relates to the number of reports received of an 'adult suspected of being at risk' during the given period (1/1/23 - 31/3/23) was 205. During the same period for the previous year (2021/2022) there was a total of 122 which represents an increase of over 40% in quarter 4 compared with the same period in the previous year and an overall annual increase of 13%.

It is important to consider the impact of the Covid-19 pandemic over the last few years and more recently the significant challenges for citizens, communities and services as a result of the cost-of-living crisis which could be the key factors contributing to the increase in referrals. Despite these relentless and anticipated challenges, we continue to work tirelessly to ensure that essential services remain operational to provide support, care and protection to children and adults in our communities.

6.1.19 **Figure 3.2** relates to the number of referrals received within the different categories of abuse or neglect. As in previous years the most referrals are received for females over the age of 65. The category of abuse most reported is neglect following by physical abuse. The category of abuse with the least reports is sexual abuse which has been the situation for the last four years.

The regional Quality Assurance sub-group continues to support the development of the performance management and quality assurance framework identifying any emerging safeguarding themes and challenges that may become more amplified and require more targeted attention moving forward.

6.1.20 **Figure 3.3** relates to the places where the alleged abuse has occurred. The most common setting for alleged abuse occurring was in care home settings, followed very closely by an individual's own home. This split is common and fairly consistent with last years' data. The care home settings include residential, nursing or respite care whereby the alleged perpetrators could be

paid carers/nurses, family and or other service users. The alleged perpetrators within an individual's own home also range between being professionals/paid carers, friends, or family.

Adults Safeguarding team has adopted a similar approach to children services by developing a quality assurance approach into reviewing cases to ensure appropriate safeguarding measures and investigations are carried out with due diligence.

6.1.21 **Figure 3.4** relates to the persons alleged to be responsible for abuse. In quarter 4, the figures show that 136 perpetrators were 'not known' which is an increase of over 50%. This accounts for referrals where there is no specific alleged perpetrator and systematic/organisation issues have alleged to have caused possible abuse. There is a similar referral rate for the alleged perpetrators being professionals, other person or another service user. The Safeguarding team have recently implemented a system for recording practitioner concern referrals and this data will be made available from April 2023.

Over the course of the last three years, the lessons which were learned from regional adult practice reviews in relation to the commissioning of care have been shared with care home forums and providers, across Gwent. These improved links with care home providers now continue as core business for our Quality Assurance subgroup, which ensures that safeguarding mechanisms are in place and adhered to whilst care is commissioned, enabling us to achieve our intended outcomes in this area. In order to further share lessons learned from Operation Jasmine, in June 2022 we cascaded information emerging from the national, multi-agency, facilitated online reflection and learning event. We continue to consider how this learning should inform our provision of safeguarding training and awareness-raising campaigns.

6.1.22 **Figure 3.5:** identifies the number of referrals received are from a variety of agencies and sources. The majority of the referrals were submitted from provider agencies which is consistent with last year's data. The category marked other includes referrals from DWP, fire and rescue, anonymous referrals and financial Banks.

Safeguarding remains an important part of the commissioning function and requires a substantial resource commitment from the Commissioning Team who provide crucial information in respect of commissioned services and providers which contributes to informed decision making in relation to safeguarding cases. A member of the Commissioning Team attends every strategy meeting held for commissioned services to offer advice, guidance and perspective. The Contracts and Commissioning Team Manager and the three Contract Monitoring Officers are all fully trained non-criminal investigators and undertake investigations independently or jointly with colleagues depending on the complexity and size of the investigation, or, with health colleagues if there are nursing issues involved. Whether referrals progress to strategy meetings and/or investigation, or are closed down as inappropriate safeguarding referrals, there is very often some preliminary investigation work and/or

recommendations / performance issues with providers to be acted upon and followed up by the Commissioning Team.

6.1.23 **Figure 3.6** relates to the referrals of domestic abuse received to the Safeguarding team. There is a common and consistent theme that reports for female victims are higher than males. The figures for domestic abuse as shown relate to where the victim is considered as an 'adult at risk'. During this quarter there were 10 cases for domestic abuse compared with 5 in the same period as last year.

A strong link also remains with the Violence against Women, Domestic Abuse and Sexual Violence (VAWDASV) partnership. Our close working relationships are also demonstrated with the Gwent Police and Crime Commissioner's Office, and nationally recognised bodies such as Public Health Wales along with our regional volunteering agencies, Gwent Association of Volunteering Organisations (GAVO) and Torfaen Voluntary Alliance.

6.1.24 **Education**

6.1.25 **Overview**

Members will be aware that Blaenau Gwent Council and the Education Directorate is committed to ensuring that Safeguarding in Education processes are robust, fit for purpose and are being consistently applied. Through this report Scrutiny Members are provided with an overview of the work that is undertaken in ensuring that safeguarding arrangements are managed effectively and fulfil the requirements as set out in the Estyn framework for Local Government Education Services (LGES). This report is the second report that captures the broader data sets. Members will be aware that data presented within this written report is done so on an exception basis to bring key aspects of information to Members' attention and as such not all evidence in the supporting performance report will be included in this narrative.

6.1.26 Members will be aware that there continues to be ongoing industrial action short of strike (ASOS) which has impacted upon some of the data that would routinely be presented to Members. Where this is the case the relevant section of the report identifies this.

6.1.27 In addition, this report will also provide an overview of changes to Safeguarding policies (Appendix 3) that have been reviewed during this period with a small group of school Headteachers and DSP's. The policies for scrutiny are listed below along with a summary of the main changes to the respective policies:

- LGES Safeguarding Policy for 2023/24

6.1.28 Main changes to the policy are:

- The addition to the start of the school template (Appendix 1) that it is to be read in conjunction with the whole Local Government Education Services Safeguarding Policy.
- The Youth Service Appendix (Appendix 3) is updated to reflect changes in contact details within the Youth Service.

- The addition of a communication protocol to the practitioner concern appendix (Appendix 6)

6.1.29 Members will be aware that during this period Estyn published their report on the outcome of the LGES inspection during this period, that has already been shared with People Scrutiny. However, for completeness in terms of performance below is an extract from the report in relation to Safeguarding that confirms that there are appropriate safeguarding arrangements in place.

“Officers and elected members are committed to safeguarding young people in their local authority. There is an appropriate safeguarding culture within the local authority. All officers and elected members receive suitable safeguarding training. The way in which education and children’s services work together has contributed well to improving multi-agency working and the support schools receive to manage the needs of pupils and their families more effectively. The advice and guidance provided to schools by officers is valued by school leaders and helps them to respond to safeguarding concerns appropriately. Elected members are beginning to develop their understanding of safeguarding in education and challenge appropriately the content of reports they receive.”

6.1.30 **Section 05 Figure 1.2 Estyn** The data set for recording the outcomes of Estyn inspection visits has been amended as judgements are no longer provide against inspection areas. However, where Estyn identifies concerns in relation to health and safety and or safeguarding arrangements, they may issue a letter and include a recommendation within the inspection report. During the period two inspections were completed and both inspections resulted in a recommendation to improve, and a letter being issued. In both cases the concerns were in relation to the physical site / premises considerations and remedial action has been taken to address these concerns. In addition, the Education Directorate has undertaken a review of premises/ site considerations to ensure that where such issues are identified by schools that appropriate timely action is taken to mitigate any concerns. This has resulted in the identification of further works on some sites which has either been completed or is in train with interim safeguards in place until the matter has been rectified.

6.1.31 **Section 05 Figure 1.3.1/1.3.2: Safeguarding Policy** - The Local Government Education Services Safeguarding policy is reviewed annually. All schools are expected to adopt the safeguarding policy through their governing body and all schools have a safeguarding policy in place. By the end of the Spring term 2023, 64% of schools had adopted the most recent safeguarding policy for 2022-23.

6.1.32 **Section 05 Figure 3.1.1: Out of County Placements** - All out of county placements are safeguard assessed prior to any learner being placed in the setting. The process for independent settings involves a review of: Estyn reports for the setting, safeguarding policy and safeguarding quality assurance visit information. A further independent setting was quality assured for safeguarding in the Spring term for safeguarding with no concerns arising as a result.

For out of county Local Authority maintained provision, following scrutiny of the school SG policy and Estyn report, contact is made with relevant Local Authorities where further information is needed for safeguarding assurance. During the period no concerns were identified.

- 6.1.33 **Section 05 Figure 4.1.1: EWC Registration** - There were; 2 EWC registrations that were incomplete prior to staff starting their roles within their respective schools. These followed the agreed escalation process and were fully resolved.
- 6.1.34 **Section 05 Figure 4.2.1/4.2.3: Training** - The number of school staff completing the VAWDASV Group 1 online training during the Spring term remains at 73%. Attendance at termly meeting for Designated Safeguarding Person (DSP) in schools has also remained stable, with attendance during the Spring term of 64%. Whilst recorded completion of the online safeguarding module is low, all schools are compliant with 'in-person' delivery of their whole school safeguarding training.
- 6.1.35 **Section 05 Fig 5.121.1 /2** - There are established arrangements in place for the reporting of bullying within schools. Due to ASOS data for the Spring term 2023 is not available for inclusion as not all schools have returned their data.
- 6.1.36 **Section 05 Figure 5.2.1/5.2.2/5.2.3: Electively Home Educated Pupils** - Annual visits by LA Officers to EHE pupils provide valuable information regarding the efficiency of the education provided. Support is offered to reintegrate or to signpost. Home visits are offered to parents who refuse are few. Neutral venues are offered, and School Attendance Orders are considered. Additional funding from WG has improved engagement with hard-to-reach families. There is emerging positive impact of this work but more needs to be done nationally so that a national register is compiled of all those children EHE. The implementation of effective safeguarding nationally continues to be compromised until this is achieved.
- 6.1.37 **Section 05 Figure 5.4.1/5.4.2/5.4.3/5.4.4/5.4.5: Children who offend** - There is a service level agreement in place with the Youth Offending Service and both agencies work together to ensure that children are in appropriate education. Figures demonstrate that there tends to be a dip in the autumn term. Outcome 22 is a new police outcome code that can be used when the police have decided to defer prosecution until the accused has been given the opportunity to engage with an intervention activity.
- 6.1.38 **Section 05 Figure 5.5.1: Anti-Social Behaviour (ASB)** - There has been a drop in the number of incidents. The number of cases may differ as in addition to issuing Strike Warning Letters, the Police consider a range of options as a preventative measure. These include words of advice and home visits.
- 6.1.39 **Figure 5.8.5 Operation Encompass**
The number of Operation Encompass notifications has reduced since the Autumn Term 2022, though it should be noted that the Spring term is shorter

than the Autumn term. When compared with the two previous Spring terms, the number of occurrences and number of children involved have reduced for each Spring term since 2021. Data available since Autumn 2022 is the % children present at incident; during the Spring term, children were present at 31.6% of occurrences, a slight decrease from 37.5% in the Autumn term.

6.1.40 **Section 05 Figure 5.10.1/5.10.2: Exclusions -**

Exclusions are high, with many schools seeing a decline in the behaviour of pupils. There is a similar picture across Wales. Targeted support meetings have been offered to schools to discuss attendance and behaviour. Training has been offered to governors. A vulnerable learner panel has been established where schools can discuss pupils with persistent disruptive behaviour. This remains a key priority for the Education Directorate and schools.

6.1.41 **Section 05 Figure 5.11.2: Physical Interventions -** The number of incidents increased during the Autumn term, reducing again in the Spring term. Spring term data is now aligned to the level of interventions seen during the pre-pandemic period. Most of the interventions are attributable to the specialist schools. Since the Autumn term, there has been a reduction in the number of interventions used in both specialist schools.

6.1.42 **Section 05 Figure 5.12/5.13/5.14 – Prejudice Related Incidents/Bullying -** There are established arrangements in place for the reporting of bullying concerns within schools which involve an alleged incident involving a protected characteristic under the Equalities Act. Due to ASOS the data for the Spring term 2023 is not available for inclusion.

6.2 **Expected outcome for the public**

Quarterly reporting provides the public with the opportunity to view progress of the Directorate and ensure accountability.

Those children who are assessed to be at risk of harm are protected and safeguarded, and the Local Authority adheres to legislation regarding statutory intervention.

6.3 **Involvement (consultation, engagement, participation)**

6.3.1 The development of the Corporate Safeguarding Policy and the Departmental Safeguarding Leads meetings reconvened in 2021, this helps to ensure all departments within the Authority are aware of their responsibilities for safeguarding and are kept updated with any emerging issues or trends within safeguarding.

6.3.2 Termly meetings also take place with the Safeguarding Leads from all the schools and other education settings and half termly meetings take place between the safeguarding team and lead education staff.

6.3.3 The SEWSCB local Safeguarding Network group also reviews the safeguarding information to ensure all partner agencies are as fully aware as possible.

6.3.4 The Social Services and Well-being (Wales) Act 2014 looks to build and strengthen on existing arrangements by involving service users, carers and other key partners where possible in helping shape and influence future design of services.

6.4 **Thinking for the Long term (forward planning)**

The Annual Council Reporting Framework (ACRF) enables both Social Services and the Education Directorates to plan for the future as spend, risk and performance is continuously reported on and provides a baseline of where the department is currently and where it needs to be in the future. This process is further supplemented by the Local Government Education Services (LGES) framework within which local government education services operate.

The rigours self-evaluation processes ensure that key areas for development are identified and then embedded within business planning arrangements.

6.5 **Preventative focus**

6.5.1 The work undertaken by the Social Services and Education Directorates looks to promote a preventative approach to practice through early identification and intervention. Having a proactive rather than reactive approach to service planning can also help with planning resources.

6.5.2 Providing this report and the level of detailed safeguarding information to Scrutiny Committee enables members to ensure risks are identified and acted on.

6.5.3 The Gwent wide Adult Safeguarding Board has developed a new partnership agreement between local authorities and agency partners including Gwent Police, Aneurin Bevan University Health Board, Wales Probation Trust, Gwent Association of Voluntary Organisations which sets out a clear and shared vision to ensure all adults in Gwent are safeguarded effectively through partnership working and community engagement.

6.5.4 The recent establishment of the Strategic Safer Schools Partnership Board continues to progress strategic issues across the Local Government Education Services.

6.6 **Collaboration / partnership working**

6.6.1 The South-East Wales Safeguarding Children's Board and its sub-groups ensure a multi-agency collaborative approach to safeguarding. Blaenau Gwent fully participates in the Children's and Adults Safeguarding Boards.

6.6.2 Additionally, the Corporate Safeguarding Policy ensures each department has safeguarding leads and these meet on a quarterly basis looking at safeguarding across the whole Authority. The Aneurin Leisure Trust lead also participates in this meeting.

6.6.3 Throughout the quarters, partnership working with the police and statutory partners continued to progress. The Hub model is working well, with multi agency safeguarding meetings happening in a timely manner.

6.7 **Integration (across service areas)**

6.7.1 All local authorities and partner agencies work together on safeguarding through the South-East Wales Safeguarding Children Board and Gwent wide Adult Safeguarding Board.

6.7.2 The development of the Corporate Safeguarding Policy and the Departmental safeguarding leads meetings helps ensure all departments within the Authority are aware of their responsibilities for safeguarding and are kept updated with any issues trends within safeguarding. Within Education this is further supplemented by the work of the Strategic Safer Schools Partnership Board and the termly meetings with Designated Safeguarding persons (DSP'S)

6.8 **Decarbonisation and Reducing Carbon Emissions**

N/A

6.9 **Integrated Impact Assessment - EqIA** (*screening and identifying if full impact assessment is needed*).

7. **Monitoring Arrangements**

7.1 The Local Safeguarding Network Group is a subgroup of the South East Wales Safeguarding Children Board and Gwent wide Adult Safeguarding Board. This group is made up of multi-agency representation from within Blaenau Gwent who monitor and reviews the safeguarding information and performance. This group has direct links with the Youth Forum to ensure the voice of the child is fully considered and heard on safeguarding issues.

7.2 The performance of safeguarding information is monitored throughout the financial year from April to March and reported to People Scrutiny Committee and, in the context of Education, is supplemented by various quality assurance activities that are routinely reported to Education DLT on a termly basis and seek to inform the ongoing self-evaluation and the priorities to be progressed in respect of Safeguarding in Education.

7.3 The Strategic Corporate Safeguarding Leads Group has responsibility for implementing the recommendations from Audit Wales as well as ensuring that safeguarding responsibilities remain a role for all service areas.

Background Documents /Electronic Links

Appendix 1 – BG Safeguarding Reporting Data Template Quarter 4 2023 Final

Appendix 2 – BG Education Risk Register

Appendix 3 - LGES Safeguarding Policy for 2023/24

The following hyperlink provides further details on the governance and Structure: www.gwentsafeguarding.org.uk

This page is intentionally left blank

Safeguarding Performance Report

Social Services
1st January 2023 to
31st March 2023

Education
Spring Term 2023

Corporate Services
1st January 2023 to
31st March 2023



Cyngor Bwrdeistref Sirol

Blaenau Gwent

County Borough Council

00 | Table of Contents

00

Foreword	4
Community Profile - Demographics	5

01

Children's Social Services

Number of referrals received by social services (on new and closed cases)	6
Number of individuals linked to referrals	6
Percentage of referrals received by source	6
	7
Additional Multi Agency Referrals (on open cases)	7

02

Child Protection

Number of children on the Child Protection Register	8
Categories of Abuse	8
Age Breakdown	8

03

Adults' Social Services

Adults suspected of being at risk	9
Categories of abuse or neglect	9
Place alleged abuse took place, alleged Person responsible	10
Source of Referral	10
Domestic abuse referrals	10

00 | Table of Contents

04

Referrals from Education

Contacts by Source (Primary)	11
Contacts by Source (Secondary)	11
Contacts by Source (Other)	11
Referrals from Youth Services	11

05

Education

Regulatory - Estyn Judgements	12
Policy – Compliance, Safeguarding	13
Systems/Quality Assurance – My Concern	14
Keeping Learners Safe audit tool	15
Independent Settings – Out of County	16
EWC Registrations	17
Safe Workforce – DBS, Training	18-19
Professional Concerns	20
Vulnerable Children – Pregnant, EHE	21-22
Children Missing in Education, Youth Offending	23-28
Anti-social behaviour	29-30
Child Employment, Child Performances	31
Operation Encompass	32
Attendance	33
Exclusions	34
RPI Incidents	35-36
Racial and Bullying incidents	37
Safer Schools	

06

Corporate

DBS Compliance	38-39
Corporate Training	40
Risk Register	41-42
Regulatory Proposals	43

Page 31

Purpose of the report

The council is committed to creating an environment which enables people to maximise their independence, develop solutions and take an active role in their communities whilst feeling safe and protected.

We believe that all children, adults and young people have the right to be safe from harm and it is a corporate objective to put effective safeguarding arrangements in place to protect people from harm.

We recognise our responsibilities in safeguarding and promoting the welfare of children, young people and adults at risk, and this includes the contribution we make to working together with other agencies so that all children and young people reach their full potential and we continue to look after the most vulnerable people in our communities.

The purpose of this report is to provide safeguarding information that is recorded and monitored to ensure that we are indeed delivering this objective.

Monitoring and reporting systems are well-developed to ensure the department is able to track information and evidences that the safeguarding agenda remains a priority for the local authority.

Performance information is collated from Social Services, Organisational Development and Education information systems which identifies activity, demands and trends of data. This includes a number of items that are statutory requirements as part of the Welsh Government Performance Framework.

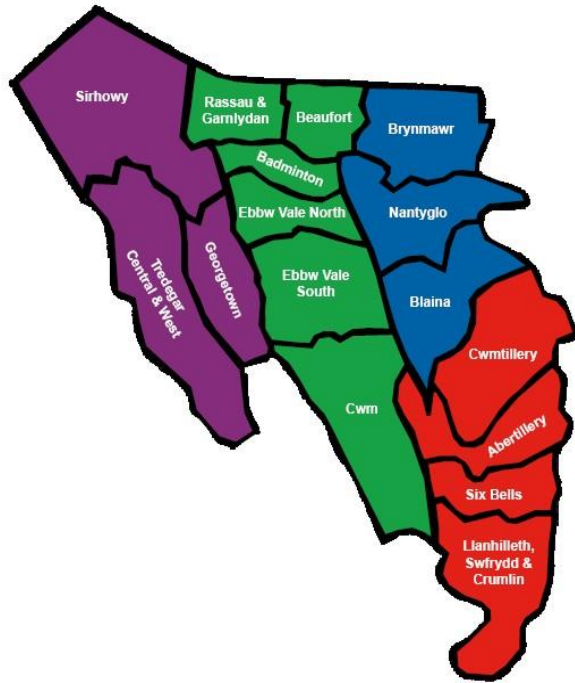
The report includes information on the following:

- Referrals received and their outcomes
- Children who are being safeguarded and analysis
- Quality assurance arrangements with education settings
- Broader issues within education that impact upon safeguarding
- Corporate progress on recommended proposals for improvement
- DBS Compliance
- Safeguarding Corporate Risk Register

This report will be shared with Senior Management Teams and presented to the Safeguarding Scrutiny Committee for Social Services, Education and Active Living.

00 | Community Profile - Demographics

Community Profile



Page 33

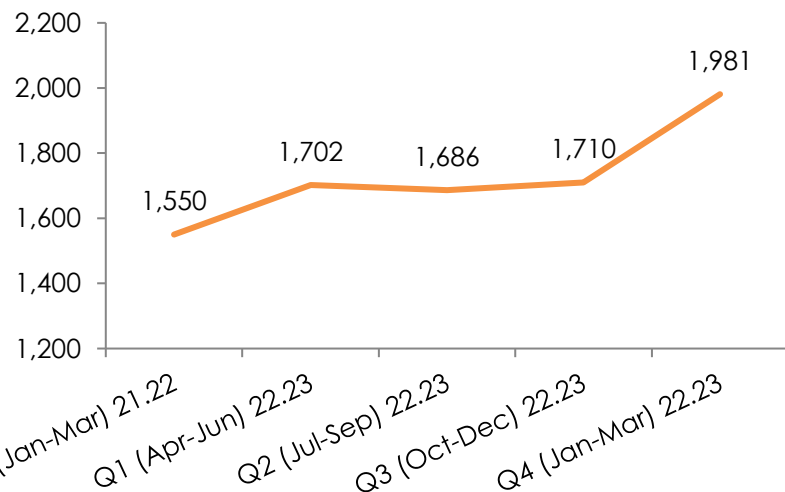
- 45% of Blaenau Gwent's local areas are amongst the top 20% deprived areas in Wales. (Welsh Index of Multiple Deprivation 2019)
- The proportion of benefit claimants amongst people of working age was higher in Blaenau Gwent than the proportion across the comparable authorities (working-age client group

– key benefit claimants **August 2014 - 23.2%** in Blaenau Gwent compared to all Wales level of **16.4%**

- The total rate of Blaenau Gwent's recorded offence levels was higher than comparative areas. For the year ending **December 2014** Police recorded crimes - **76.89** crimes per thousand population in Blaenau Gwent compared to its most similar group of areas average (as defined by the Home Office) of **69.03** per thousand population.
- Total Population: **70,020** Number of 0 – 17 year olds: **13,619** (2020 Population Estimates)
- Number of Open cases to Children's Social Services as at 31st December 20: **1,108**
- Number of pupils attending primary schools: **6,125**
- Number of pupils attending secondary schools: **3,251**

01 Children's Social Services

Fig: 1.1 Number of referrals received by Social Services



Page 34

Fig 1.1a Number of individuals linked to referrals

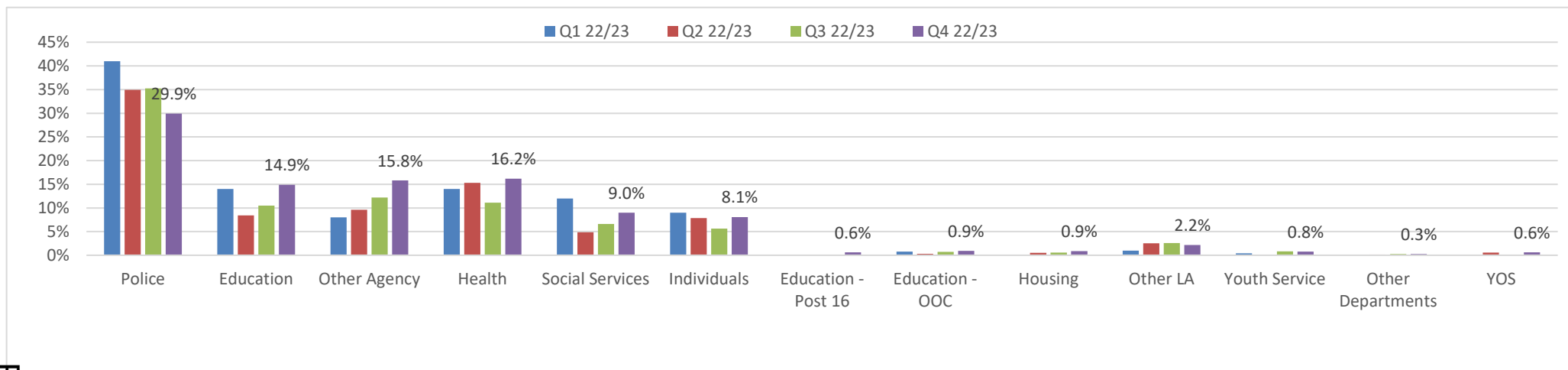
	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23
Referrals	499	676	635	649	426	645	604	732
No of Individuals	414	563	510	547	374	552	531	638
2+ Referrals	63	67	90	72	48	63	52	81
Highest No. of Referrals for an individual	8	10	6	6	4	7	5	4

Fig: 1.2 Number and Percentage of Referrals by Source (Q1, Q2, Q3 & Q4)

	Quarter 1		Quarter 3		Quarter 3		Quarter 4	
	No.	%	No.	%	No.	%	No.	%
Police	698	41%	692	35%	698	35%	593	29.9%
Education	243	14%	167	8%	208	10%	295	14.9%
Other Agency	140	8%	190	10%	242	12%	313	15.8%
Health	230	14%	303	15%	220	11%	320	16.2%
Social Services	202	12%	96	5%	131	7%	178	9.0%
Individuals	149	9%	156	8%	112	6%	160	8.1%
Education - Post 16		0.00%	0	0%	1	0%	12	0.6%
Education - OOC	13	0.80%	6	0%	14	1%	18	0.9%
Housing	1	0%	10	1%	11	1%	17	0.9%
Other LA	20	1%	50	3%	51	3%	43	2.2%
Youth Service	6	0.40%	2	0%	16	1%	15	0.8%
Other Departments	0	0.00%	3	0%	5	0%	5	0.3%
YOS	0	0.00%	11	1%	1	0%	12	0.6%
Total	1,702	100%	1,686	100%	1,710	100%	1,981	100%

01 Children's Social Services

Graph showing the source of referrals and the percentage



Page 35

Fig: 1.3 Multi-agency referral forms (MARF's) received on open cases

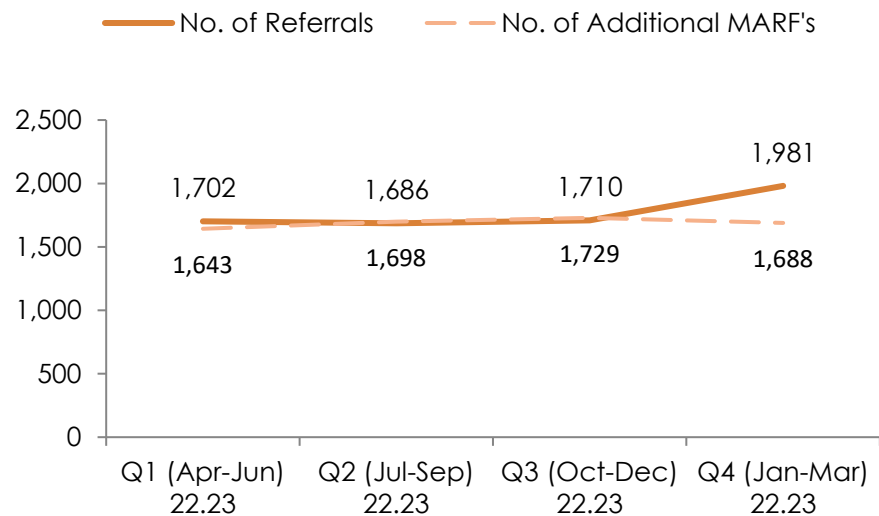
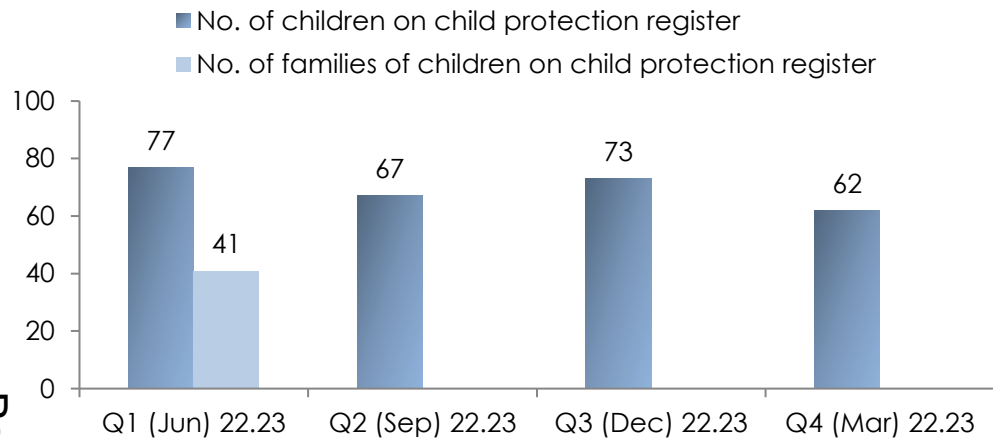


Fig 2.1 Children on the Child Protection Register



Page 36

Fig 2.2 Child Protection Register Summary

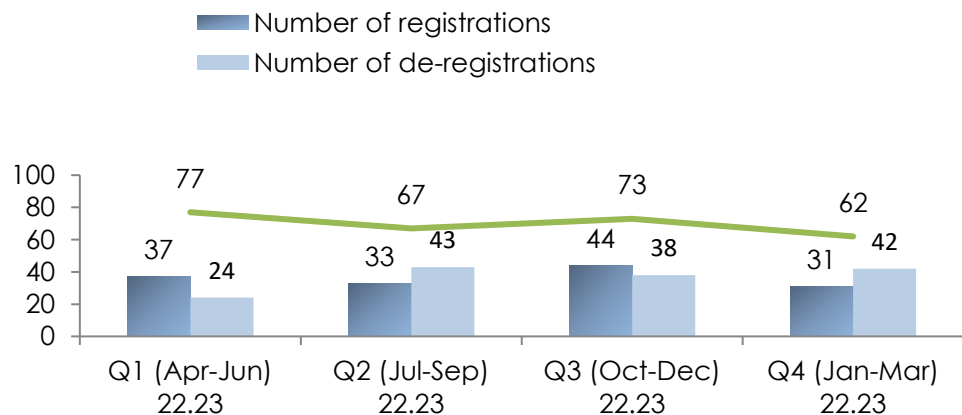


Fig 2.3 Categories of abuse

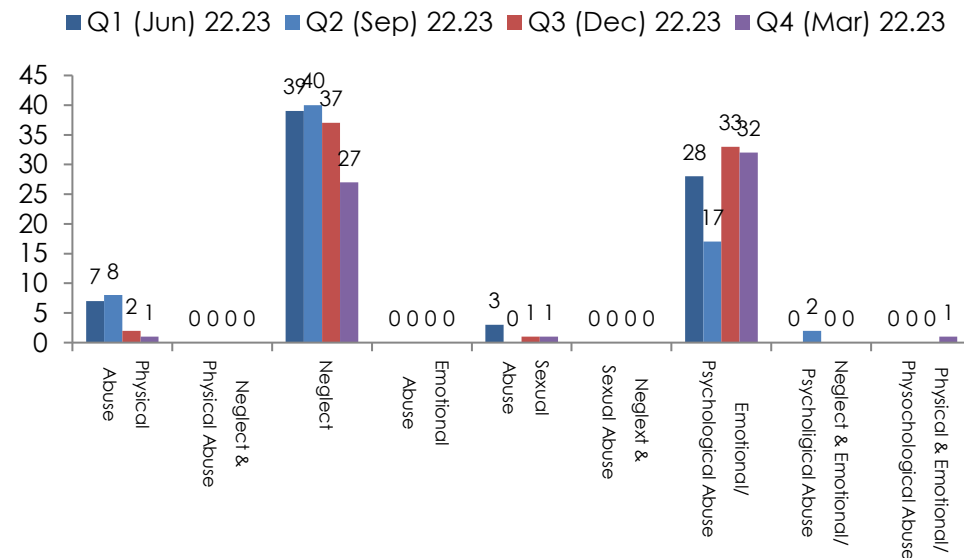


Fig 2.4 Age Breakdown of children on child protection register

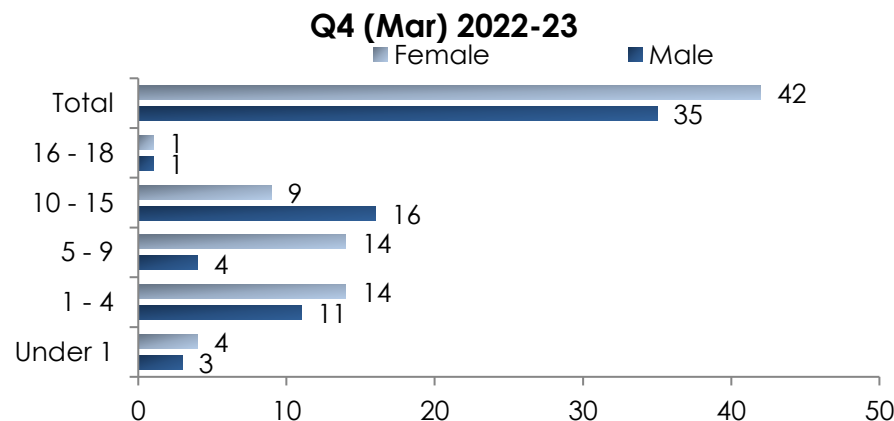


Fig 3.1 Adults suspected of being at risk

Number of reports of an adult suspected of being at risk received during the quarter	1/1/22-31/3/22 (Q4)	122	1/1/23-31/3/23 (Q4)	205
Number of reports of an adult suspected of being at risk received during the year	1/4/21-31/3/22	553	1/4/22-31/3/23	639

Fig 3.2 Categories of abuse or neglect

Page 37

Category of Abuse	Gender	Age 18-64	Age – 65 and over	Age 18-64	Age – 65 and over	Age 18-64	Age – 65 and over	Age 18-64	Age – 65 and over
		1/1/22-31/3/22 (Q4)	1/1/22-31/3/22 (Q4)	1/4/21-31/3/22	1/4/21-31/3/22	1/1/23-31/3/23 (Q4)	1/1/23-31/3/23 (Q4)	1/4/22-31/3/23	1/4/22-31/3/23
Physical	Male	6	8	19	22	8	17	21	35
	Female	6	11	37	55	10	15	37	62
	Transgender	0	0	0	0	0	0	0	0
Sexual	Male	0	1	5	1	1	1	3	1
	Female	4	3	19	7	8	2	14	6
Emotional/ Psychological	Male	5	0	24	7	10	6	22	20
	Female	15	5	53	23	15	12	32	23
	Transgender	0	0	0	0	2	0	2	0
Financial	Male	2	1	22	12	3	6	10	17
	Female	2	4	19	31	8	7	27	29
Neglect	Male	6	16	27	52	4	30	24	76
	Female	2	25	22	96	5	35	31	147
	Transgender	0	0	0	0	0	0	0	0
Total	Male	19	26	97	94	26	60	80	149
	Female	29	48	150	212	46	71	141	267
	Transgender	0	0	0	0	2	0	2	0
	Total	48	74	247	306	74	131	223	416

Fig 3.3 Place alleged abuse/neglect took place

Place alleged abuse or neglect occurred	Total	Total	Total	Total
	1/1/22-31/3/22 (Q4)	1/4/21-31/3/22	1/1/23-31/3/23 (Q4)	1/4/22-31/3/23
Own Home	47	248	88	271
Community	11	59	15	51
Care Home Setting	58	219	90	283
Health Setting	6	27	12	34
Other	0	0	0	0
Total	122	553	205	639

Fig 3.5 Source of Referral

Source of Referral	Total	Total	Total	Total
	1/1/22-31/3/22 (Q4)	1/4/21-31/3/22	1/1/23-31/3/23 (Q4)	1/4/22-31/3/23
Self-reported	1	19	3	11
Relative / friend	5	32	5	14
Local authority	4	13	9	30
Police	4	23	8	22
Local health board	19	89	29	84
Independent hospital	0	0	1	5
Ambulance service	3	14	0	8
Care regulator	1	9	5	6
Provider agency	65	220	93	273
Probation	0	2	0	0
Third sector	7	35	9	19
Advocate	0	0	0	1
Education	0	4	0	4
Housing	2	11	5	22
Internal (Social Worker, Other Team)	7	60	29	102
Other	4	22	9	38
Total	122	553	205	639

Fig 3.4 Person alleged responsible

Person alleged responsible	Total	Total	Total	Total
	1/1/22-31/3/22 (Q4)	1/4/21-31/3/22	1/1/23-31/3/23 (Q4)	1/4/22-31/3/23
A spouse	8	35	8	35
A son or daughter	0	33	10	34
A family member who is not a child or spouse	9	47	5	39
A professional	24	131	15	109
A volunteer or unpaid worker	0	0	0	1
A friend	4	31	2	12
A neighbour	1	2	4	19
Another service user	11	49	11	32
Other Person	5	32	14	32
Not known	60	193	136	326
Total	122	553	205	639

Fig 3.6 Domestic abuse referrals

	Age 18-64	Age – 65 and over	Age 18-64	Age – 65 and over	Age 18-64	Age – 65 and over	Age 18-64	Age – 65 and over
	1/1/22-31/3/22 (Q4)	1/1/22-31/3/22 (Q4)	1/4/21-31/3/22	1/4/21-31/3/22	1/1/23-31/3/23 (Q4)	1/1/23-31/3/23 (Q4)	1/4/22-31/3/23	1/4/22-31/3/23
Male	0	0	2	4	2	2	3	5
Female	4	1	22	8	6	0	15	2

* Please note that information recorded for Domestic abuse referrals doesn't get recorded until case closure.

04 | Referrals from Education

Fig 4.1 Contacts by Source – Primary School

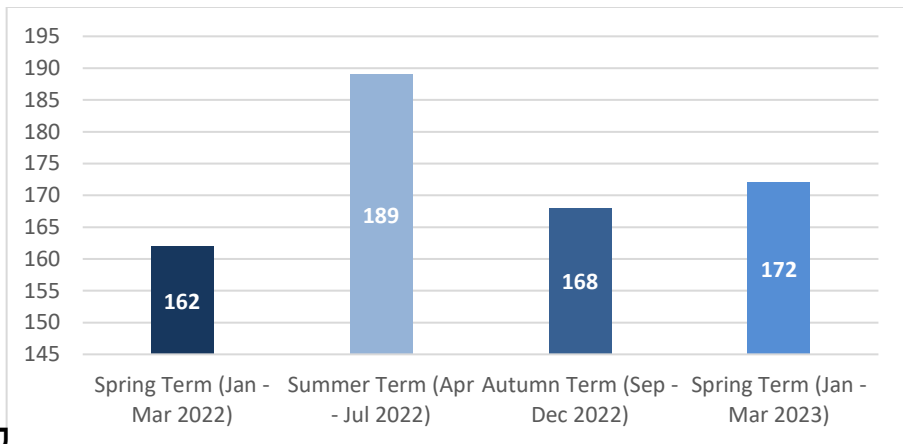
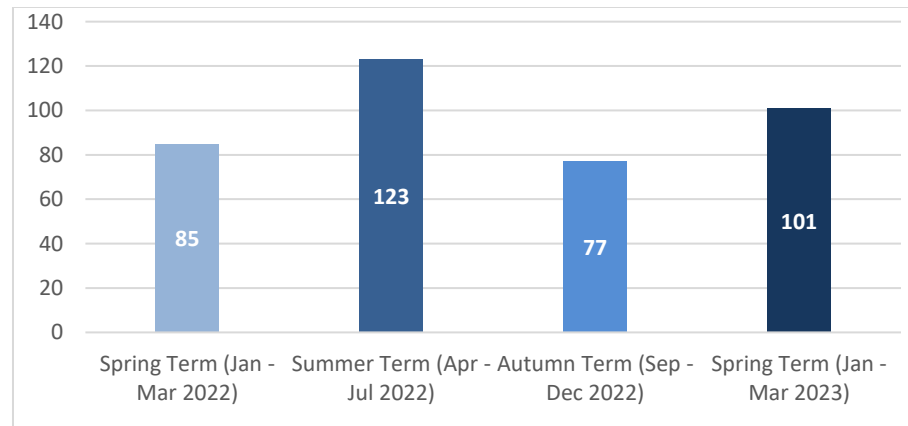


Fig 4.2 Contacts by Source – Secondary School



Page 39

Fig 4.3 Contacts by Source - Other

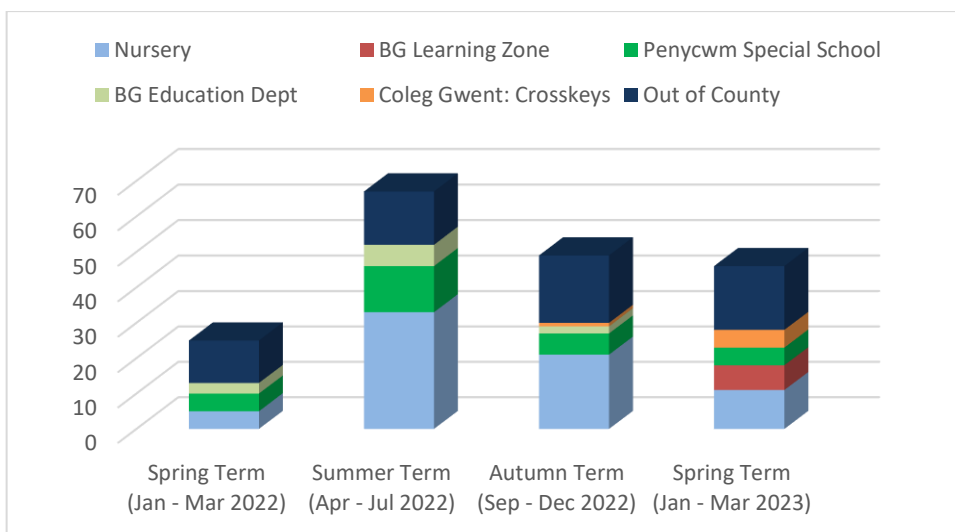
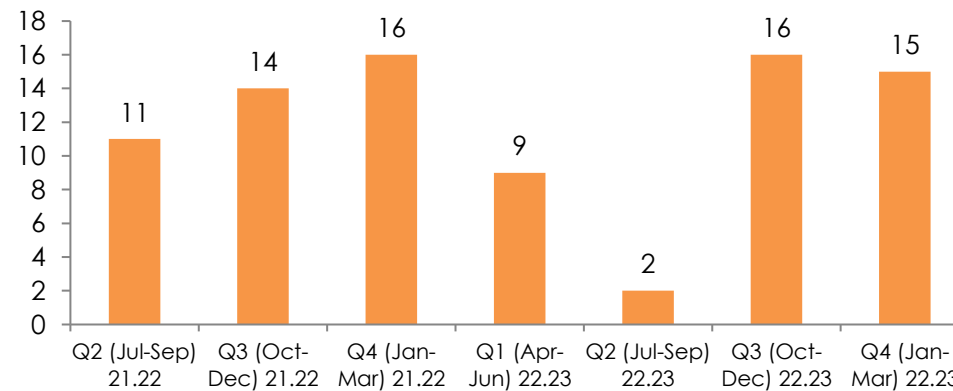


Fig 4.4 Referrals received from Youth Services



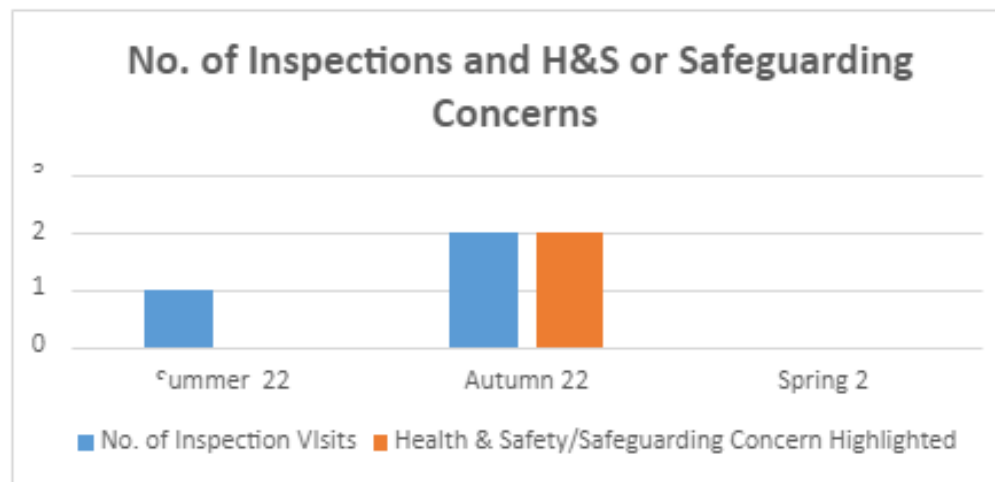
1. Regulatory

1.1 Education Directorate Risk - **Education Risk Register is a separate appendix.**

1.2 Estyn

1.2.1 The table below provides an overview of the number of Estyn inspections conducted and associated Health & Safety/Safeguarding concerns highlighted.

No of School Inspected	No. of Inspection Visits	Health & Safety/Safeguarding Concern Highlighted
Summer 22	1	0
Autumn 22	2	2
Spring 23	0	0



1.3 Policy

1.3.1 Compliance Statements

Partner Agency Safeguarding Policies in Place	Ac Year 21-22	Ac Year 22-23
No of Partner Agencies	4	4
Policies in Place	4	4
% Compliance	100%	100%

Page 41

1.3.2 Safeguarding Policies released and Governing Body Compliance

Safeguarding Policy Compliance	21-22	22-23
No of Schools in BG	25	25
Governing Body Compliance	25	16
% Compliance	100%	64%%

All schools adopted the LGES Safeguarding policy

May 2023 - All schools have a Safeguarding policy. 64% are recorded as having adopted the 2023-23 version by the end of the Spring term 2023.

2. Systems/Quality Assurance

2.1 My Concern

2.1.1 Safeguarding Systems in Use

Safeguarding System	Term	No. of Schools Using	% of Schools Using
My Concern	Autumn 22	22	81%
	Spring 23	24	96%

2.2 Keeping Learners Safe audit tool

2.2.1 School Assessment of 5 Key Areas

	21-22	22-23
No of Schools in BG	25	25
No of Schools who have used the KLS Safeguarding Toolkit to review procedures in the last 12 months?	25	25
% of Schools who have Reviewed	100%	100%

3. Independent Settings

3.1 Pupils in Out of County Placements - LA and Independent Settings

3.1.1 – Out of County Placements

	Spring 2021	Summer 2021	Autumn 2022	Spring 2022	Spring 2023
LA	15	15	9	9	11
Independent	18	18	10	11	16

3.1.2 Overview of Safeguarding arrangements.

May 2023 - there is a BG SG QA process for OOC settings which includes open source search, review of Estyn reports, safeguarding policy and QA visit information.

3.2 Education Workforce Council (EWC) Registrations

3.2.1 EWC Registrations on Appointment

	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
No. of Incomplete EWC Registrations	5	0	0	1	2

4. Safe Workforce

4.1 DBS Position Statement: **Data as at Q1 – This data is no longer available**

4.1.1 New Starter/Rolling Programme DBS Checks Schools

Criteria	Total
Staff requiring a DBS	1263
Staff with a valid DBS	1262

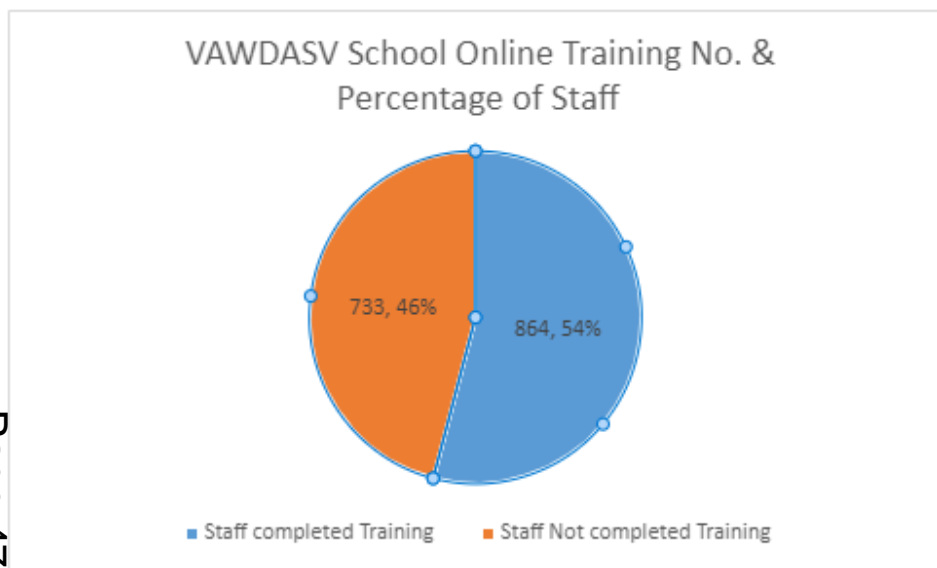
Out of Compliance	Less than 4 weeks		More than 3 months	Total
New Starters currently out of compliance	0		0	0
Rolling Programme currently out of compliance	0		1	1
Totals	0		1	1

Page 46

Appt Comments	Awaiting Certificate		Total	Escalation	
				Chased with Employee	Escalation to Operational Team
Awaiting ID documents	0		1	0	1
	0		1	0	1

4.2 Training

4.2.1 Basic/Enhanced VAWDA SV



Page 47

4.2.3 Online Safeguarding Training – Schools

Online Safeguarding Training	Q2 2022-23	Q3 2022-23	Q4 2022-23
Staff completed Training	173	244	256
Staff Not completed Training	1,081	1,010	998
Total Staff	1,254	1,254	1,254

All schools are compliant with their whole school safeguarding training (delivered in person).

4.2.2 Designated Safeguarding Persons (DSP) Meetings

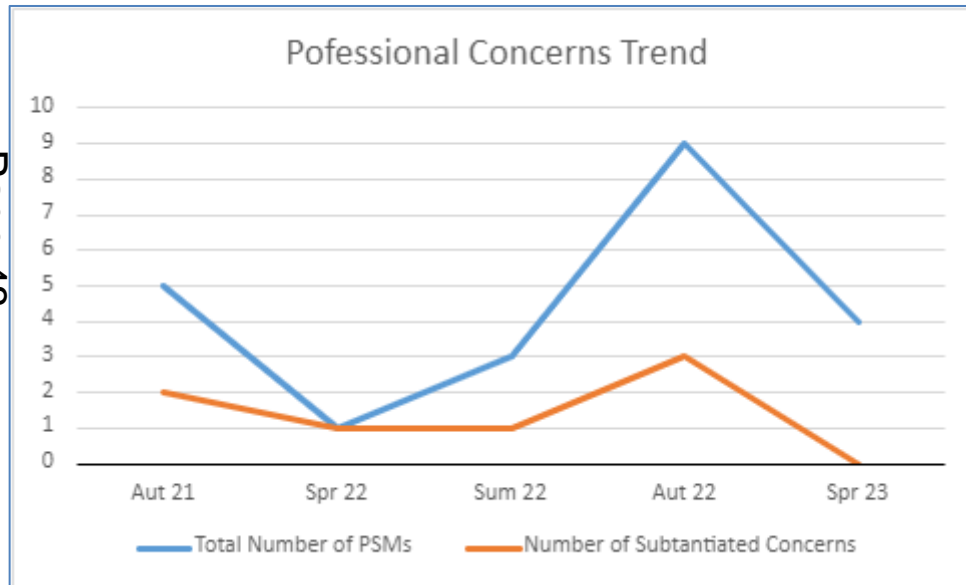
DSP Meetings	Aut 21	Spr 22	Sum 22	Aut 22	Spr 23
No of Schools Represented	16	17	16	no mtg	16
% of School represented	64%	68%	64%	N/A	64%

4.3 Professional Concerns

4.3.1 Professional Concerns Review

Professional Strat Meetings	Aut21	Spr 22	Sum22	Aut 22	Spr 23
Total Number of PSMs	5	1	3	9	4
Number of Substantiated Concerns	2	1	1	3	0

4.3.2 Professional Concerns Trend



5. Vulnerable Children and Specific Incidents

5.1 Pregnant Schoolchildren

5.1.1 Numbers by Academic Year

No. by Academic Year	2019-20	2020-21	2021-22	2022-23
No. of Pregnant Schoolchildren*	1	1	2	1

*As numbers are so small, there are too few to report termly.

5.2 Electively Home Educated Pupils

5.2.1 Total Number of EHE Pupils

Page 49

	PLASC January 2022 No.	PLASC January 2021	PLASC January 2020 No.
Children electively home educated in BG	132	89	70
Children electively home educated in Wales	197	180	132

5.2.2 The table below sets out the number of secondary age pupils who have become EHE or who have returned to school from being EHE during the summer, autumn, spring and summer terms.

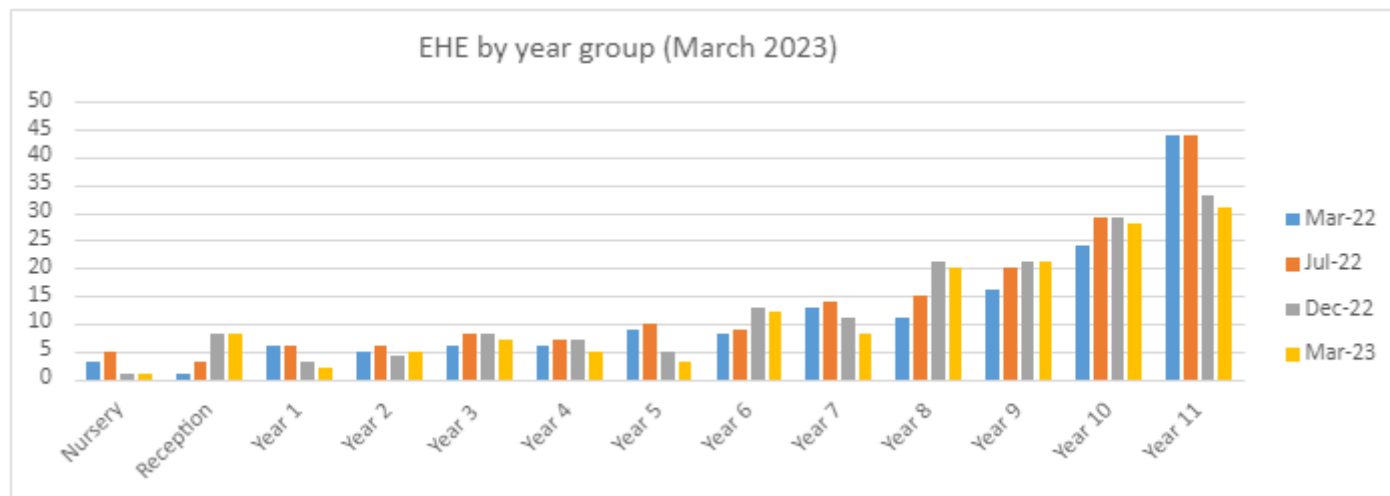
Month	School 1		School 2		School 3		School 4	
	Out	In	Out	In	Out	In	Out	In
Apl – Jul 2021	3	0	1	0	3	2	3	0
Sept - Dec 2021	4		5	1	6		3	
Jan - Mar 2022	7	2	1		4		0	
Apr - Jul 2022	2	0	5	0	3	0	2	0
Sep – Dec 2022	3	2	6	6	3	4	5	4
Jan – Mar 2023	1	1	0	1	3	0	3	0
Total	20	5	18	8	22	4	16	4

5.2.3 The table below sets out the number of additional pupils who have become EHE or who have returned to school from being EHE during the summer, autumn, spring and summer terms.

Month	Primary		College		Did not transition		Moved into/out of Borough (including BG pupils that were in OOC schools)		School place unavailable		Special School	
	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In
Apl – Jul 2021	7	1			1		6					
Sept - Dec 2021	5	9			1		11				1	
Jan - Mar 2022	2	2					7				1	
Apr - Jul 2022	7	0	0	0	0	0	7	0	0	0	0	0
Sep – Dec 2022	4	9	0	1	2	1	11	1	0	0	0	0
Jan – Mar 2023	3	2	0	0	0	0	0	0	0	0	0	0
Total	28	23	0	1	4	1	42	1	0	0	2	0

Page 50

5.2.4 EHE Breakdown per year group



*Please note that all year 11 pupils are removed on the last Friday of June when they end compulsory school education.

5.3 Children Missing in Education

5.3.1 Referrals from other LAs

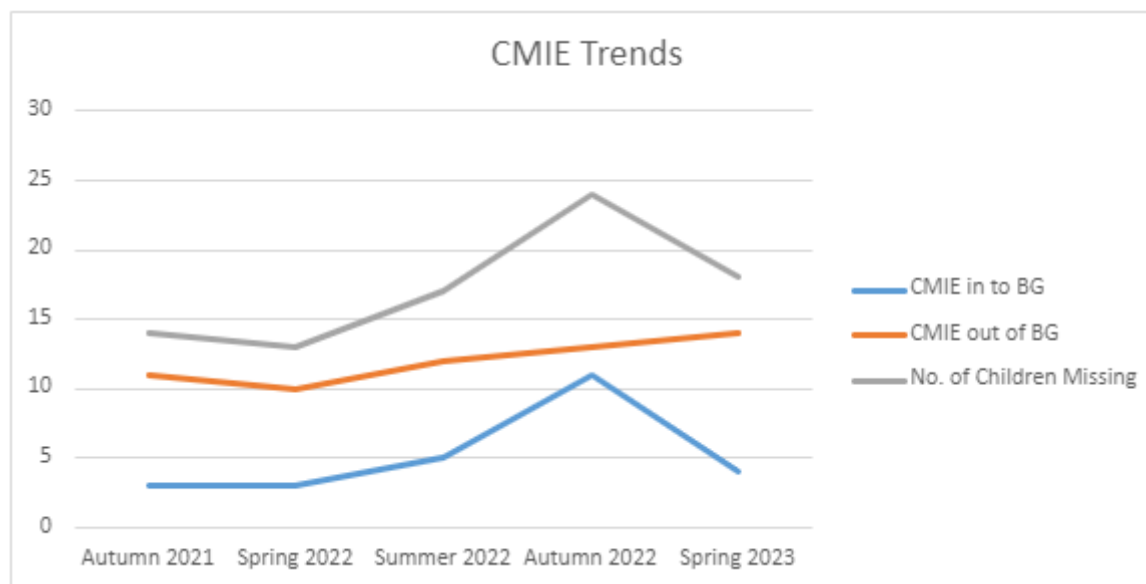
No. of CMIE Referrals	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
CMIE in to BG	3	3	5	11	4
CMIE out of BG	11	10	12	13	14

5.3.2 Number of Children Missing

	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
No. of Children Missing	14	13	17	24	18

Page 51

5.3.3 CMIE Trends



5.4 Youth Offending Referrals

5.4.1 Number of children accessing the Service

	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
No of Schoolchildren accessing YOS	23	34	32	18	31

5.4.2 YOS pupil Placement by Setting and Access

	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
Access					
FT	14	34	30	6	23
PT	3	0	3	3	4
Setting					
EHE	0	0	0	0	0
Special Schools	5	9	5	0	4
Mainstream - Primary	1	4	4	0	3
Mainstream - Secondary	11	21	23	8	20
Secure Unit				1	0
Employed	3	0	0	1	2
College				3	0
NEET	3	0	0	4	1
Training Provider				1	1

05 | Education

5.4.4 REACH Interventions

	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
Prevention Programme	5	16	19	1	11
Community Resolution	12	13	10	10	10
Youth Caution	0	1	0	01	0
Youth Conditional Caution	1	2	1	0	0
Referral Order	2	2	2	1	0
Youth Rehabilitation Order	2	0	0	2	0
Remanded in Custody	1	0	0	1	0
Detained	0	0	0	0	0
Outcome 22	0	0	0	2	10

5.5 Anti-Social Behaviour (ASB)

Data recorded in Quarters due to the team working through the summer.

	Q4	Q4	Q4	Q1	Q1	Q1	Q2	Q2	Q2	Q3	Q3	Q3	Q4	Q4	Q4
	21-22	21-22	21-22	22-23	22-23	22-23	22-23	22-23	22-23	22-23	22-23	22-23	22-23	22-23	22-23
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
No. of Schoolchildren Identified and Managed through CS Team	9	6	15	10	4	14	16	13	29	7	3	10	2	2	4

5.5.1 Number, Age and Gender of Children Identified and Managed through Community Safety Team

Age of Schoolchildren Identified and Managed through the CS Team	Q4	Q4	Q4	Q1	Q1	Q1	Q2	Q2	Q2	Q3	Q3	Q3	Q4	Q4	Q4
	21-22	21-22	21-22	22-23	22-23	22-23	22-23	22-23	22-23	22-23	22-23	22-23	22-23	22-23	22-23
Primary Aged Pupils	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Secondary Pupils Aged 11-14 (KS3)	0	0	0	0	0	0	4	0	4	0	0	0	1	0	1
Secondary Pupils Aged 14-16 (KS4)	4	2	6	3	4	7	9	9	18	6	2	8	1	2	3
Total	5	4	9	7	0	7	3	4	7	1	1	2	0	0	0

05 | Education

5.5.2 Types of ASB Incidents

Incident	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Nuisance behaviour – part of a group	21-22	21-22	21-22	21-22	22-23	22-23	22-23	22-23
Nuisance behaviour – part of a group	15	28	24	4	3	1	0	0
Setting fires – part of a group	2	7	0	6	4	4	0	0
Swearing	2	1	0	0	0	0	0	0
Possession of alcohol	1	0	0	0	0	0	0	0
Inappropriate use of electric scooter	0	1	0	0	0	0	0	0
Trespass in a derelict building	0	4	0	0	0	3	0	0
Verbally abusive	0	4	0	3	0	2	0	0
Shouting	0	0	0	0	0	4	0	0
Criminal damage	0	0	0	0	0	1	2	2

Page 55

5.5.3 Warning Letters Issued

	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
No of Warning Letters Issued	21-22	21-22	21-22	21-22	22-23	22-23	22-23	22-23
1st Strike	19	43	24	13	6	19	6	2
2nd Strike	1	2	0	0	1	2	2	0
Strike 3 (multi-agency ASB Case Management Group)	4	3	2	2	7	8	1	1
Strike 4 (multi-agency ASB Case Management Group)	0	0	0	0	0	0	0	0

5.5.4 Cases by Agency to demonstrate Co-ordinated Intervention

Cases by Agency (involved in cases discussed at Strike 3 (multi-agency meeting))	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Youth Offending Service	21-22	21-22	21-22	21-22	22-23	22-23	22-23	22-23
Social Services	1	2	1	1	4	4	1	1
Families First	0	2	1	1	6	5	1	1
CAMHS	0	2	0	1	1	0	0	0
Youth Services	0	1	1	0	0	0	0	0
Registered Social Landlord	0	0	1	2	3	0	0	0
NxtGen Project	0	3	0	2	3	4	0	0
Fire Intervention Service	0	0	1	0	0	0	0	0

5.5.5 EWO Involvement with schools of known to be involved in anti-social behaviour

Senior Education Welfare Officer is invited to Strike 3 and Strike 4 meetings for all school-aged pupils known to be involved in anti-social behaviour. Senior Education Welfare Officer participates and provides updates at each meeting and sends a copy of the notes and agreed actions to the relevant schools. In addition to the above Agencies, Education provide intervention and support on a case by case basis.

5.6 Child Employment

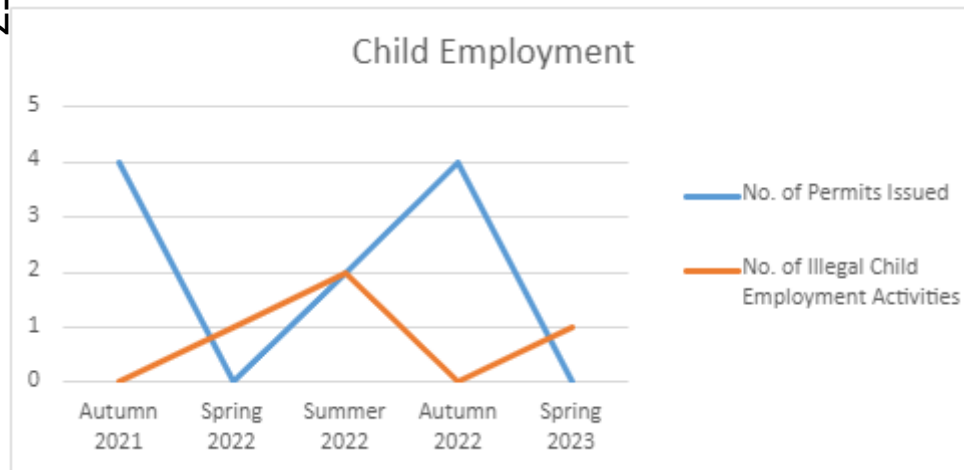
5.6.1 Number of Permits Issued

	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
No. of Permits Issued	4	0	2	4	0

5.6.2 Number of Investigations relating to Illegal Child Employment Activities

	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
No. of Illegal Child Employment Activities	0	1	2	0	1

5.6.3 Child Employment Trends



5.7 Child Performances

5.7.1 Number of Licences Issued to Children and Chaperones

	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
No. of Licences Issues to Children and Chaperones	4	20	56	52	2
No of licences for chaperones	20	18	5	14	3
Body of persons approvals - group licences	10	6	7	2	6

5.7.2 Number of Chaperones attending Training

	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
No. of Chaperones	20	18	5	14	3
No of Chaperones attending Training	29	24	15	20	8

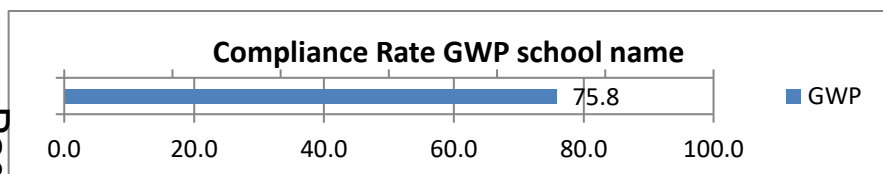
05 | Education

5.8 Operation Encompass - **Not Updated – Reviewing Collection of Data Process**

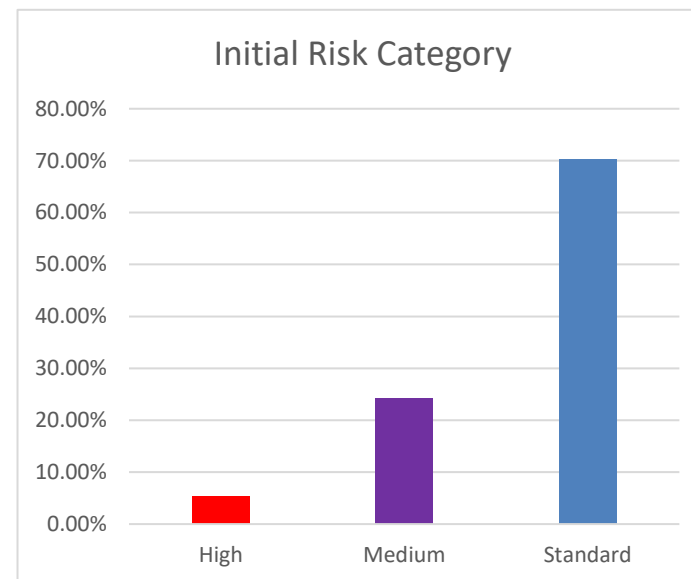
5.8.1 Number of Incidents in Period and Repeat Incidents

Term	Occurrences	CYP	Repeat Incidents
Autumn 2021	265	330	22.40%
Spring 2022	211	266	24.10%
Summer 2022	246	333	21%

5.8.3 % Compliance by Police



5.8.2 Risk Level



5.8.4 Comparative Data

	Autumn 2021	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
No. of Occurrences	265	296	141	265	211	246	282	182
No. of Children and Young People Involved	330	371	185	330	266	333	299	218
Average No. of CYP per Occurrence		1.25	1.31	1.25	1.26	1.35	unavailable	unavailable
% children present at incident							37.50%	31.60%

5.9 Attendance

5.9.1 Primary and Secondary Attendance

	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
Primary Attendance	88.4	89.6	89.9	89.3	89.3	89.0	89.5	90.4
Secondary Attendance	84.3	83.0	84.8	85.3	85.3	84.8	85.9	85.8

5.9.2 Low Attendance and Implementation of Neglect Policy

	Autumn 2022	Spring 2022	Summer 2022	Autumn 2022	Spring 2023
Fixed penalties	0	0	2	22	46
Single Justice Process	5	0	6	9	21
Court Notices	0	3	0	0	0

5.10 Exclusions

5.10.1 Exclusions by Setting and Type

	Spring 22			Summer 22			Autumn 22			Spring 23		
	Fixed	Average No. of Days	Permanent	Fixed	Average No. of Days	Permanent	No. Fixed	Average No. of Days	Permanent	Fixed	Average No. of Days	Permanent
Primary	30	2.1		25	2.4		42	2.1		39	2.1	
Secondary	323	1.8	3	193	1.4		404	1.4	2	402	1.4	1
Special	5	1		12	1.1		15	2.5		2	5.5	
Total	358	1.8		230	1.5		461	1.5		443	1.5	

5.10.2 Exclusions Linked to Bullying

Page 61

	Spring 22		Summer 22		Autumn 22		Spring 23	
	Fixed	Permanent	Fixed	Permanent	Fixed	Permanent	Fixed	Permanent
Primary	0	0	0	0	0	0	0	0
Secondary	2	0	1	0	0	0	0	0
Special	0	0	0	0	0	0	0	0

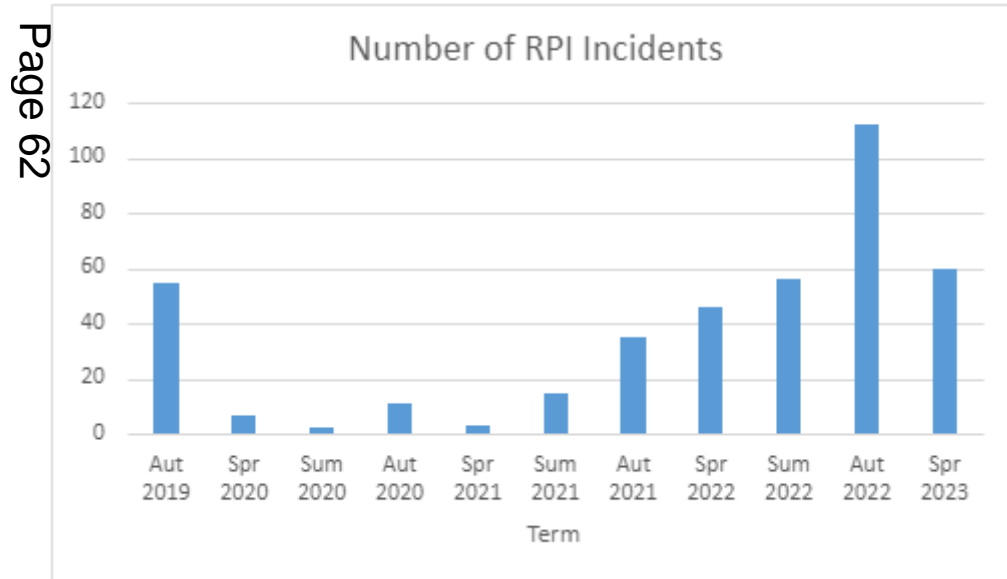
5.10.3 Pupils with Multiple Exclusions

No of Exclusions	Spring 22			Summer 22			Autumn 22			Spring 23		
	No. Pupils	No of Exclusions	Average No. of Days	No. Pupils	No of Exclusions	Average No. of Days	No. Pupils	No of Exclusions	Average No. of Days	No. Pupils	No of Exclusions	Average No. of Days
1	137	137	1.8	91	91	1.3	124	124	1.5	119	119	1.6
2	42	84	1.4	13	26	2.9	41	82	1.5	39	78	1.4
3	15	45	1.8	8	24	5.5	25	75	1.5	26	78	1.4
4	11	44	2.7	6	24	4.9	8	32	1.4	7	28	1.3
5	7	35	1.2	8	40	8.1	5	25	1.1	13	65	1.6
6+	2	13	2.5	4	25	10.4	17	123	1.5	10	74	1.7
Total	214	358	1.8	130	230	1.5	220	461	690	215	443	1.5

5.11.1 RPI Incidents

School	Aut 2022	Spr 2023
1	14	6
2	96	55
3	1	0

5.11.2 RPI Trends



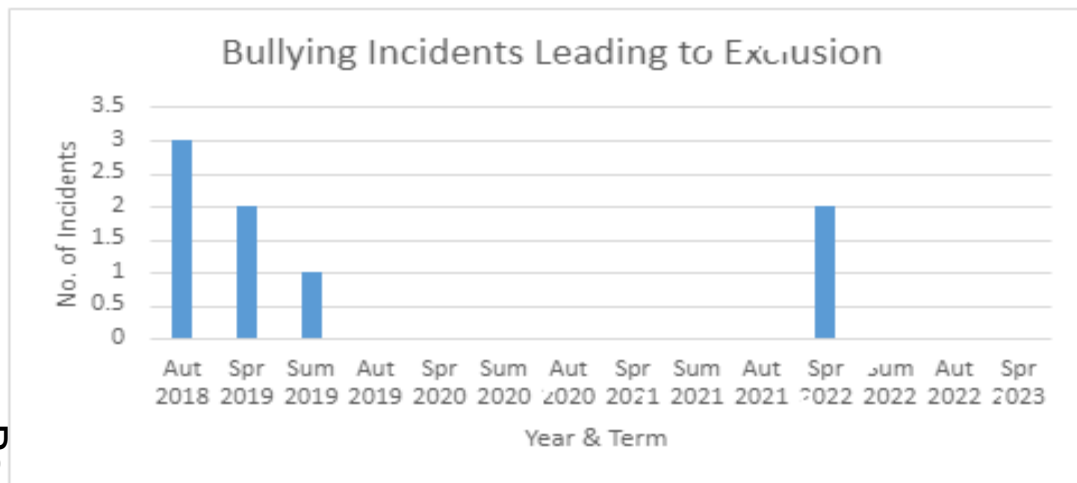
5.12 Racial Incidents

5.12.1 Racial Incidents in Period by Category and Setting

	Autum 22		Spring 23
	No. Schools	No Incident.	No. Schools
Age			
Learners with a disbaility	1	1	N/A
Homophobic/ biphobic	2	4	N/A
Sexist or sexual bullying	1	1	N/A
Racism Anti - Gypsium	0	0	N/A
Racism Anti- refugee prejudice	0	0	N/A
Racism Anti- Semitism	0	0	N/A
Racism - appearance	7	27	N/A
Total	11	33	

5.13 Bullying Incidents

5.13.1 Bullying incidents leading to exclusion



Page 64

5.13.2 Rights Respect Equalities Return bullying incidents

Rights Respect Equalities Return	
No of Schools submitting	16
No of incidents	19
No of Pupils involved	19

Data for the spring term is incomplete due to ASOS with only 7 schools returning

5.14 Safer Schools

5.14.1 Number of Safer Schools Tactical Meetings called under the Crime & Disorder Act

	Sum 22	Aut 22	Spr 23
No. of Safer Schools Strategic Partnership Board Meetings	1	0	0
No. of Safer Schools Partnership Meetings	1	0	0

5.14.2 Number of Incidents in the Community

Types of Community Safety Issues requiring a SSPM	Sum 22	Aut 22	Spr 23
Damage	0	0	0
Threat to Staff	0	0	0
Knife Crime	0	0	0

5.14.3 Issues that hit the trigger for Safer Schools e.g. Criminal Exploitation, Violence, Threat to kill/of serious harm, Use of weapons

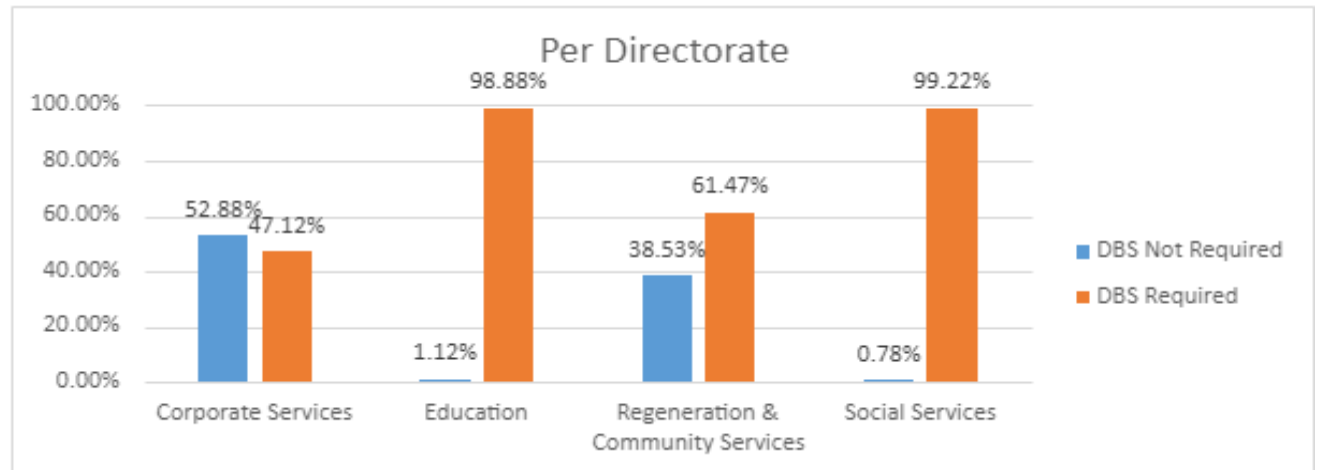
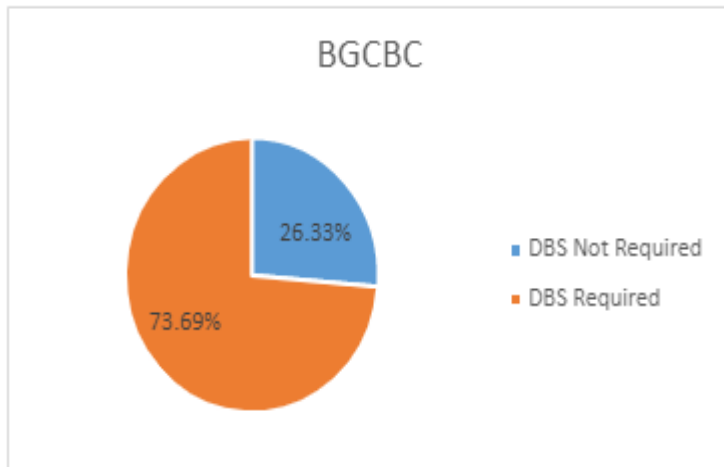
Issue	Sum 22	Aut 22	Spr 23
Arson			
Criminal Exploitation	0	0	0
Violence	1	0	0
Threat of Serious Harm	0	0	0
Threat to Kill	0	0	0
Use of Weapons	0	0	0

6.1 DBS Compliance

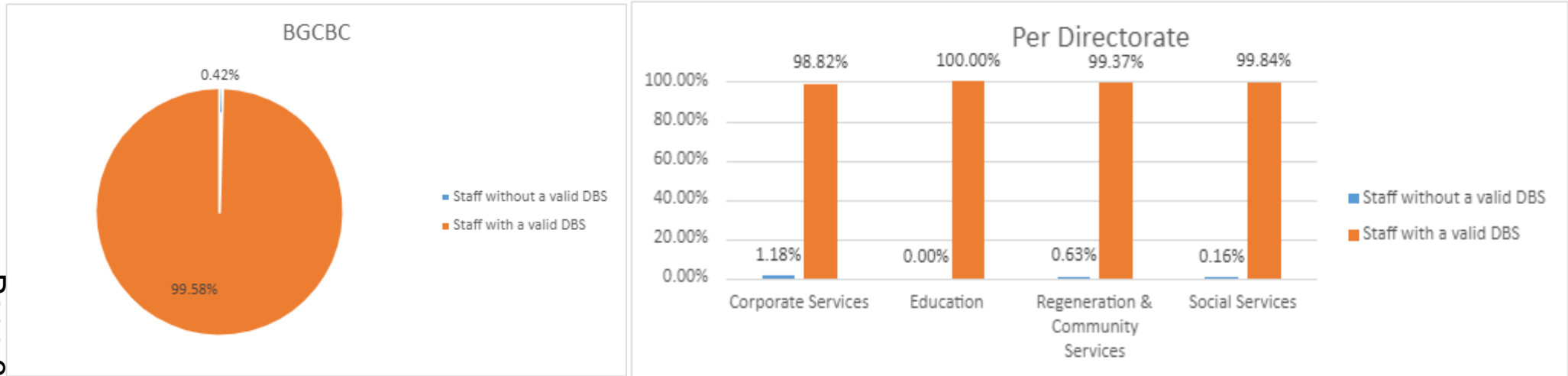
Managers are required to identify the requirement of a DBS check utilising the eligibility criteria, all DBS checks are renewed on a 3 yearly basis. Organisational Development co-ordinates this DBS process for new starters and 3 yearly rolling programme along with monitoring the compliance of these checks and we have formal escalation processes in place. The updates on the compliance with DBS are provided annually to Corporate Leadership Team but monitoring and escalation continues on a regular basis.

The latest submission to CLT was in May 2023 and is shown below:

6.1.1 Position Statement: Breakdown of Positions that require a DBS Check as at 31st March 2023



6.1.2 Breakdown of those employees in compliance with DBS requirements as at 31st March 2023



Page 67

Escalation Process

Employees and Managers receive automated e-mails from the DBS system reminding that the process has not been completed.

Operational Teams receive fortnightly reports of all DBS applications currently in progress to enable Safeguarding escalation where required

6.2 VAWDASV Corporate Training Online

Corporate Training

Domestic abuse Training

Corporate training has been provided to staff in respect of Violence Against Women, Domestic Abuse and Sexual Violence with **58%** of staff having **completed** the **VAWDAS online training**.

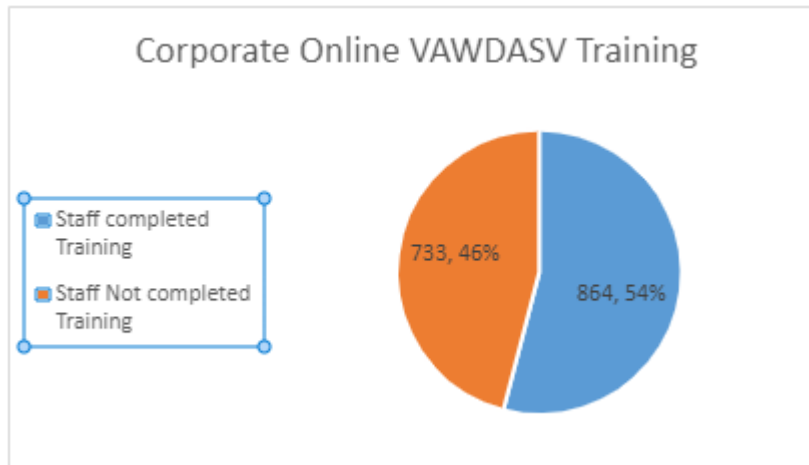
All Wales Safeguarding Training on line for staff

Online Safeguarding training was included in the online corporate induction module in 2019.

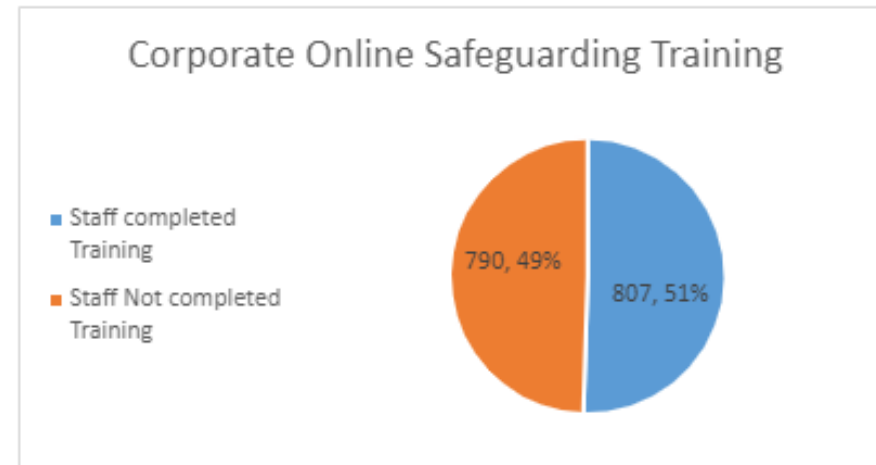
In terms of the wider workforce a suitable module is currently being evaluated by the corporate Safeguarding group which has been delayed due to the impact of the pandemic.

Page 68

6.2.1 VAWDASV Corporate



6.2.2 Safeguarding Training



6.3 Risk Register

6.3.1 Corporate Risk Register CRR4

Risk Reference CRR4 Risk Description: Safeguarding - Failure to ensure adequate safeguarding arrangements are in place for vulnerable people in Blaenau Gwent Risk Owner - Corporate Leadership Team / Interim Director of Social Services Portfolio holder: Councillor Hayden Trollope Risk Updater: Interim Director of Social Services / Director of Education / Strategic Safeguarding Leads Group												
Triggers	Consequences	Likelihood	Impact	Status	Current Controls	Likelihood	Impact	Status	Proposed further controls to mitigate / reduce risk	Target Score		
										L x I = Score		
• If there is inadequate assessments and monitoring • If there is a lack of documentation • If there are increasing referrals for services • If there is a lack of appropriate guidance and training • If there is poor communication between all parties (internal / external) • If there is a high turnover of staff and difficulties in recruiting and retaining staff. *If there are increased levels of sickness in key areas. • Failure to recognise that all staff have a duty to report abuse, harm or neglect. • Lack of appropriate guidance and training on safeguarding	• Potential significant harm / loss of life • Long term reputational damage and confidence in the Council undermined • Increase in complaints / Potential litigation / prosecution • External intervention • Increased pressure on budgets • Low staff morale	3	4	Critical	• Strategic lead for Safeguarding • Strategic Safeguarding Leads Group, made up of the designated safeguarding representative for each directorate. • Safeguarding Training Framework in place • Corporate Safeguarding Policy reviewed in May 2022 • Lead Executive Member identified for safeguarding • Gwent Adult Safeguarding Board • SE Wales Safeguarding Children’s Board • Standing item on CLT agenda • Safeguarding Network • Adult protection co-ordinator and process in place in line with All Wales process. • Joint Education and Social Services Safeguarding Team • Joint Business unit and subgroups for adults and children • Safeguarding as a standing item on the CLT agenda • Safeguarding information to be scrutinised as part of the scrutiny process • Safeguarding app can be downloaded for all staff with a work phone	2	4	High	• Business Plans will further embed risk assessment tools • Embedding of quality assurance processes in adult services safeguarding *Safeguarding Training programme to be implemented in Quarter 2 • Safeguarding Reports into Scrutiny will be on a corporate basis / will include all directorates. • Safeguarding to be included in self-assessment.	1	4	Medium

QUARTERLY PROGRESS UPDATES

The Corporate Safeguarding Leads Group is well established and has maintained a regular core group of senior representatives from across the Council. The Group meets four times per year. The group has been responsible for driving forward the recommendations made following an inspection by Audit Wales in 2019. Audit Wales returned to Blaenau Gwent Council in May 2022 to review this work and published their report, 'Corporate Safeguarding Follow-up' in November 2022. This report looked at what progress the Council had made to address the outstanding recommendations and proposals for improvement in their previous report in October 2019. Although the report recognised that the Council has taken action to strengthen its corporate safeguarding arrangements, it concluded that the Council had not yet fully addressed previous recommendations. The Council needs to take further action to fully comply with the recommendations in the October 2019 report and additionally needed to strengthen its monitoring arrangements of third parties to assure itself that they comply with the council's safeguarding policies. The report was presented to Governance and Audit Committee in Quarter 4 and the Corporate Safeguarding Leads Group will undertake implementation of the recommendations identified.

The Council received the final report from the Estyn Local Government Education Services Inspection. The inspection was positive in terms of the work undertaken by the Council and recognised the improvements made to the collation of safeguarding information by introducing the "My Concern" system to record and report incidents and related pupil demographics. There was a recognition that officers and elected members are committed to safeguarding young people and received suitable safeguarding training. There was recognition that the education and children's services work together to improve multi agency working ensure that schools received support to manage the needs of pupils and their families more effectively. It was also noted that elected members are beginning to develop their understanding of safeguarding in education and challenge appropriately the content of reports they receive.

In Children's Services, vacancies in the locality teams have been filled by a combination of staff seconded onto the Social Work degree course and newly qualified workers. There is still 1 vacancy which is being advertised. The challenge will now be to retain these staff. The locality teams are starting a new way of operating from January 2023 which should allow better management of workload. All safeguarding referrals continue to be managed in line with the Wales Safeguarding procedures. An internal audit has taken place in relation to safeguarding processes across the directorate. Reasonable assurance was given. Despite good progress being made low vacancy rates will now need be sustained in addition there are savings targets attributed to the workforce which could impact of the departments safeguarding ability.

Regulatory Proposals

Ref	Recommendation	Organisational response Please set out here relevant commentary on the planned actions in response to the recommendations	Completion date Please set out by when the planned actions will be complete	Responsible officer / group
R1	The Council needs to take further action to fully comply with the recommendations in the October 2019 follow-up report on corporate arrangements for safeguarding of children.	The Strategic Safeguarding Leads Group has identified the actions where further improvement is needed. A self-assessment process has been implemented across the council. The first of which took place in November 2022. The findings of the self-assessment are reported back to the strategic leadership group and actions are set against these findings. It has been further agreed that a corporate safeguarding report is produced annually, and this report will be presented to the Governance and Audit Committee and will include self assessment findings. The corporate self-assessment will take place annually with the second due to commence late summer 2023.	Self assessment – late summer 2023 Implementing actions from self assessment - ongoing	Strategic Safeguarding Leads Group
R2	The Council needs to strengthen its monitoring arrangements of third parties so it can assure itself that they comply with the Council's safeguarding policies. It should consider whether a self-assessment tool like that recently used by Council directorates can be used with third parties to better understand compliance.	<p>Monitoring of safeguarding arrangements for third parties will be tested by Internal Audit in line with the risk assessed Audit Plan. This will evidence how well the monitoring arrangements work and provide an opportunity for the CSL Group to further strengthen these arrangements. The plan will contain the following audit areas, split between Corporate Procurement and Schools and each of these areas will be considered for audit as part of the annual risk review.</p> <p>Corporate Procurement - A systems audit will be conducted in Qtr. 2/3 of 2023/4, testing the arrangements in place that require third parties to meet minimum safeguarding standards as part of the procurement process. Further, more targeted testing, will be undertaken for services where enhanced safeguarding measures are required. The audit report will be issued to the CSL group for any weaknesses identified through the audit to be rectified.</p> <p>Schools - Schools are required to complete an annual Control Risk Self-Assessment (CRSA) explaining the measures they have in place to mitigate risks. The CRSA questionnaire will be updated to include specific questions on safeguarding in relation to third parties, either through procurement or volunteering. The answers provided will be assessed and if required a systems audit of third party safeguarding in schools will be conducted. The CRSA questionnaire will be issued to schools in April.</p>	Audit Quarter 2/3 2023/24	Strategic Safeguarding Leads Group

This page is intentionally left blank

Ref No.	Description of Risk	Triggers	Consequences	Likelihood	Impact	Status	Current Controls	Likelihood	Impact	Status	Proposed further controls to mitigate / reduce risk	Progress Update
Directorate Risk EDDRR3 Corporate Risk Register CRR4	Safeguarding - Failure to ensure adequate. Safeguarding arrangements are in place for children & young adults in Blaenau Gwent.	<ul style="list-style-type: none"> Inadequate assessments and monitoring Lack of documentation Increasing demand for services Lack of appropriate guidance and training Poor communication between all parties (internal / external) High turnover of staff Varying capacity as a result of the pandemic so routine activities do not take place 	<ul style="list-style-type: none"> Potential significant harm / loss of life Long term reputational damage and confidence in the Council undermined Increase in complaints / Potential litigation / prosecution External intervention Increased pressure on budgets Low staff morale 	3	4	Critical	<ul style="list-style-type: none"> Joint Social Services and Education Scrutiny established Education Designated Lead and Deputy Officer nominated Education Safeguarding Officer established and in post Gwent Adult Safeguarding Board SE Wales Safeguarding Children's Board Safeguarding is a standing item on CMT agenda Lead Executive Member has been identified for having responsibility for safeguarding Senior leadership have received Level 1 training. Programme of training for schools underway. Corporate leads established for each directorate who have been requested to identify staff for Level 1 training (3 dates have already been set) Safeguarding in Education matrix regularly updated *Use of MyConcern software in schools will be used to gather data, monitor positive cases and create consistency across the school estate. The roll-out project team is fully established. 	1	4	Medium	<ul style="list-style-type: none"> Improved reporting systems and databases in place Inclusion protocol in place Education Safeguarding Manager close working with School Improvement and Inclusion Close working relationships with Social Services Directorate Youth Services safeguarding arrangements are effective and monitoring is through the corporate arrangements. Half termly meetings to priorities to be diarised * DMT receive regular QA reports from Safeguarding in Education Manager 	<p>Quarter 1 Progress (April – June 2022) For Joint Report and self-evaluation</p> <p>During the period there was a critical incident in one of the schools involving an alleged racist incident that continues to be investigated by the police and was identified as a hate crime. The corporate response in responding to such a high-level incident inevitably had a direct impact upon key pieces of work for the start of the academic year for use by settings. As part of the recovery phase discussions are ongoing with partners to provide professional learning opportunities for key stakeholders on such matters.</p> <p>An overview of schools self-evaluation returns has been presented to DMT which identified one school with significant areas to be addressed which is presently a School Causing Concern. The Safeguarding in Education Manager continues to work closely with this setting to address the areas for development within the schools self- evaluation report. This work moving forwards along with other quantitative and qualitative data will continue to inform the work programme of the Safeguarding in Education Manager whose post sits within Social Services.</p> <p>The implementation of My Concern has continued to progress and work is ongoing with schools to agree a set of categories for use in September. Discussions are also ongoing with one school that is not using the system with a view to securing 100% participation during the next academic year.</p> <p>Key areas to be addressed and to be brought back on line include, performance reporting arrangements, the Sexual Abuse action Plan, Prevent Action Plan and the inaugural meeting of the Strategic Safer Schools Partnership Board, Policy reviews and self-evaluation of safeguarding.</p>

Quarter 2 Progress (July – September 2022)

Schools are presently updating the Keeping Learners Safe self-evaluation returns for the 2022/23 academic year and at this stage it too early to draw any conclusions from this latest data capture. The Safeguarding in Education Manager continues to work closely with the setting that was identified as needing specific support in last year's self- evaluation report and progress is being made to address those areas. Quality assurance visits to school's settings have also been undertaken during the period. The revised performance report was presented to People Scrutiny Committee and was well received by Members. Scrutiny Members are now provided with an overview of the work that is undertaken in ensuring that safeguarding arrangements are managed effectively and fulfil the requirements as set out in the Estyn framework for Local Government Education Services (LGES).

At the end of the Qtr 1 period one school which had already been identified as a School Causing Concern was inspected and placed in an Estyn follow up category. During the inspection, the inspection team identified safeguarding and health and safety concerns, which encompassed site and building issues, Restrictive Physical Intervention policy to practice and the school's risk assessment arrangements for certain off-site educational activities. Of these areas of improvements identified the required actions have either been completed or are in train and to mitigate any potential risks alternative arrangements are in place. Whilst at a more strategic level the Directorate in response to this is undertaking a quality assurance review of all health and safety facilities functions to ensure that any further potential risks are identified and appropriately managed.

All schools have now registered to use the My Concern System but one school is not using it as staff need to undertake the relevant training, whilst all other schools have started to use the revised categories within My Concern at the start of the academic year and initial informal feedback received is promising but a more detailed review will be completed at the end of the autumn term.

The annual self- evaluation of safeguarding for the 2021/22 academic year has been completed with the findings summarised in the Directorates Self- Evaluation Autumn term report with key works streams identified and includes the establishment of the Strategic Safer Schools Partnership Board and the need to progress the Peer-on-Peer Sexual abuse action plan and Respect and Resilience action plan.

The areas for improvement continue to inform the business planning arrangements within the Directorate. There remains an invariable link to the risks identified in Social Services and the risk level remains unchanged.

Quarter 3 Progress (October – December 2022)

School's safeguarding processes are closely monitored. The quality assurance arrangements that are in place include the safeguarding matrix, keeping learners safe audit tool and the quality assurance visits which the Safeguarding in Education Manager completes and reports findings through a FADE (Focused Area Development Evaluation) approach to Education DMT.

Safeguarding in Education Policy was approved by Cabinet in November 2022 following its annual review and prior to its distribution to schools.

Corporate Safeguarding Performance Report, which includes information for Education Summer Term 2022 went to People Scrutiny Committee 18th October 2022 and will be presented to the committee next in June 2023.

All schools have now bought into My Concern, the software package which supports effective data collection of children suspected to be at risk, Categories within My Concern have been trialled during the autumn term as well as a health check, which many schools have reported that they have found very helpful in understanding how they can use My Concern more effectively. DMT to receive a report by the end of January 2023 on progress and barriers to progress.

First meeting of Strategic Safer Schools Board taken place – Chair and vice chair elected.

The Council was subject to an Estyn inspection in November / December 2022. Arrangements for safeguarding were included in the areas for inspection and the preliminary feedback received on 2nd December suggests that Safeguarding arrangements are effective. The outcome of the Inspection is positive overall, progress since the last inspection has been made and there is no requirement for follow-up activity

Quarter 4 (January – March 2023)

The Safeguarding in Education Manager continues to make good progress in implementing the various QA processes for the current academic year. There has been a slight delay in the submission of some Fades to Education DMT but these will be presented after Easter. SSSPB continues to support the development of key pieces of work across LGES but it is too early to assess the impact of this work. Good progress continues to be made in the implementation of My Concern. DMT have agreed the progress report that included the blueprint for the further use of My Concern and the TOR for a User group. The User group involving schools has met and has commenced phase 1 of trialling new aspects of My Concern, with an initial focus upon reporting Restrictive Practice Incidents (RPIs). The school that had not undertaken training in respect of My Concern has now been met with and have agreed to complete the training but as yet no date has been set.

The Council received the final report from the Estyn Local Government Education Services Inspection. The inspection was positive in terms of the work undertaken by the Council and recognised the improvements made to the collation of safeguarding information by introducing the "My Concern" system to record and report incidents and related pupil demographics. There was a recognition that officers and elected members are committed to safeguarding young people and received suitable safeguarding training. There was recognition that the education and children's services work together to improve multi agency working ensure that schools received support to manage the needs of pupils and their families more effectively.

This page is intentionally left blank

**Education Directorate
Local Government Education Services
Safeguarding Policy**

June 2023



Contact Information

Information, advice and assistance – Social services	01495 315700	dutyteam@blaenau-gwent.gov.uk DutyTeamAdults@blaenau-gwent.gov.uk
Families First		familiesfirstduty@blaenau-gwent.gov.uk
South East Wales Emergency Duty Team (SEWEDT) - after 5pm, weekends and Bank Holidays.	0800 328 4432.	
Domestic Abuse	01495 291202	info@pheonixdas.co.uk
Modern Day Slavery/Trafficking – Training and Victim Support (BAWSO)	0800 731 8147 01633 213213	www.bawso.org.uk
Gwent Safeguarding Board		www.gwentsafeguarding.org.uk
Safeguarding In Education Manager (Safeguarding and Quality Assurance team, Children’s Services)		Sarah.Dixon@blaneau-gwent.gov.uk

With regard to Safeguarding across the Council as a whole The Local Authority Designated Officer is the Safeguarding and Quality Assurance Manager in Social Services. The Safeguarding in Education Manager, covers the responsibilities laid out in WG circular no 009/2014, ‘Safeguarding children in Education: Handling allegations of abuse against teachers and other staff’, and is the first point of contact with schools, education settings and education directorate staff for advice regarding safeguarding matters relating to practitioners arising in education settings.”

Document version	Author	Date of issue	Changes made
1.0	Sarah Dixon	April 2015	Updated to reflect changes in WG Guidance, Keeping Learners Safe 158/2015
2.0	Sarah Dixon	May 2016	Update to reflect changes in legislation: Counter Terrorism and security Act 2015

3.0	Sarah Dixon	May 2017	Annual review and updated to reflect changes in contact details and the change to Information, Advice and Assistance team.
4.0	Sarah Dixon	Aug 2018	Annual review. Updated to reflect changes in contact details and Local Government Education Services (LGES) framework
5.0	Sarah Dixon	June 2019	Annual review. Updated to reflect changes in contact details.
6.0	Sarah Dixon	June 2020	Annual review. Updated with reference to the Wales Safeguarding Procedures and to include details of safeguarding data collection, BG Youth Service policy and COVID 19 procedures
7.0	Sarah Dixon	June 2021	Updated to reflect changes in WG Guidance, Keeping Learners Safe 272/2021 and the use of My Concerns software package
8.0	Sarah Dixon	June 2022	Annual review. Inclusion of Children (abolition of defence of reasonable punishment) (Wales) Act 2020
9.0	Sarah Dixon	June 2023	Annual review – contact details updated and communication protocol added to the Practitioner concern flow chart (Appendix 6)

CONTENTS

Section		Page
1	Introduction	5
2	Scope/Relevant Legislation	6
3	What is Safeguarding	6
4	Preventative Approach	7
5	Responsibilities for Safeguarding in Education <ul style="list-style-type: none"> • The Role of the Governing Body in Maintained Schools • Responsibilities of Head Teachers/Managers • Role of the Designated Person in schools • Training • Responding to concerns that a child is at risk • Reporting a child at risk 	7 8 10 11 13 14 16
Appendices:		
	Appendix 1- Example Policy template for education settings/schools	18
	Appendix 2 – Example policy template for early years settings	30
	Appendix 3 – Policy template for Blaenau Gwent Youth Service	42
	Appendix 4 – Types of Harm	56
	Appendix 5 – How to Make a Report	57
	Appendix 6 – Practitioner Allegations/Concerns and managing communication - Flowchart and procedures	59
	Appendix 7 – Safeguarding file - Transfer of Records	62
	Appendix 8 – Community Cohesion-Preventing Extremism	64
	Appendix 9 – Secure and Shelter Procedure (guidance)	66
	Appendix 10 - Associated Policies, Guidance and Advice	68
	Appendix 11 – Safeguarding Data Protocol	70

INTRODUCTION

Safeguarding children and adults at risk of abuse is everybody's responsibility. Blaenau Gwent County Borough Council is committed to ensuring that everyone living within the County Borough is safe and protected and that our statutory responsibilities to safeguard and protect children, young people and adults at risk are effectively met. This is reflected in the wellbeing plan. Objectives include Blaenau Gwent having safe and friendly communities and everyone having the best start in life.

Children are defined as anyone who has not yet reached their 18th birthday. Education services provide support to young people up to the age of 25 years. This policy covers education settings. The Corporate Safeguarding policy can be found here: [Blaenau Gwent Corporate Safeguarding Policy | Blaenau Gwent CBC \(blaenau-gwent.gov.uk\)](https://www.blaenau-gwent.gov.uk/corporate-safeguarding-policy)

All Local Government Education Services (LGES) are required to have safeguarding policies and procedures in place. The Council seeks assurance from its commissioned services that these policies and procedure are in place and this is validated by the Safeguarding in Education manager on an annual basis. Settings will need to assure themselves that commissioned services and those activities which extend beyond the school day (and not in the direct control of the setting) have appropriate safeguarding arrangements in place.

It is recommended that the policy format recorded in Keeping Learners Safe (Welsh Government circular 283/2022) is used as the basis for all establishments, organisations and services linked to Education. This format can be adapted to meet the needs and requirements of those linked to Education and can be used as the starting point for specifically constructed policies to suit their roles and responsibilities in working with and supporting children and young people.

Other information for children, parents, staff, volunteers and governors could be added as appendices to the main policy. This could include methods of internal recording of concerns and guidance and advice to children, staff and parents in raising concerns.

The policy should be dated and also notification when the next formal review is intended. Where appropriate the date of approval by the Governing Body or Management would be important to be recorded on the policy.

Basic items from the policy could be included in school/ education setting and or organisation's publications for parents and children. A full copy of the policy must be made available to parents on request, but a nominal cost may be incurred.

SCOPE

For the purposes of this policy, 'workforce' is defined as those engaged by the Council, including permanent and temporary employees, students, volunteers, workers employed by employment agencies, contractors and consultants. Where the term 'practitioner' is used, it describes anyone in paid employment and unpaid volunteers. This policy covers all education settings within Blaenau Gwent.

While practitioners and contractors are likely to have varied levels of contact with children, young people and adults at risk as part of their duties, everyone should be aware of the potential indicators of abuse and neglect and be clear about what to do if they have concerns.

All education settings must have their own safeguarding policies and procedures which are in keeping with this document and local, regional and national procedures and guidance. An example policy template for schools/education settings can be found at Appendix 1.

RELEVANT LEGISLATION

- Section 175 of the Education Act 2002 requiring local authorities and non-maintained settings to have arrangements in place to safeguard and promote the well-being and welfare of the children on their care.
- Social Services and Wellbeing Act (Wales) 2014
- Wales Safeguarding Procedures <https://safeguarding.wales>
- Well-being of Future Generations (Wales) Act 2015
- The Rights of Children and Young Persons (Wales) Measure 2011
- The Equality Act 2010
- Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015
- Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020
- The United Nations Convention on the Rights of the Child (UNCRC)

Wales Safeguarding Procedures are the national safeguarding procedures for Wales. A copy of the Wales Safeguarding Procedures document is available to download as an App and via <https://safeguarding.wales/>. It is the responsibility of all practitioners to be familiarise themselves with the document and it's location.

WHAT IS SAFEGUARDING?

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

The Social Services and Well Being (Wales) Act 2014 defines abuse and neglect:

‘Abuse’ means physical, sexual, psychological, emotional or financial abuse and includes abuse taking place in any setting, whether in a private dwelling, an institution or any other place. ‘Financial abuse’ includes:

- Having money or other property stolen;
- Being defrauded;
- Being put under pressure in relation to money or property;
- Having money or other property misused.

‘Neglect’ means a failure to meet a person’s basic physical, emotional, social or psychological needs which is likely to result in an impairment of the person’s well-being for example, impairment of the person’s health

A full glossary of terms can be found in the Wales Safeguarding Procedures <https://safeguarding.wales/glossary.html>

PREVENTATIVE APPROACH

Blaenau Gwent County Borough Council wants safe and friendly communities. With regard to this, the council is committed to the development of approaches to ensure organisations meet the same Council objective. Local Government Education Services will be expected to respond to the needs of children/adults at risk, understand how to establish a positive culture of safeguarding and adhere to the principles of partnership working, promoting prevention and early intervention.

RESPONSIBILITIES FOR SAFEGUARDING IN EDUCATION

Overview

Blaenau Gwent County Borough Council has a duty to safeguard and promote the welfare of children and adults who may be at risk of harm.

All practitioners working for or on behalf of the Council have a **“duty to report”** any concerns they may have for the welfare and/or protection of children and adults at risk. The process to follow to make reports is contained in Appendix 5.

The Council promotes safer recruitment policy and practice. Safe recruitment procedures will be implemented in accordance with local, regional and national guidance. Education settings will implement the relevant Recruitment and Selection Policy and the Manager’s Guide to Volunteers in the Workplace.

Practitioners working with children and young people are required to undergo a DBS check, at the appropriate level, which is updated on a three year rolling programme. Education settings must maintain a record of DBS checks, recording the certificate number and date of issue. To ensure compliance with GDPR, original/photocopied certificates should not be retained. All school governors should undergo a DBS check

at the appropriate level, upon appointment and renewed at the start of each term of office.

Where practitioners have safeguarding concerns or suspicions about other practitioners or contractors these should be reported through safeguarding procedures. Practitioners should also be aware of the statutory protection provided by the Public Interest Disclosure Act 1998 (“PIDA”) that protects employees against victimisation if they speak about concerns about conduct or practice within a school which is potentially illegal, corrupt, improper, unsafe or unethical, or which amounts to malpractice.

All practitioners will be made aware of their safeguarding responsibilities as part of their induction to their employment. Additional training will be undertaken appropriate to the practitioner’s role and responsibilities.

Any person responsible for, or working with, children or adults at risk in any capacity, whether paid or unpaid, is considered both legally and morally, to owe them a duty of care. This includes a duty to behave in a manner that does not threaten, harm or put people at risk of harm from others.

All practitioners have a responsibility to conduct themselves in their private lives in a manner that does not compromise their position in the workplace or call into question their suitability to work with children or adults at risk.

Each local government education setting/school is responsible for nominating a Designated Senior Person (DSP) and deputy DSP with responsibility for safeguarding. All DSP’s will be invited to termly DSP meetings with the Safeguarding in Education Manager.

The Role of the Governing Body in Schools

The Council’s agreed statutory partnership agreement sets out the responsibilities of school’s governing bodies, which are summarised below:

Governing Bodies of schools are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children, and monitoring its compliance with them

Governing Bodies must ensure that their schools:

- Have effective safeguarding policies and procedures in place that are:
 - In accordance with local authority guidance and locally agreed interagency procedures
 - Inclusive of services that extend beyond the school day (e.g. community activities on school premises)
 - Reviewed at least annually
 - Made available to parents/carers upon request

- Provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs
- Operate safe recruitment procedures in line with Local Authority policy and 'Keeping Learners Safe' guidance. Safe recruitment procedures must 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 DBS checks and professional registration (if required).
- Ensure that the head teacher/principal and all other permanent practitioners who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively, which is kept up to date with refresher training
- Ensure that any agency staff who work with children have the relevant pre-employment checks and DBS checks in place
- Give clear guidance to volunteers/temporary staff providing cover during short-term absences and who will be working with children and young people on the organisation's arrangements for child protection and their responsibilities.
- Ensure that the governing body remedies, without delay, any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention.
- Provide a copy of the school's 'Keeping learners Safe' safeguarding self-evaluation to the Safeguarding in Education Manager annually during the first half of each Autumn term.
- Ensure that areas identified for improvement are dealt with in a timely fashion and as appropriate seek advice from the Safeguarding in Education Manager
- Ensure that data for the safeguarding matrix is provided twice a year to the Safeguarding in Education Manager
- Ensure that the school participates in any quality assurance reviews as requested
- Ensure that the DSP and deputy DSP undertake inter- agency training at least every three years and the Chair of governors and the Safeguarding governor also undertake safeguarding training.
- Ensure that there is a designated person for relationship and sexuality education, and Equality matters who is appropriately trained.

It is the expectation of Blaenau Gwent council that the designated safeguarding governor and the chair of governors undertake training in inter-agency working that is provided by or to the standards agreed by the Safeguarding Children Board, as well as refresher training to keep their knowledge and skills up to date, in addition to basic safeguarding training. Training should be refreshed at a period not exceeding three years

It is also the expectation of Blaenau Gwent council that all members of governing bodies undertake relevant safeguarding training. This should be within the first term of

starting the role to ensure they have the knowledge and information needed to perform their functions and understand their wider safeguarding responsibilities. As a minimum, governors should complete the Keeping Learners Safe modules which support practitioners in education settings to understand their safeguarding responsibilities.

The Governing Body of a school controls the use of the school premises both during and outside school hours, except where a trust deed allows a person other than the governing body to control the use of the premises, or a transfer of control agreement has been made. Governors can enter into transfer of control agreements in order to share control of the school premises with another body, or transfer control to it. The other body, known as the 'controlling body', will control the occupation and use of the premises during the times specified in the agreement.

Transferring control of the premises to local community groups, sports association and service providers can enable school facilities to be used without needing ongoing management or administrative time from school staff.

Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for safeguarding will apply. Where services or activities are provided separately by another body, the governing body must confirm that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and there are arrangements to liaise with the school on these matters where appropriate prior to any use of school premises being allowed.

Responsibilities of Head Teachers/ Managers

Head teachers/Managers should foster a nurturing culture within settings and promote open communication between staff and pupils on safeguarding matters.

Head teachers/Managers must ensure that all practitioners (including supply staff and volunteers):

- Fully implement and follow the safeguarding policies and procedures adopted by the governing body or proprietor
- Have both time and access to sufficient resources to enable them to discharge their responsibilities, including taking part in strategy discussion and other inter-agency meetings as well as contributing to the assessment of children.
- Understand the procedures for safeguarding children, feel able to raise concerns about poor or unsafe practice and be confident that such concerns are addressed sensitively and effectively in a timely manner in accordance with Welsh Government Procedures for Whistleblowing in Schools (Model Policy).
- As part of their induction, are given a written statement about the setting's policy and procedures, and the name and contact details of the DSP.
- Understand and comply with pre-employment, DBS and Professional Registration requirements

- Receive appropriate safeguarding training (Staff, volunteers and governors)

Head teachers/ Managers should also:

- Provide timely updates to the Safeguarding in Education Manager in line with the safeguarding data protocol (Appendix 11)
- Participate in the Quality Assurance processes in a timely manner
- Ensure that the safeguarding processes are reviewed annually and shared with staff, the governing body and the Safeguarding in Education manager through the provision of the 'Keeping Learners Safe' safeguarding self-evaluation. This document to be provided to the Safeguarding in Education manager during the first half of each Autumn term.
- By the Spring term provide a copy of the self-evaluation to the Governing body for review and as appropriate, an action plan.
- Ensure that there is a designated person in place for relationship and sexuality education, and Equality matters who is appropriately trained.

Role of the Designated Person in schools and educational settings

The Designated Senior Person (DSP) for safeguarding fulfills an essential role in developing and implementing policies that help to safeguard adults and children from all forms of abuse and create a safe environment.

Each education setting must identify a DSP with lead responsibility for managing all safeguarding concerns. The DSP must be available to discuss safeguarding concerns; should be consulted, when possible, as to whether to raise a safeguarding concern with the local authority; and will manage any immediate actions required to ensure the individual at risk is safe from abuse. All practitioners should know who to contact in their education setting for advice and they should not hesitate to discuss their concerns no matter how insignificant they may appear.

The DSP need not be a teacher but **must** be a senior member of the leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to safeguarding matters and directing other staff. The DSP could also be a single appointment within the senior team and need not carry other duties.

Each DSP should have at least one deputy who has equal status and access to the same training. The number of deputies will depend on the education setting and should reflect the proportion of work involved and the size and scale of the education setting. Larger education settings should have a team of staff working together and split-site education settings should have a DSP available on each site.

The DSP should possess the necessary skills and qualities for the role, which will have a strong focus on communication with learners and professionals. This can be a demanding role and will require a level of expertise, knowledge, resources and support.

Handling individual cases may be a responsibility delegated to other members of staff, but it is important that a senior member of staff take overall responsibility for this area of work. The DSP should always be kept informed of the progress and the outcome of all cases. All staff taking on these responsibilities should be fully trained and skilled in their responsibilities.

In education settings with a high number of safeguarding concerns, consideration should be given to appointing a full-time DSP with relevant skills and experience. An alternative arrangement might involve the delegation of day-to-day responsibilities while the DSP retains overall responsibility, as described above.

The DSP should have adequate support, training and supervision to undertake their role effectively. The supervision should support the DSP with the emotional impact of their role and provide an opportunity for reflection on their practice. This could be done on an individual or group basis but the DSP should be provided with an opportunity for individual support where necessary.

The DSP must know how to recognise and identify the signs of abuse, neglect and other types of harm, irrespective of whether it is online or offline, and know when it is appropriate to make a report to the local authority (or police where the child/children are in immediate danger).

The DSP role involves providing advice and support to other staff, record-keeping, working with family members or carers, making referrals to children's services and attending statutory meetings, as well as liaising with the SCB and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the headteacher informed of all safeguarding concerns raised in the school or college. The Council has purchased the MyConcern software package for schools to better facilitate the sharing of information in a timely manner

The DSP should also consider how safeguarding more widely can be addressed and ensure preventative measures are adopted in the education setting. This part of the role will include building relationships with other agencies, as well as ensuring staff and learners are informed about risks and how to access support. This will form part of the whole-school (setting) approach and learning through the new curriculum.

The DSP will take responsibility for the education setting's safeguarding practice, policy, procedures and professional development, working with other agencies as necessary. The DSP should ensure the education setting's safeguarding policy is updated and reviewed annually, and work with the governing body or proprietor regarding this.

The DSP is responsible for ensuring that parents/carers see copies of the safeguarding policy. This may help avoid the potential for later conflict by alerting them to the role of the education setting and the fact that reports may be made to the local authority where there are safeguarding concerns. Many education settings include information about this at induction meetings for new parents/carers, in their prospectus and on their website.

As well as the education setting's safeguarding policy, there are other policies that have relevance to safeguarding, and the DSP may be involved in monitoring the effectiveness of these other policies to ensure there is consistency and coherence in the way the school effectively safeguards their children.

The DSP should ensure the education setting completes the 'Keeping Learners Safe' Safeguarding Self-Evaluation to support a whole-setting approach to safeguarding, as well as to provide a benchmark against which to seek to continually improve safeguarding approaches and structures. This should be regularly reviewed (at least annually) to ensure that there is constant reflection, learning and updating of processes within the education setting and shared with the Governing Body.

The principles outlined in the responsibilities of the DSP should be adopted as effective practice in all education settings.

The head teacher/ Manager 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 access to required levels of training and support to undertake the role, including ongoing professional development and regular participation at DSP meetings.
- Has time to attend and provide reports and advice to case conferences and other interagency meetings as required

Safeguarding Training

The DSP must have regular training in safeguarding to meet the requirements of the role. This will require a higher level of training than for other staff in education settings and will include more specialist training in different types of abuse as well as the skills required to respond so the DSP has a good understanding of current issues and skills. 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 fulfil their responsibilities. They should also undertake refresher training to keep their knowledge and skills up to date.

It is the role of the DSP, working with the headteacher, to ensure all practitioners:

- have access to and understand the education setting's safeguarding policy, especially new or part-time staff who may work with different education settings
- have induction and refresher training covering safeguarding
- understand the causes of abuse, neglect and other kinds of harm
- understand the different types of abuse
- are able to recognise the signs and indicators of abuse, neglect and other kinds of harm
- know how to respond effectively when they have concerns
- know how to respond to a disclosure appropriately
- know how to communicate effectively with children and young people, including using skills such as empathy
- know that they have a responsibility to report any concerns immediately as they arise.

The DSP must keep a record of all staff training, including the dates, details of the provider and a record of staff attendance.

All staff should attend refresher training preferably within two years but should not exceed three years between training; due to the changing nature of online safety it is recommended that this be renewed regularly.

The Keeping learners safe modules ([210419-keeping-learners-safe-module-guidance.pdf \(gov.wales\)](#)) support all staff in education settings to understand their safeguarding responsibilities as set out in this guidance.

All governors, including the chair of governors, and safeguarding governor should be given access to safeguarding training to ensure a basic and consistent level of awareness. This training includes, but is not limited to, the Keeping learners safe modules ([210419-keeping-learners-safe-module-guidance.pdf \(gov.wales\)](#)). Governing bodies are responsible for ensuring the education setting policies and procedures for safeguarding meet statutory requirements, and all governors should know what to do if they have concerns about a child.

In addition to the safeguarding Children and/or adults training, all staff must complete Group 1 training on Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) as outlined in the National Training Framework and training on Preventing Extremism. Links to online PREVENT training are contained in Appendix 8. Further training on wider safeguarding issues should be accessed according to the needs of the setting.

Responding to Concerns that a child is at risk

All staff have a responsibility to provide a safe environment and to identify children who are suffering, or are at risk of suffering, abuse, neglect or harm irrespective of where this happens (online or offline, on or off the education setting premises). All staff then have a responsibility to take appropriate action, working with other services as needed.

In addition to working with the DSP, staff members should be aware that they might be asked to support social workers to take decisions about individual children

Early identification and intervention are key to meeting the needs of children by preventing or delaying circumstances that might lead to social services' intervention. Addressing low-level well-being problems early can stop issues escalating. Therefore, prevention, identification and early intervention are key, and equipping teachers and other school staff with the necessary knowledge to identify problems, together with support in the form of consultation, liaison and advice from more specialist services is key to the whole-school (setting) approach.

Everyone in the education system who comes into contact with children and their families has a role to play in safeguarding children, as they are in a position to identify concerns early and provide help for children to prevent issues from escalating. Staff form part of the wider safeguarding system for children

Education settings should consider how they could build relationships with other services to ensure early referrals and offers of support to children and families are made before their needs escalate.

The DSP should provide support to staff members to carry out their safeguarding duties and liaise closely with other services such as children's social care and family support services.

The Wales Safeguarding Procedures provide common standards to guide safeguarding practice and a framework within which individual reports of a child at risk, actions, decisions and plans are made and carried out. They are an integral part of the framework for safeguarding and promoting the well-being of children. The DSP should ensure that everyone working in the education setting is aware of the Wales Safeguarding Procedures and knows how to access a copy of the procedures.

Staff should always speak to the DSP in the first instance to discuss their concerns, but it is important to remember that anyone can contact the local authority children's social services to raise a concern at any time. Where a concern about the well-being of a child is identified, staff members should always act in the best interests of the child.

A child, parent, carer, relative or member of the public who expresses concerns about a child's well-being to anyone working in the education setting must never simply be asked to make a direct report to social services or the police. These concerns should be shared with the DSP. If the individual wishes to make a report, this report should not change the actions of the DSP; a report must still be made by the DSP if it is felt that the child is at risk.

Every education setting must have a suitable system in place to support effective data collection of children suspected to be at risk. 'My Concern' is the software package for

use in Blaenau Gwent. This package will support staff to log concerns and the DSP to identify patterns of abuse, neglect, or other kinds of harm.

Where a staff member has concerns but would like further advice on these concerns, they should have a discussion with the DSP. Concerns must be shared with social services through a report, supported by the DSP. The DSP can advise on and manage the process. Whether the actual making of the report is done by the DSP or the staff member will depend on the arrangements in place at the individual education setting.

All agencies involved in safeguarding and promoting the well-being of children must have policies and procedures specifying arrangements for the retention, storage and destruction of electronic and paper case records. The policies should ensure that case records are stored safely and are able to be retrieved as required.

If a child makes a disclosure to a member of staff, the staff member must write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse or neglect, and signing and dating the note.

All education settings must reassure and inform children that there is a safe environment to talk about matters that affect them. Displaying information of national children's helplines and peer support schemes, in visible and easily accessible places, can encourage them to share concerns and receive help. These posters provide support to children to speak out when they have a concern. Education settings should display these posters on their premises in clear view of children as effective practice.

Reporting a child at risk

Partners must inform the local authority where they have reasonable cause to believe a child to be at risk.

The DSP should act as a point of contact and a source of support, advice and expertise for education settings when deciding whether to make a report to the local authority. The DSP should also take a lead in liaising with relevant agencies unless there are immediate concerns and staff should make contact directly.

Where the DSP has reasonable cause to suspect that a child attending the education setting is at risk, a report must be made to the local authority as soon as possible. However, if there are immediate concerns about a child's safety or a criminal offence against a child is suspected, the emergency services must be contacted without delay to protect the child/children from risk of serious harm.

Where staff members have concerns that a child is at risk of abuse, neglect or other harm they must raise these with the DSP. The DSP must then decide whether it is appropriate to make a report to social services and/or the police. It is important to note

any staff member can also report concerns to local authority social services or to the police directly; however, liaison with the DSP is advisable in all cases, where possible.

Concerns should always lead to help and support, either through a report to social services, or direct support through the education setting or other service such as family support services. The DSP should share the following information with the staff member making the report and the headteacher or principle:

- proposed initial action, including signposting or that no further action will be taken
- who will be taking action

Staff members must also be aware of wider safeguarding concerns and report these to the DSP.

Where the concerns relate to practitioners, cases of suspected abuse or allegations of abuse against staff, guidance is available in Wales Safeguarding Procedures and in Welsh Government circular 009/2014, '[safeguarding-children-in-education-handling-allegations-of-abuse-against-teachers-and-other-staff.pdf \(gov.wales\)](#)'

A summary of the process for practitioner concerns is set out in the example template policy (appendix 1, under the heading, 'What to do if a child tells you they have been abused by a practitioner (including volunteers)'). Further information is contained in Welsh Government Circular 002/2020, '[Disciplinary and dismissal procedures for school staff | GOV.WALES](#)'

All practitioners and contractors have a responsibility to share their concerns in accordance with this policy and to undertake relevant training.

Children - Further guidance and the relevant Multi Agency Referral Form to make a report can be found through the Gwent Safeguarding website, at <https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx>

Adults - Further guidance and the appropriate referral form for reporting an adult at risk can be found through the Gwent Safeguarding website <https://www.gwentsafeguarding.org.uk/en/Adults/Report/Report-an-adult-at-risk.aspx>

Example policy template for schools/education settings

This template should be read in conjunction with the Blaenau Gwent LGES Safeguarding policy and associated appendices.



Safeguarding in
Education Policy June

Safeguarding Policy for (Name of School /Setting)**1. Introduction**

The school/setting fully recognises the contribution it makes to safeguarding.

There are three main elements to our policy: -

- Prevention through the culture, teaching and pastoral support offered to learners
- Procedures for identifying and reporting cases, or suspected cases of abuse - because of our contact with children and adults at risk, our staff are well placed to observe the outward signs of abuse; and
- Support to learners who may have been abused.

Our policy applies to all practitioners, (staff and volunteers) working in the school/education setting. In the case of schools, it is the Governing Body's policy.

It is recognised by this school/setting that all practitioners that come into contact with children and adults at risk can often be the first point of disclosure. This first point of contact is an important part of the safeguarding process, and it is essential that all practitioners are aware of and implement the school's/ setting's procedures as noted in this policy.

2. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard learners.

The school/setting will therefore: -

- Establish and maintain an ethos where children and adults at risk feel secure, are encouraged to talk and share their concerns and are listened to;
- Ensure that children and adults at risk know that there are adults in the education setting whom they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities for relationships and sexuality education which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and

- Include in the activities and in the curriculum, material which will help children and adults at risk develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate.
- take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

3. Procedures

At this school/setting we will follow the Wales Safeguarding Procedures, which can be downloaded as an App, or accessed via <https://safeguarding.wales/> and other guidance and protocols that have been endorsed and agreed by Gwent Safeguarding www.gwentsafeguarding.org.uk .

The school / setting will: -

- Ensure it has a designated senior person (DSP) and deputy for safeguarding, who have undertaken the appropriate training.
- Recognise the role of the designated senior person and arrange support and training. The school/setting will look to Council's Safeguarding in Education Manager and Gwent Safeguarding for guidance and support in assisting the school's designated senior person.
- Ensure that all practitioners, along with every governor, know: -
 - the name and contact details of the DSP and their role, the local authority point of contact and the designated governor for safeguarding
 - that they have an individual responsibility for reporting children at risk and safeguarding concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board
 - how to take forward those concerns when the DSP is unavailable
 - that advice can be sought from the Social Services Information, Advice and Assistance (IAA), and /or the Safeguarding in Education Manager if necessary when a report is being considered. When out of hours, advice will be sought from the South East Wales Emergency Duty Team (SEWEDT)
- Ensure that all practitioners are aware of the need to be alert to signs of abuse and neglect and know how to respond to a learner who may disclose abuse or neglect.
- Ensure that staff members are aware of wider safeguarding concerns and report these to the DSP: staff will be made aware of the information on wider safeguarding issues contained in Keeping Learners Safe and Wales Safeguarding Procedures, including safeguarding responsibilities in specific circumstances, peer-on-peer abuse and harmful sexual behaviour and the suite of guidance on 'Rights, Respect, Equality' to help prevent and address bullying.

- Ensure that members of staff who are EWC registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council (see www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content.
- Ensure that parents/carers have an understanding of the responsibility placed on the school/college/education setting and staff for safeguarding by setting out its obligations in the school brochure and/or other forms of communication
- Provide safeguarding training for all practitioners, who will be expected to attend as arranged/directed by the school/setting, so that they: -
 - Understand their personal responsibility;
 - Are cognisant of agreed local procedures and their duty to respond
 - Are aware of the need to be vigilant in identifying suspected cases of abuse; and
 - Know how to support a person who discloses abuse or neglect
 - Understand the role online behaviours may have in each of the above
- Notify Social Services if: -
 - a learner on the child protection register is excluded either for a fixed term or permanently; and
 - there is an unexplained absence of a learner 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 matters including attendance at initial and review child protection conferences and core groups and the submission of written reports to the conferences.
- Keep written records of concerns about children and adults at risk (noting date, event and action taken), even where there is no need to report the matter to agencies immediately.
- Ensure that all records and files are kept secure and in locked locations. The DSP is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the DSP to ensure that any transfer of records is conducted via MyConcern software package or using the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information' (Appendix7).
- Adhere to the procedures set out in the Welsh Government circular 002/2020, [Disciplinary and dismissal procedures for school staff | GOV.WALES](http://gov.wales/government/circulars/002-2020-disciplinary-and-dismissal-procedures-for-school-staff)
- Ensure that all recruitment and selection procedures follow national and local guidance, the Council's Recruitment and Selection policy and, in the case of volunteers, the Council's Volunteer Guidance. Schools will seek advice and

guidance from the Council's Organisational Development Department on recruitment and selection.

- In schools, designate a governor for safeguarding who will oversee the school's policy and practice. This governor will feed back to the Governing Body on safeguarding matters as and when required, and will be required to provide an annual report to the Governing Body on the school's safeguarding activities.
- Ensure the 'Keeping Learners Safe' safeguarding self-evaluation is shared with the Governing Body at least annually and provided to the Safeguarding in Education Manager during the first half of the Autumn Term.

4. Supporting those at Risk

At this education setting/school we recognise that children/adults who are at risk, suffer abuse, or witness violence may be deeply affected by this.

This education setting/school may be the only stable, secure and predictable element in the lives of the children/adults at risk. Nevertheless, their behaviour in the setting may be challenging and defiant or they may be withdrawn.

This education setting/school will endeavour to support learners through: -

- The content of activities and the curriculum to encourage self-esteem and self-motivation,
- The ethos of the school/setting which:-
 - promotes a positive, supportive and secure environment; and
 - Gives pupils/adults at risk a sense of being valued
- The setting/school's behaviour policy, which is aimed at supporting vulnerable pupils in the setting. All practitioners will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The setting will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred,
- Liaison with other agencies who support the learner, such as the Educational Psychology Service, Education Welfare Service, Child and Adolescent Mental Health services, Social Services, and advocacy services; and
- Keeping records and notifying Social Services as soon as there is a safeguarding or recurrence of a concern.

When a learner on the child protection register leaves, we will transfer information to the new school /setting immediately and inform Social Services. Transfer of information will take place using MyConcern (where MyConcern is not used in both settings, the Safeguarding File – Transfer of records proforma will be used, following the procedure

outlined in appendix 7, Safeguarding File – Transfer of Records). The DSP will be central to this process.

5. Behaviour

This setting/school has a behaviour policy which clearly states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body.

6. Rights, Respect, Equality

The setting/school's policy on Rights, Respect, Equality, to prevent and challenge bullying, has been set out in (a separate document/ the behaviour policy etc.) (It would be useful to note any guidance from the Authority within any documentation.) This policy/information is reviewed annually by the governing body.

7. Physical Intervention

The setting/school's policy on physical intervention has been set out in (a separate document) It 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.

8. Keeping Safe Online

The school/setting's policy on Keeping Safe Online has been set out in (a separate document).

9. Children with Additional Learning Needs (ALN)

This school/setting recognises that statistically children and young people with additional learning needs are most vulnerable to abuse. Practitioners who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in (a separate document).

10. Care Experienced Children

This school/setting recognises that Children Looked After (CLA) are often the most vulnerable. Advice and guidance can be sought from the Local Authority's Education Coordinator for Children Looked After.

11. Community Cohesion – Preventing Extremism

This school/setting is committed to providing a safe environment for all of our students and practitioners. There is no place for extremist views of any kind in our setting.

Where we become aware of information involving identification of potential instances of extremism and radicalisation, we will refer to Children's/Adult Services in the same way as for all safeguarding concerns.

Our policy statement for community cohesion is attached as appendix 8: Community Cohesion – Preventing Extremism.

The Local Authority has 'Secure and Shelter' (Lockdown) procedures that may be activated in response to any number of situations and includes the requirement to carry out practice procedures (appendix 9).

12. Violence Against Women, Domestic Abuse and Sexual Violence (VAWDA&SV)

The Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 aims to improve arrangements for the prevention of gender based violence, abuse and sexual violence.

The protection of victims and support for people affected is underpinned by the 'Ask and Act' duty placed on public service staff to ask potential victims about the possibility that they may be experiencing VAWDASV and act so as to reduce suffering and harm.

The regional VAWDASV board has also prioritised a 'whole school approach' to training and support in order to continue a preventative agenda to domestic abuse. This approach is relevant for all education settings.

Every school should have a designated lead responsible for supporting learners with relationships and sexuality education. There is extensive guidance available on preventing and responding to child sexual abuse, including 'Keeping Learners Safe' [Keeping learners safe | GOV.WALES](#) and [guidance-for-education-settings-on-peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour.pdf \(gov.wales\)](#).

The school/setting's policy on VAWDASV has been set out in (a separate document/ the schools VAWDASV policy etc.).

The school participates in Operation Encompass. The purpose of Operation Encompass is to safeguard and support these children and young people who have witnessed and/or been present at the time of a domestic abuse incident. Operation Encompass aims to ensure that appropriate practitioners are made aware at the earliest possible stage in order to provide relevant and tailored support to children and young people in a way that means they feel safe and included.

13. Modern Slavery

Modern slavery describes forced labour practices with the perpetrator – the slave master- trapping and controlling the victim. The most common form of modern slavery is sexual exploitation. Labour exploitation is the second most common form of slavery

occurring most frequently in the agricultural, food, hospitality and construction sectors. Victims may be vulnerable UK or foreigner citizens. Police, Local Authorities, the National Crime Agency and the Gangmasters Labour and Abuse Authority who encounter a potential victim of modern slavery or human trafficking have a duty to notify the Home Office under Section 52 of the Modern Slavery Act 2015.

Modern slavery is a hidden, pervasive crime targeted towards those individuals most vulnerable. The Council and BAWSO are first responding organisations to cases of slavery. Training and victim support regarding Modern Slavery can be found at BAWSO, www.bawso.org.uk

14. Safer Schools' Partnership

The Safer Schools' partnership allows the safe and legal sharing of information that will ensure children can be safeguarded where they are identified as being at risk of or involved in crime and anti-social behavior. This is a multi-agency risk assessment approach. Specific advice on this can be sought from the Safeguarding in Education Manager/Strategic Safeguarding Lead for Education.

15. Transfer of school records

Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of safeguarding records through the use of My Concern software package. Where My Concern is not used in both settings, the Safeguarding File – Transfer of records proforma will be used. (See appendix 7).

16. Out of Hours

After 5pm and on weekends and bank holidays, the South East Wales Emergency Duty Team can be contacted on 0800 328 4432

17. Information for Practitioners (staff/volunteers)

a) What to do if a person tells you they have been abused or harmed:

A person may confide in any practitioner. Practitioners to whom an allegation is made should remember: -

- Yours is a listening role, do not interrupt them when they are freely recalling events. Limit any questions to clarifying your understanding of what is being said. Any questions should be framed in an open manner so not to lead;
- In schools, staff should always speak to the DSP in the first instance, or in their absence, the Deputy DSP. In the event that both are absent, do not delay - anyone can contact the local authority children's social services to raise a concern at any time (Information, Advice and Assistance (IAA) team). Staff members should always act in the best interests of the child.

- For other education settings, the process outlined in the setting's own procedures must be followed;
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the DSP. The note which should be clear in its use of terminology, should record the time, date, place, and people who were present and should record answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the process. Remember, your note of the discussion may be used in any subsequent formal investigation and/or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of confidentiality. You will need to express this in age/developmental related ways as soon as appropriately possible during the disclosure. This may result in the person 'clamping up' and not completing the disclosure, but you will still be required to share the fact that they have a shared concern with you to the DSP. Often what is initially shared is the tip of an iceberg;
- That a person may be waiting for a case to go to criminal court, may have to give evidence or in the case of a child, may be awaiting care proceedings;
- You may have a future role in terms of supporting or monitoring the person, for example, contributing to an assessment or in the case of a child, implementing child protection plans. You can ask the DSP for an update on concerns shared, but they may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is confidential and not for sharing with others;
- When making a report about an 'adult at risk', consent is not required to make the report, but it would be helpful to know if the adult at risk consents to the adult safeguarding process.

b) What to do if a person tells you they have a practitioner concern (including volunteers):

If an allegation of abuse is made against a practitioner, this must be reported in accordance with the information below.

Where there is a practitioner concern, reports to children's/adult services are made in the same way as for all safeguarding concerns

Where there is an allegation/concern about a practitioner, you should refer to the Wales Safeguarding Procedures and the Welsh Government guidance circular 009/2014 Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff. (A summary of procedures is included in appendix 6: Practitioner Allegations/Concerns).

If a safeguarding allegation/concern about a practitioner is made, this must be reported to the Head Teacher/ manager.

If the concern is about the Head Teacher, this must be reported to the Chair of Governors and if the concern is about a manager, it must be reported to the next line manager.

The matter must also be discussed with the Safeguarding in Education Manager. In the absence of the Safeguarding in Education Manager, do not delay, contact the Social Services Information, Advice and Assistance Team.

If there is an allegation against a Local Authority Officer then this must be communicated to the Corporate Director for Education, Lynn Phillips Tel: 01495 355603 / 07772379795 and the Strategic Safeguarding Lead (SSL) for the Education Directorate, Michelle Jones Tel: 01495 355823 mobile 07881815904

If the concern is about the SSL, then the Corporate Director for Education is to be contacted. If there is a concern about the Corporate Director for Education, then this should be referred to the Chief Executive.

Upon receipt of an allegation/concern about a practitioner in a school, the Head teacher/ manager (or where appropriate, the Chair of Governors), will:

- obtain details of the allegation in writing, signed and dated.
- Keep a record of dates, times, location and names of potential witnesses.
- Not investigate the allegation, or interview pupils, or discuss the allegation with the member of staff, but consult with the Safeguarding in Education Manager/IAA Service.
- inform the Chair of Governors / manager.
- Contact the Safeguarding in Education Manager who, together with Children's Services will give urgent consideration as to whether or not there is sufficient substance to the allegation to warrant an investigation: The outcome will either be:
 - i. without foundation
 - ii. internal disciplinary procedures
 - iii. a report under the safeguarding procedures
- In the case of adults at risk, further advice can be sought from the Information, Advice and Assistance team in Adult services.

Pending the outcome of this process, interim safeguarding arrangements will be necessary to prevent any unsupervised contact between the person making the allegation and the subject of the allegation and should consider the contact that takes place between any other child(ren)/adult at risk and the person against whom the

allegation has been made. This will require a risk assessment to be completed and documented by the Head teacher/Chair of Governors/manager.

The sharing of information about an allegation must be handled sensitively and must be restricted to those who have a need to know in order to safeguard.

Information about the child, adult at risk or family must not be shared with the individual against whom the allegation was made or anyone representing them.

The matter must be treated confidentially and will not be discussed with practitioners.

When a report has been made to the Local Authority, consideration will be given to the report by the statutory authorities, who can conclude their considerations at any stage in the safeguarding process. Once the statutory authorities have completed their consideration of the allegation, the matter is referred back to the governing body to consider any actions required by the employer. At the conclusion of the involvement of statutory services, the Safeguarding in Education Manager will consult with the Headteacher and chair of governors to discuss next steps ([Handling allegations of abuse against teachers and staff | GOV.WALES](#))

Each establishment, organisation or service will keep and maintain records which detail allegations of abuse against any practitioner working for them, whether in a paid or voluntary capacity, whatever the outcome. There are clear requirements of when this information is to be shared with legal or statutory organisations such as DBS and the Education Workforce Council (EWC). Advice and guidance for the sharing of this specific information **must** be sought from Organisational Development.

c) Confidentiality

The school/setting and practitioners are fully aware of confidentiality issues if a person divulges that they are or have been abused. A person may only feel confident to confide in a practitioner if they feel that the information will not be divulged to anyone else. However, practitioners have a professional responsibility to share relevant information with the designated statutory agencies when a child or adult at risk is experiencing abuse and/or neglect.

It is important that each practitioner deals with this sensitively. When responding, practitioners should explain that they must inform the appropriate people who can help, but they will only tell those who need to know in order to be able to help. Practitioners should reassure the person and tell them that their situation will not be common knowledge within the setting. Be aware that it may well have taken significant courage to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Ensure that only those with a professional involvement, i.e. the DSP and Head teacher/Manager, have access to safeguarding records. At all other times, they should be kept secure and separate from the person's main file.

18. Training

The school/setting will ensure that the designated senior person and deputy will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP/deputy DSP development.

DSP training will be inter-agency training and refresher training will take place on a regular basis, not exceeding a three-year period.

All practitioners will receive safeguarding training and will be regularly updated during the year as appropriate from the DSP. All practitioners will receive specific awareness raising training within a 3-year period.

Members of school governing bodies should also receive safeguarding training and the Chair of governors and the nominated governor for safeguarding should undertake training in inter-agency working that is provided by or to the standards agreed by the Safeguarding Children Board.

In addition to the safeguarding Children and/or adults training, all staff must complete Group 1 training on Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) as outlined in the National Training Framework and should also be trained through the Home Office Workshop to Raise Awareness (WRAP) of the Prevent programme. Links to online PREVENT training are contained in Appendix 8.

All Educational settings and partners working with children and adults at risk in Blaenau Gwent must keep records of training and carry out regular audits to ensure that all practitioner training for safeguarding is kept up to date. All educational settings must ensure that all practitioners receive this training within timescales and the training record must show this. Educational establishments and partner agencies will be required to provide information on practitioner training to the Council and the Safeguarding Board upon request.

The Designated Senior Person for safeguarding at this school/setting is:-

.....

The Deputy Designated Senior Person for safeguarding at this school/setting is:-

.....

The designated governor for safeguarding at this school is:-

.....

The Council's Safeguarding in Education Manager is:-

Sarah.Dixon@blaenau-gwent.gov.uk

Social Services can be contacted as follows:-

Telephone- **01495-315700** / Out of hours number **0800 328 4432**

This policy was updated on _____ **by** _____

This policy was presented and accepted by the Governing Body on _____

This staff were made aware of this policy and or updates on _____

This policy will be reviewed on _____

Contact Information:

Safeguarding in Education Manager (Safeguarding and Quality Assurance team, Children's Services)	Sarah.Dixon@blaenau-gwent.gov.uk
Safeguarding Manager (Safeguarding and Quality Assurance team, Children's Services)	Leanne.Tetley@blaenau-gwent.gov.uk
PREVENT Lead	Helena.hunt@blaenau-gwent.gov.uk
Strategic Safeguarding Lead (SSL) for Education Directorate	Michelle.Jones@blaenau-gwent.gov.uk
Information, Advice and Assistance (IAA) Service, Social Services	01495 315700 Children - DutyTeam@blaenau-gwent.gov.uk Adults - DutyTeamAdults@blaenau-gwent.gov.uk
South East Wales Emergency Duty Team (SEWEDT) - after 5pm, weekends and Bank Holidays.	0800 328 4432

Example policy template for Early Years, Childcare and play**Safeguarding Policy for (Name of Setting)**

.....(setting) believes that children have the right to be completely secure from both the fear and reality of abuse, and we are committed to safeguarding all children in our care from harm. The practitioners at (setting) fully recognises the contribution it makes to safeguard children and complies with Wales Safeguarding Procedures 2019, Gwent Safeguarding Children's Board and Blaenau Gwent authority's safeguarding policy.

We recognise the key role that.....(setting) can play in working with children and their families to seek early help to address any emerging concerns to help prevent problems from escalating, in preventing abuse by providing our children with good lines of communication with trusted adults, supportive friends and an ethos of protection. Our setting will therefore:

- establish and maintain an ethos where children feel secure, respected and valued, where children are encouraged to talk and are always listened to;
- ensure that all children know there is an adult in the setting whom they can approach if they are worried or in difficulty;
- encourage positive emotional health and well-being, self-esteem and self-assertiveness;
- promote a caring, safe and secure environment;
- have regard to the characteristics, culture and beliefs of the child and their family (including, for example language) whilst recognising the paramountcy of safeguarding the individual;
- liaise and work together with all other support services and those agencies involved in early intervention services and the safeguarding of children and young people;
- providing continuous support to a child about whom there have been concerns;

This policy has been drawn up on the basis of National and Gwent Children's Safeguarding Boards' guidance and protocols that seek to protect children, namely:

- Section 175 of the Education Act 2002 requiring local authorities and non-maintained settings to have arrangements in place to safeguard and promote the well-being and welfare of the children on their care.
- Children Act 1989. Children and Family (Wales) Measure 2010
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Sexual Offences Act 2003
- Children Act 2004
- The Equality Act 2010
- Protection of Freedoms Act 2012
- Social Services and Well Being (Wales) Act 2014

- Domestic abuse (Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015)
- Female Genital Mutilation (FGM)
- Modern Slavery Act 2015
- Wales Safeguarding Procedures 2019
- The UNCRC seven core aims for children and young people in Wales
- Relevant Welsh Government guidance on safeguarding children

This policy applies to all staff and volunteers working at
(setting).

We aim to:-

- Ensure that all children are never placed at risk while in the care of(setting);
- Support child's health and development in ways that foster security, confidence and independence;
- Ensure that the child's best interests are paramount and as far as reasonably practicable, have regard to the child's views, wishes and feelings, so that they receive the care and support they need before a problem escalates;
- Ensure that confidentiality is maintained at all times;
- Ensure parents are fully aware of our safeguarding/child protection policies and procedures when they register with the setting and are kept informed of all updates when they occur;
- Practitioners should always seek to be transparent with people they are working with about circumstances where they may need to share information with social services and/or the police;
- Regularly review and update this policy with staff and parents;
- Ensure that all staff have regard to this guidance when fulfilling their responsibilities in identifying and reporting possible cases of abuse - safeguarding and promoting the welfare, health and well-being of children in their care;
- Ensure that all staff regularly revise Safeguarding issues and procedures and sign a declaration that they have understood and will adhere to the setting's policies and procedures;
- That practitioners understand their duty to seek early help to address any emerging concerns to help avoid problems escalating;
- To provide a systematic means of monitoring children known or thought to be at risk of harm;
- To emphasise the need for good levels of communication between all members of staff;
- To develop a structured procedure within(setting) which will be followed by all members of staff;
- To develop and promote effective working relationships with other agencies and co-operate as required with their enquiries regarding safeguarding matters

including attendance at initial and review child protection conferences and core groups and support with the submission of written reports.

- To ensure that all adults within the setting, who have access to the children, have been checked as to their suitability (including visitors);
- Care Inspectorate Wales (CIW) will be notified of any allegations made against staff, managers, any volunteers, students and/or outside agencies in the setting.

Safe recruitment

..... (the setting) operate safe recruitment procedures and ensure that all appropriate checks are carried out on new practitioners and volunteers who will work with children, including disclosure and barring checks (DBS) in line with current guidance. We abide by CIW requirements in respect of references and suitability checks for practitioners and volunteers, to ensure that no disqualified person or unfit person works at the nursery or has access to the children. All practitioners and temporary practitioners/volunteers providing cover during short-term absences and who will be working with children are given clear guidance of the setting's arrangements for child protection and their responsibilities during induction.

Children with additional learning needs

We recognise that statistically children and young people with behavioural difficulties and disabilities have an increased risk of being abused compared with their non-disabled/non sensory impaired peers. We also recognise that adults who support children and young people with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

Appointed Designated Safeguarding Person (DSP) and their responsibilities.

The setting's Designated Safeguarding Person is who will be responsible for supporting practitioners in liaising with Social Services, Gwent Safeguarding Children's Board and CIW regarding any child protection matter. The setting's Deputy Designated Safeguarding Person is who will be responsible for supporting practitioners in the absence of the Designated Safeguarding Officer.

The Designated Safeguarding Person and their Deputy will:

- act as a source of advice and support within (the setting) and provide a point of contact for practitioners who have concerns or information that child or young person may be suffering abuse;
- co-ordinate any necessary reports to Social Services, **however** individual practitioners have a duty to report and the responsibility for raising concerns, completing report information, informing Social Services and involvement in any

safeguarding processes that follow after a report is made. (e.g. requests for information, attending case conferences etc.);

- support those practitioners in our setting who have been involved with a child who has suffered, or was at risk of suffering harm, who may find the situation stressful and upsetting;
- ensure that(the setting) contributes fully to the safeguarding processes e.g. by providing reports, attending meetings or conferences when needed;
- ensure that all practitioners and parents/carers are aware of and have access to our setting's safeguarding policy and procedures and the Wales Safeguarding Procedures;
- disseminate safeguarding information gained from training and other sources to all practitioners in our setting and ensure that newly appointed practitioners are aware of their child protection/safeguarding responsibilities;
- inform CIW of any allegations that have been made against managers, practitioners and volunteers.

Practitioner Commitment

The (setting) is committed to fulfilling its responsibilities in respect of child protection and safeguarding through the provision of support and training to practitioners. Therefore,(setting) will ensure that:-

- all practitioners have up to date safeguarding training so that they understand their roles and responsibilities to safeguard and promote the welfare of children at risk of harm, abuse and neglect;
- implement safe recruitment practices for all practitioners, students and volunteers, including verified references and full and up to date enhanced DBS checks;
- all practitioners and volunteers are given a copy of the Safeguarding policy during their induction, and have its implications explained to them;
- all practitioners are alert to children's needs including any potential or suspected risk of abuse or harm and understand what action they should take;
- any practitioner, student or volunteer under investigation for the alleged abuse of a child, will be subject to the provisions of the setting's Disciplinary Policy;
- all practitioners and volunteers receive regular staff meetings and supervision where opportunities to discuss Safeguarding/Child Protection issues will be made and further support provided if necessary;
- all practitioners are aware of any early intervention services that could help prevent any problems escalating;
- all practitioners should familiarise themselves with the culture and beliefs of those families they work with. Practitioners should not be afraid to ask about particular behaviours and the reasons for them in a sensitive manner and should never overlook potential harmful practices on the basis of cultural sensitivity;
- all practitioners are aware of their statutory requirements in respect of the disclosure or discovery of child abuse and the procedure for doing so. All students and volunteers are instructed to report the disclosure or discovery of abuse to the DSP or setting's manager;

- All visitors/contract/external workers will sign a visitor's book and be formally identified before accessing the setting. They will be accompanied whilst on the premises, especially when in the areas the children use.

Supporting Practitioners

We recognise that all practitioners working in the setting who has been involved with a child who has suffered, or is at risk of suffering harm, may find the situation stressful and upsetting. We will support the practitioner by providing opportunity to talk through their anxieties with the Designated Safeguarding Person and to seek further support if needed.

Recognising Child Abuse

Child abuse can manifest itself in a variety of different ways, some overt and others much less so. A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family, an institution or community setting; by those known to them or, more rarely by a stranger.

Indicators of abuse (although this is by no means an exhaustive list)

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Aggressive behaviour
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Inappropriately clothed

Types of Harm

- **Physical abuse** - hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions;
- **emotional/psychological abuse** - threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others;
- **sexual abuse** - forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways;
- **financial abuse** - this category will be less prevalent for a child but indicators could be: not meeting their needs for care and support which are provided through direct payments; or complaints that personal property is missing.
- **neglect** - failure to meet basic physical, emotional or psychological needs which is likely to result in impairment of health or development;
- **Identity Neglect** – not recognising or addressing the child or young person's needs in terms of (for example) culture, religion, gender and sexuality;

- **Emotional Neglect** – It also includes not saying anything kind, expressing positive feelings or congratulating a child’s successes, not showing any emotions in interactions with a child.

A full glossary of terms can be found in the Wales Safeguarding Procedures:
<https://safeguarding.wales/glossary.html>

What to do if a practitioner has a concern

The action that (the setting) take to safeguard children will be in line with the Wales Safeguarding Procedures.

It is not the role of any practitioner in our setting to investigate and attempt to seek out evidence on matters relating to safeguarding concerns and they must not attempt to do so. Practitioners in our setting all have a role in assisting social services and/or the police and/or CIW by providing information for safeguarding/child protection enquiries. They recognise that sharing information for the purposes of safeguarding is essential and that safeguarding the individual overrides the need to keep information confidential.

Practitioners in our setting will inform the Designated Safeguarding Person of:

- any concerns that a child or young person is suffering or is likely to be suffering some form of abuse;
- any allegations of abuse against a practitioner;
- any disclosures of abuse.

Any child currently on the Child Protection Register who is absent without explanation for two days will be referred to the social services team.

Not all child protection information results in a report to Social Services, but small pieces of information may be significant on their own to create a wider picture.

The practitioner who is making the report should seek to obtain consent from parent or carer. This supports positive working relationships between children/young persons and their families. The child and parent/s wish not to report may be over-ridden if it is considered by practitioners that there is still a need for a report.

It may not be appropriate to seek parent consent:

- ❖ the possibility that the child would be put at further risk;
- ❖ the possibility that a child would be threatened or otherwise coerced into silence;
- ❖ a strong likelihood that important evidence would be destroyed/lost;
- ❖ the parent identified as the alleged abuser
- ❖ the child in question not wishing the parent to be involved at that stage and is competent to take that decision;
- ❖ it is in the public interest.

Practitioners should discuss whether it is appropriate to seek consent from the child and parents with their agency's designated safeguarding person (DSP). If the decision is

made not to seek consent this decision must be recorded.

Information that should be included in a report:

- Date of disclosure/concern
- Date and time of the record being made
- Name, address and date of birth of the child/children
- Details about the **cause for concern** regarding risk of harm
- A factual report of what happened, what was witnessed or said – use the child's own words!
- Detailed description of any injuries sustained and any allegations, for example sexual abuse, their sources, timing and location
- A note of any other people involved, family circumstances
- Whether the child is safe currently or is in need of immediate protection and actions taken so far
- Whether consent has been obtained and if not, why not
- Any discussions held with the parent/s (where deemed appropriate)
- Name of the person making the report and their job title
- Signature

The Designated Safeguarding Person (DSP) should be informed and given the record. The member of staff should contact Social Services via telephone, to express their concern and Social Services will advise if a report should be made.

- Note the time of the telephone call to Social Services;
- Note the name of the person that is dealing with the telephone call;
- Note the actions to be taken;

If a report is to be made the DSP will support the practitioner (report maker) in completing the Multi Agency Referral Form (MARF) and processing the report. Further guidance and the relevant Multi Agency Referral Form to make a referral can be found through the Gwent Safeguarding website, at

<https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx>

***Remember to create the Picture** so that the person reading the report gets a clear understanding of why you have concerns about a child or children. Make it factual – how you are involved, what did you see, what did you hear, what happened, where did it happen, when did it happen, who else is involved and why you are reporting.

Third Party Information

Practitioners 'must not leave it to the member of public to contact social services or just advise the person to contact social services directly'. The practitioner has a Duty To Report concerns raised by a member of the public. Practitioners have a responsibility to report any concerns they are alerted to by the general public – both in their work and

private lives. When making a report that comes from a third party or the public Practitioners must:

- Record exactly what has been said by the member of public,
- Give the information provided to them,
- Establish what evidence the member of public has regarding the risk of harm. For example - have they witnessed the abuse, spoken to the individual who is at risk of harm, or heard something?
- Explain that whilst respecting any wish to remain anonymous this may not always be possible, for example if a crime is suspected.

Where possible, members of the public should be encouraged to provide contact details.

The Prevent Duty

As a registered childcare provider we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, and have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

As a childcare provider, we as a setting, understand our role in identifying the possible risk to children in our care who may be vulnerable to radicalisation by others, whether in their own family or outside.

.....(setting) is committed to:

- Taking appropriate action when observing concerning behaviour,
- Training practitioners so that they are able to identify families and children who may be vulnerable to radicalisation,
- Build children’s resilience to radicalisation by promoting fundamental British values,
 1. Democracy
 2. Rule of law
 3. Independent liberty
 4. Mutual respect and tolerance
- Assist in promoting children’s learning in their personal, social and emotional development and understanding of the world,
- Report any concerns following our setting’s safeguarding procedures.

Allegations against a practitioner

If an allegation of any form of child abuse is made against a practitioner, the following procedure will be adhered to:-

- All allegations of abuse of children by a professional or practitioner must be taken seriously and treated accordingly;
- All practitioners are made aware and understand that they can approach social services or the police, independently, to discuss any worries they have about abuse, neglect or harm and that they should always do so if;
 - ❖ They have concerns that their manager, designated practitioners or proprietors may be implicated;
 - ❖ They have concerns that the manager, designated practitioners or proprietor will not take the matter seriously and/or act appropriately to protect the child; or
 - ❖ They fear intimidation and/or have immediate concerns for their own or for the service user's safety,
- All allegations and suspicions of professional abuse must be referred to Social Services, CIW or to the Police. The setting will follow their safeguarding procedures and submit a report,
- All allegations and concerns must be recorded, dated and signed.
- The setting will have high regard to;
 - ❖ Any concerns about a practitioner's behaviour towards their own children/family members,
 - ❖ If there are concerns about the practitioner's behaviour towards children unrelated to their employment or voluntary work,
 - ❖ When an allegation is made about historical abuse,
- A responsible senior manager from Social Services will meet with the setting's manager for an initial discussion and establish if further action is to be taken. Social Services will provide guidance and inform the setting's manager on how to proceed,
- If further action is to be taken, the responsible senior manager will arrange a strategy discussion with the police to consider any immediate action to be taken to protect the child, and to arrange a strategy meeting,
- At any point after an allegation is made the setting's manager may decide to suspend the practitioner,
- The practitioner should be informed that an allegation has been made at the earliest opportunity. Details of what can be shared will be discussed during the strategy discussion,
- The child's parents/carers will be informed of details of the allegations and the procedures to be followed,
- On no account should the allegation be discussed and direct questioning should be avoided if the police wish to interview the practitioner,
- During the strategy discussion, a decision will be made regarding a Professional Strategy Meeting (PSM). If a PSM is to be held, this will be convened by Children's Services. The PSM should develop an action plan with time scales in order to avoid any necessary delay,

- The practitioner will be informed that the child protection enquiry will be carried out in accordance with child protection procedures. The practitioner will be reassured that every effort will be made to preserve confidentiality, however information gained which is relevant to disciplinary or criminal proceedings may be disclosed for this purpose,
- If the practitioner is a member of a trade union or other professional association they should be advised to contact that organisation. They can request copies of the minutes of the Professional Strategy Meeting if they so wish,
- At the conclusion of the investigation the member of staff must be informed, in writing, within 5 working days about the allegation that was made, the procedures followed and the outcome,
- Arrangements should be made to keep the child and their parents/carers informed of the outcomes,
- Where a practitioner is dissatisfied with the enquiries/investigation, or the outcome reached, they should be informed of grievance, complaints or appeals procedures which may be applicable.

Record Keeping

Children's records are freely accessible to parents. However, a written request must be made for personal files on the children as we must take into account data protection rules when disclosing records that refer to third parties.

The designated safeguarding person will ensure that:

- a chronological record of concerns about a child is maintained even if there is no need to make an immediate report;
- all such records are kept confidentially and secure;
- a file is maintained with copies of safeguarding reports, child protection conference minutes, observations, feedback from Social Services, record of injuries, reasons of absence, copies of emails are headed with the child's name, Social Workers name and contact, Health Visitors name and contact and kept within the child's file.

Safe Caring

All practitioners will make:-

- Every effort will be made to avoid or minimise time when practitioners, students or volunteers are left alone with a child. If practitioners are left alone with a child, the door of the room should be kept open and another practitioner should be informed,
- If a child makes inappropriate physical contact with a practitioner this will be recorded fully in the Incident Record Book,
- Practitioners will never carry out a personal task for children that they can do for themselves. Where this is essential, a practitioner will help a child whilst being accompanied by a colleague. Unless a child has a particular need, a practitioner should not accompany children into the toilet. Practitioners are aware that this and other similar activities could be misconstrued,

- Practitioners will be mindful of how and where they touch children, given their age and emotional understanding. Unnecessary or potentially inappropriate physical contact will be avoided at all times.

Confidentiality

Practitioners cannot keep confidential a disclosure or allegation of abuse and must refer the matter to the Designated Safeguarding Person and/or other senior member of staff. It is important that each practitioner deals with this sensitively. When responding, the practitioner should explain that they must inform the appropriate people who can help, but they will only tell those who need to know in order to be able to help. Practitioners should reassure the child/young person and tell them that their situation will not be common knowledge within the setting. Be aware that it may well have taken significant courage to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

All reports should be made with the knowledge that during any subsequent investigation, the source (i.e. the setting) will be made known to the family.

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know.

Other practitioners may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a report being made, or to assist in providing appropriate support to a child or young person once a report has been made. Information should only be shared on a strict need to know basis.

Relevant Telephone Numbers

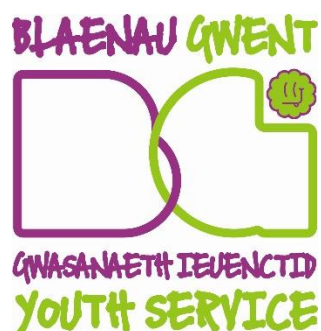
Social Services IAA Team	01495 315700
Social Services out of hours service	0800 328 4432
Gwent Police	01633 838111
Care Inspectorate Wales	0300 7900 126

This policy was updated on _____ by _____

Staff were made aware of this policy and or updates on _____

This policy will be reviewed on _____

Policy template for Blaenau Gwent Youth Service



Safeguarding/Child Protection Policy

Blaenau Gwent Youth Service is committed to safeguarding the welfare of the young people who engage with us through creating and maintaining an environment where young people are listened to and are able to talk safely about any concerns that they may have.

Legislation

Article 19 of the United Nations Convention on the rights of the child states that children have:

'the right to be protected from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse by those looking after them.'

It further states that protective measures should, as appropriate, include:

'effective procedures for prevention, identification, reporting, referral, investigation, treatment and follow up of instances of child maltreatment.'

The Children Act 1989 (updated in 2004 following the Victoria Climbié Inquiry) legislates for Children in England & Wales. The principles of the Act are to ensure that the welfare and developmental needs of children and young people under the age of 18 are met. This also includes the need to be protected from harm.

Part V of the Act relates to this and states that in addition to **Social Services** only the **Police** and the **NSPCC** have the legal right and responsibility to investigate concerns about child abuse.

However, when working with children and young people **you have a duty of care** and should report any concerns that you may have. If any person has knowledge, concerns or suspicions that a child or young person is suffering, has suffered or is likely to be at

risk of harm, it is their responsibility to ensure that the concerns are referred to one of the agencies that have a statutory duty to make enquiries and intervene when necessary.

The Wales Safeguarding Procedures 2019, takes into account the above legislation and should be used as the main basis for all child protection in Wales. **A copy of this document is available via <https://safeguarding.wales/> and the South East Wales Safeguarding Board (<https://www.gwentsafeguarding.org.uk/en/Home.aspx>) and can be downloaded as an App. It is the responsibility of all staff to familiarise yourself with the document and its location.** This policy does not replace this document but provides you with the necessary information and guidance needed to assist you with your duty of care to safeguard young people.

This policy sits underneath the **Corporate Safeguarding Policy** and **Local Government Education Services (LGES) Policy**.



BGCBC
Safeguarding in Edu

Definitions of Abuse and Neglect

All practitioners should be aware of the definitions of abuse and neglect in the Social Services and Well-being Act (Wales) 2014, as well as the signs and indicators of abuse and neglect. This is essential in order to communicate concerns about harm in a meaningful way.

S.130 (4) of the Social Services and Well-being (Wales) Act 2014 defines a **child at risk** as a child who:

1. Is experiencing or is at risk of abuse, neglect or other kinds of harm;
2. Has needs for care and support (whether or not the authority is meeting any of those needs).

The Social Services and Well Being (Wales) Act 2014 defines abuse and neglect:

‘Abuse’ means physical, sexual, psychological, emotional or financial abuse and includes abuse taking place in any setting, whether in a private dwelling, an institution or any other place. ‘Financial abuse’ includes:

- Having money or other property stolen;
- Being defrauded;
- Being put under pressure in relation to money or property;
- Having money or other property misused.

‘Neglect’ means a failure to meet a person’s basic physical, emotional, social or psychological needs which is likely to result in an impairment of the person’s well-being for example, impairment of the person’s health

‘Harm’ means abuse or the impairment of (a) physical or mental health, or (b) physical, intellectual, emotional, social, or behavioural development, (including that suffered from seeing or hearing another person suffer ill treatment)

Types of Harm

- **Physical abuse** - hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions;
- **emotional/psychological abuse** - threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others;
- **sexual abuse** - forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways;
- **financial abuse** - this category will be less prevalent for a child but indicators could be: not meeting their needs for care and support which are provided through direct payments; or complaints that personal property is missing.
- **neglect** - failure to meet basic physical, emotional or psychological needs which is likely to result in impairment of health or development.

Pointers for Practice: Signs and Indicators of Possible Abuse, Neglect and Harm In a Child

A full glossary of terms can be found in the Wales Safeguarding Procedures:
<https://safeguarding.wales/glossary.html>

Safeguarding

If you have a concern that a young person may be at risk of harm (e.g their safety or welfare), but are not in immediate danger or at significant risk then this has to be noted and passed onto your line manager. This may be something that you have heard, seen or had disclosed to you. These cases can be difficult to judge and therefore should be discussed with your line manager, as soon as possible, with action to be taken within the next 24 hours.

Child Protection

If you have a concern, or a young person has made a disclosure that makes you believe that an individual may be at risk of significant or immediate harm you must respond urgently to secure their safety and inform your line manager as soon as possible to inform them of your course of action.

Safeguarding Young People and Staff

(taken from the Wales Safeguarding Procedures 2019)

The Social Services and Well-being (Wales Act 2014, specifies the duty to report both adults and children at risk or where there is reasonable cause to suspect are at risk of harm. You have a duty to report concerns, suspicions, observations or disclosures made to you regarding safeguarding/child protection which involves a member of staff. Note the date, time, location and who was present and report to your line manager. Notes should also be kept of meetings/discussions with clear agreement about what action is to be taken and by whom. If the decision is made that no further action is to be taken, this should also be recorded with the reasons for the decision. These notes should be kept in a confidential file should they be required at a later date. Should there be serious concerns, agencies must not make their own internal decisions about whether it is a disciplinary issue or a child protection matter. These complex considerations should only take place with the involvement of social services and the police. The police have the statutory powers and responsibility for determining whether a criminal investigation is to be undertaken.

Informing Young People

As a youth worker it is important to let young people know, where possible before they make a disclosure, that if you have concerns for their wellbeing that you may need to pass that information on to ensure that they are kept safe from harm. Should a concern need to be referred on, be open and honest with the young person, keeping them informed, as much as possible, of the process and steps taken to secure their safety and/or wellbeing.

Informing Parents/Carers

Where possible parents should be informed that a report to Social Services is being made. Consent should be given by the parent/carer for this to happen. If the parent does not consent, yet the concern is still of enough significant for a report to Social Services then a report should still be submitted. It should be made clear on the form the reasons for consent not being given or reasons that parents could not be contacted to inform them of the report.

Sharing Information Among Professionals

A failure to share information is a common finding of practice reviews.

Effective sharing and exchange of information between professionals is essential in order to safeguard children and young people.

The law is rarely a barrier to disclosure of information. There is no restriction in the Data Protection Act or any other legislation that prevents concerns regarding individuals being highlighted and shared between agencies for the purpose of protecting children. The Bichard and Carlile reports both confirm the need to be aware that concerns from a number of sources, which individually may not be of any significance, can build up a picture which may suggest a child is suffering or at risk of suffering significant harm and therefore requires professionals to act to protect them.

Whenever possible, consent should be obtained before sharing personal information with third parties, but in the public interest in child protection always overrides the public interest in maintaining confidentiality or obtaining consent from families. A child's safety is the paramount consideration in weighing these interests.

Any discussion relating to a young person's welfare should be noted. Note the date, time and who was present at the meeting/discussion. At the end of the meeting/discussion there should be a clear agreement about what action is to be taken and by whom. If the decision is made that no further action is to be taken, this should also be recorded with the reasons for the decision. All concerns about a child or young person's welfare should be documented whether or not further action is taken. These notes should be kept in a confidential file should they be required at a later date.

Pointers for Practice: Seven Golden Rules for Information Sharing – taken from Wales Safeguarding Procedures. (<https://www.safeguarding.wales/en/>)

A failure to share information is a common finding of practice reviews. There are seven golden rules for sharing information developed by HM Government, 2018. These are

- 1. The General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately. What you have shared, with whom and for what purpose*
- 2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*

3. *Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*
4. *Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.*
5. *Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*
6. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely ([see principles](#)).*
7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record.*

Supervision

In addition to regular supervision for staff, where there is a safeguarding/child protection concern, line managers should make additional provision for staff to ensure that procedures have been followed and that support and guidance is given to the referring member/s of staff.

Training

All staff will be expected to keep up to date with child protection policies and procedures. Where this necessitates training then staff will be required to attend. Training in respect of safeguarding and child protection will be ongoing and identified by the youth service. Staff will be informed of when this will take place and will be expected to treat this as a diary priority.

Youth Work Staff Located Offsite

All staff should adhere to the Child Protection/Safeguarding procedures of the youth service. Where a youth provision is based within another setting e.g. schools, then staff

should obtain and familiarise themselves with the child protection procedures of that setting and have available the name and contact details of the designated safeguarding person. Should a safeguarding/child protection issue be raised, staff should firstly seek advice from their line manager. Following this, the designated safeguarding person at the setting should be informed of the concern and any action taken.

Youth Work Staff Working in Out of Hours Provision

Staff working out of hours should adhere to the Child Protection/safeguarding procedures of the youth service. Where concerns are raised then the procedures for Out of Hours Service should be followed.

Protection of Adults at Risk

As youth workers we provide services to young people aged 11-25 years. This means that we may come into contact with adults who may need intervention from Social Services. Just as with safeguarding/child protection, we have the same duty of care for adults at risk. This means that staff should act if they:-

- Witness abuse;
- Receive information about abuse, suspected abuse or concerns about the care or treatment of a vulnerable adult;
- Have concerns or suspicions about possible abuse or inappropriate care

As with younger aged young people, adults at risk have the same rights to be fully informed and involved in the safeguarding process and make decisions about their safety and welfare. Adults at risk, if they have the mental capacity, should also have their wishes respected if they seem able to make an informed decision about action and/or intervention unless:

- There is a statutory duty to intervene e.g. a crime has been committed or may well be
- It is in the public interest e.g. another person/s are being put at risk
- It is suspected that they are under the undue influence or someone else

Who are Adults at Risk?

The Social Services and Well-being (Wales) Act states that an 'adult at risk' is an adult who:

- is experiencing or is at risk of abuse or neglect;
- has needs for care and support (whether or not the authority is meeting any of those needs);

- as a result of those needs, is unable to protect him/herself against the abuse or neglect or the risk of it.

This definition may include a person who:

- Has learning disabilities
- Has mental health problems
- Is an older person with support/care needs
- Is physically frail or has a chronic illness
- Has a physical or sensory disability
- Misuses drugs or alcohol
- Has social or emotional problems
- Has an autistic spectrum disorder

Abuse can be physical, sexual, psychological, emotional or financial (includes theft, fraud, pressure about money, misuse of money. It can take place in any setting, whether in a private dwelling, an institution or any other place.

Neglect describes a failure to meet a person's basic needs which is likely to result in an impairment of the person well-being. It can take place in a range of settings, such as private dwelling, residential or day care provision.

The following behaviours could place the adult at risk of abuse or neglect (this list is **not** exhaustive):

- Violence against women, domestic abuse and sexual violence (VAWDASV)
- Modern Slavery
- Domestic abuse and violence against men
- Criminal exploitation
- Financial abuse
- Institutional abuse
- Discrimination and hate crime e.g. racial, homophobic, disability
- Forced marriage
- Abuse by another vulnerable adult
- Abuse by children

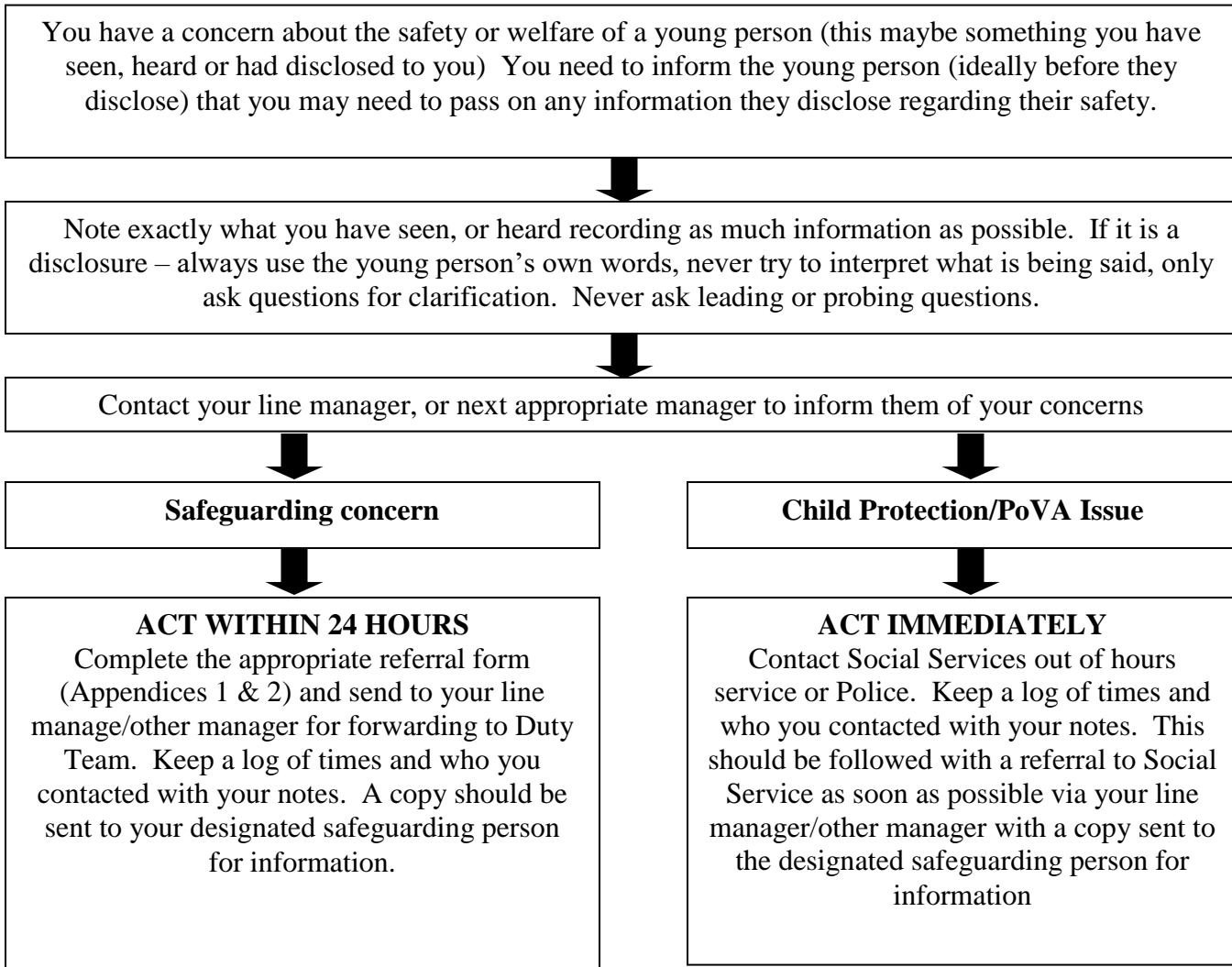
Pointers for Practice: Signs and Indicators of Possible Abuse and Neglect in an Adult at risk

When making the decision to report an adult at risk, you should apply the same procedures as safeguarding/child protection and may need to refer to **the Wales Safeguarding Procedures. It is the responsibility of all staff to familiarise yourself with these procedures and how to access them, <https://safeguarding.wales/>**

The referral numbers for adults at risk are the same as Child Protection with the referral form attached in appendix 2.

Full time provision - Safeguarding/Child Protection Procedures

Flow chart



Useful Numbers

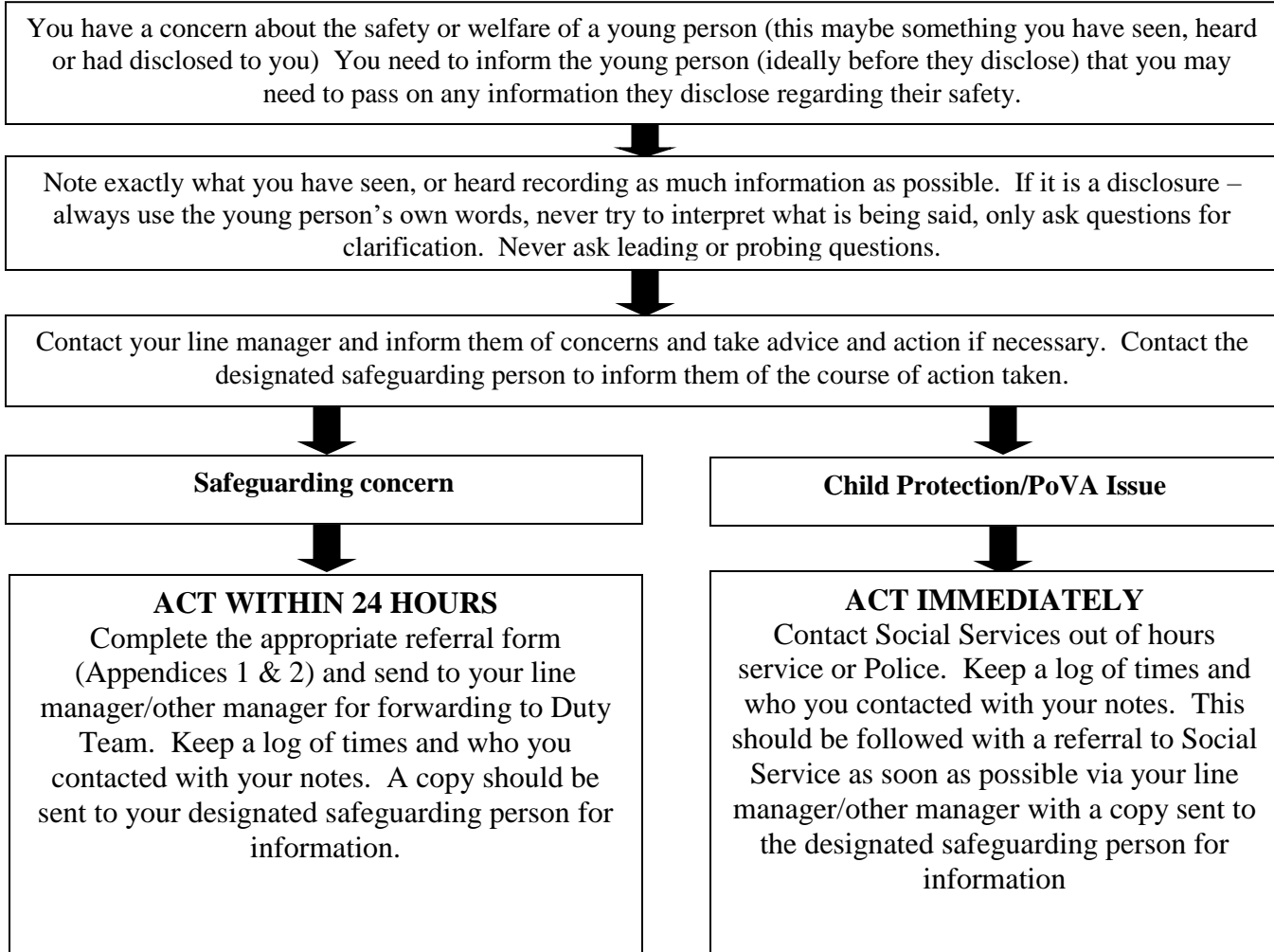
Joanne Sims	Young People and Partnerships Manager	07772 755435
Claire Madden	Team Manager – Emotional Wellbeing/ Designated Safeguarding Person	07581 628601
Ben Arnold	NEETS Projects Manager	07791 443612
Kristian Gay	Detached Manager	07970 828877
Stephanie Watkins	Inspire 2 Achieve Team Lead	07970 828899
Liam Thomas	Engagement and Progression Coordinator	07854 937489

Social Service Referral Telephone Number	01495 315700
Out of Hours Social Services Telephone Numbers	0800 3284432 01495 767045
Police	01633 838111
NSPCC Helpline (for professional advice)	0808 800 5000

Blaenau Gwent Youth Service

Full time Provision located Offsite – Child Protection/Safeguarding Procedures

Flow chart



Useful Numbers

Management & Team Leads		
Joanne Sims	Youth Service and People and Partnerships Manager.	07772755435 Joanne.Sims@blaenau-gwent.gov.uk
Claire Madden-Southcott	Team Manager – Emotional Wellbeing Designated Safeguarding Lead	07581628601 Claire.Madden@blaenau-gwent.gov.uk
Ben Arnold	Inspire 2 Achieve NEETS Projects Manager.	07791443612 Ben.Arnold@blaenau-gwent.gov.uk

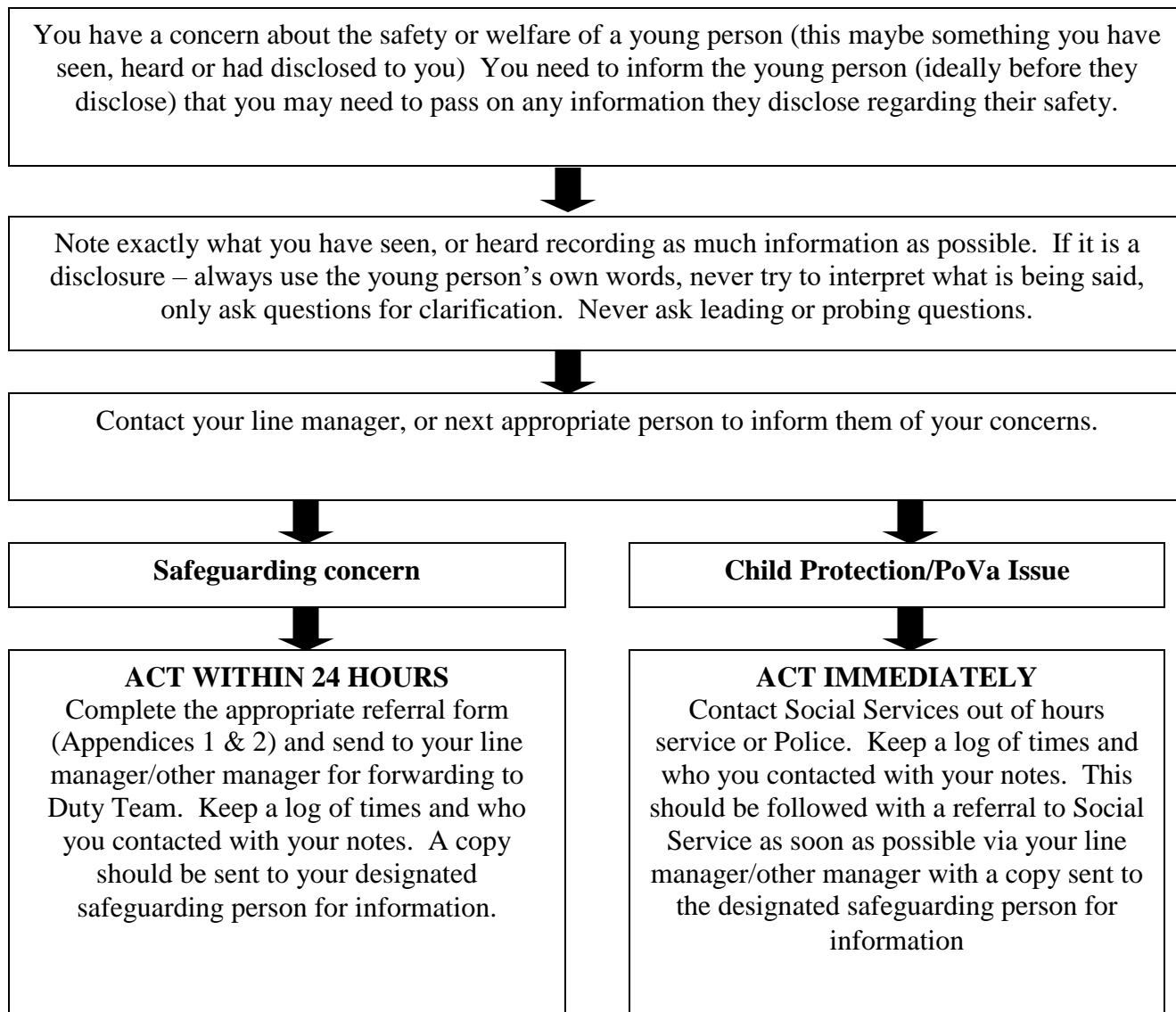
Kristian Gay	Detached & Youth Club Team Manager.	07970828877 kristian.gay@blaenau-gwent.gov.uk
Stephanie Watkins	Inspire 2 Achieve Team Lead.	07970 828899 Stephanie.Watkins@blaenau-gwent.gov.uk

Social Service Referral Telephone Number	01495 315700
Out of Hours Social Services Telephone Numbers	0800 3284432 01495 767045
Police	01633 838111
NSPCC Helpline (for professional advice)	0808 800 5000

Blaenau Gwent Youth Service

Out of Hours Provision – Child Protection/Safeguarding Procedures

Flow chart



Useful Numbers

Management & Team Leads		
Joanne Sims	Youth Service and People and Partnerships Manager.	07772755435 Joanne.Sims@blaenau-gwent.gov.uk
Claire Madden-Southcott	Team Manager – Emotional Wellbeing Designated Safeguarding Lead	07581628601 Claire.Madden@blaenau-gwent.gov.uk

Ben Arnold	Inspire 2 Achieve NEETS Projects Manager.	07791443612 Ben.Arnold@blaenau-gwent.gov.uk
Kristian Gay	Detached & Youth Club Team Manager.	07970828877 kristian.gay@blaenau-gwent.gov.uk
Stephanie Watkins	Inspire 2 Achieve Team Lead.	07970 828899 Stephanie.Watkins@blaenau-gwent.gov.uk
Liam Thomas	Engagement & Progression Co-Ordinator. Youth & Community Team Lead.	07854937489 Liam.Thomas@blaenau-gwent.gov.uk

Social Service Referral Telephone Number
Out of Hours Social Services Telephone Numbers

01495 315700
0800 3284432
01495 767045

Police

01633 838111

NSPCC Helpline (for professional advice)

0808 800 5000

Types of Harm

All practitioners should be aware of the definitions of abuse and neglect in the Social Services and Well-being Act (Wales) 2014, as well as the signs and indicators of abuse and neglect. This is essential in order to communicate concerns about harm in a meaningful way.

A full glossary of terms can be found in the Wales Safeguarding Procedures <https://safeguarding.wales/glossary.html>

S.130 (4) of the Social Services and Well-being (Wales) Act 2014 defines a **child at risk** as a child who:

3. Is experiencing or is at risk of abuse, neglect or other kinds of harm;
4. Has needs for care and support (whether or not the authority is meeting any of those needs).

The Social Services and Well-being (Wales) Act states that an 'adult at risk' is an adult who:

- is experiencing or is at risk of abuse or neglect;
- has needs for care and support (whether or not the authority is meeting any of those needs);
- as a result of those needs, is unable to protect him/herself against the abuse or neglect or the risk of it.

Types of Harm

- **Physical abuse** - hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions;
- **emotional/psychological abuse** - threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others;
- **sexual abuse** - forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways;
- **financial abuse** - this category will be less prevalent for a child but indicators could be: not meeting their needs for care and support which are provided through direct payments; or complaints that personal property is missing.
- **neglect** - failure to meet basic physical, emotional or psychological needs which is likely to result in impairment of health or development.

A full glossary of terms can be found in the Wales Safeguarding Procedures: <https://safeguarding.wales/glossary.html>

How to make a Report

LISTEN

If you are concerned because of something a child or adult at risk is saying, you should not attempt to take any action directly but **you should**:

- Stay calm
- Listen carefully, do not directly question him or her, instead use open questions; what, where, when, who?
- Never stop them talking if they are freely recalling significant events
- Tell them what you will do next and who you will inform (see below)
- Never promise to keep what you have been told secret or confidential
- Make a note of the discussion, taking care to record what was said, when and where it happened and who else was present

SHARE

Any safeguarding concerns should be discussed with the Designated Safeguarding Person in the respective service area. With the support of the Designated Safeguarding Person the decision to report a concern to Social Services will be made and responsibility for reporting will be agreed i.e. the staff member or the Designated Safeguarding Person will make the report.

Should the concerns relate to a professional, the same procedure will apply. Educational settings must also contact the safeguarding in education manager. Reports in relation to a concern about a child, young person or adult should be made to Social Services as soon as possible and certainly **within 24 hours**.

Social Services Information, Advice and Assistance Service can be contacted on: **01495 315700**

Outside office hours, reports should be made to the South East Wales Emergency Duty Team or if there is immediate risk, to the Police.

The Emergency Duty Team can be contacted on: **0800 328 4432**
Practitioners and providers should be aware that they **cannot remain anonymous** when making a report.

The Duty Worker taking the report should be given as much information as possible if it is available to the reporter. This will include the following:

- Full name of the subject of the concern
- Their date of birth or age
- Their address
- The nature of the concern

- Who may be responsible
- Their name and relationship (if any)
- What happened
- When and where
- What has been done in response
- Whether or not the Police have been informed
- The names and relationship of those with caring responsibility
- The names and ages of any other adults living in the household
- The names of any professionals known to be involved e.g. school, GP
- Any information affecting the potential safety of staff
- The allocated social worker or team if known/if applicable

RECORD

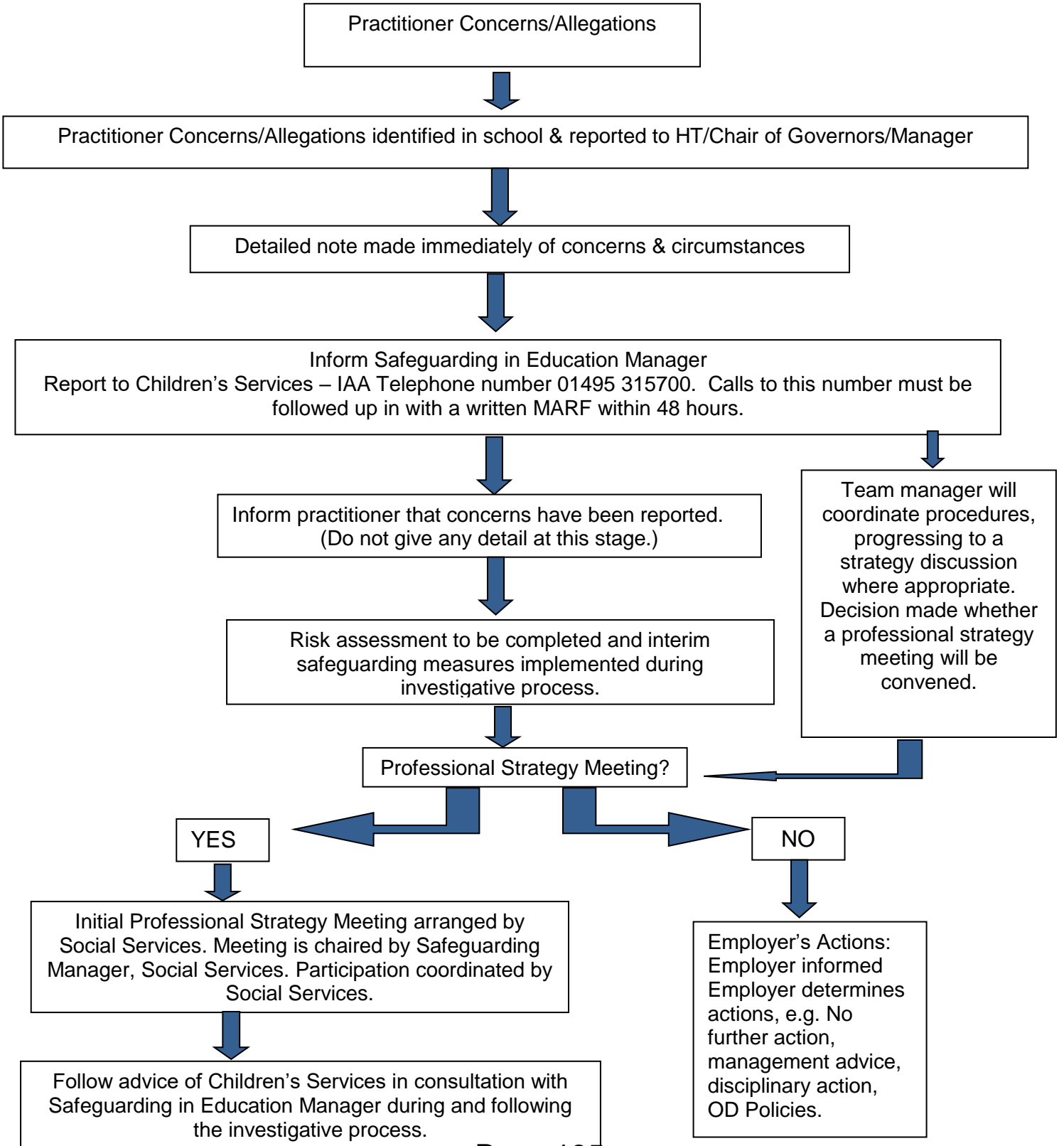
All telephone reports should be confirmed in writing within two working days.

- For Children, a Multi-Agency Referral Form (MARF) should be used:
<https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx>
- For an Adult, a Duty to Report form should be used.
<https://www.gwentsafeguarding.org.uk/en/Adults/Report/Report-an-adult-at-risk.aspx>

LISTEN, SHARE, RECORD

PRACTITIONER CONCERNS/ALLEGATIONS AND MANAGING COMMUNICATION

This Flowchart should be used as a brief checklist of procedure for practitioner concerns/allegations
Detailed procedures are outlined in Wales Safeguarding Procedures, section 5
Also refer to Safeguarding Children in Education: Handling Allegations of abuse against teachers and other staff 009/2014



Communication Guidance Framework
Managing communication with the practitioner subject to a safeguarding allegation/concern

The following communication considerations must be made when handling any allegation/concerns about education practitioners
 When an allegation is made/concern raised about a practitioner, the process under part 5 of the Wales Safeguarding procedures must be followed. The Safeguarding in Education manager must also be informed of all practitioner concerns/allegations; advice and guidance will be provided.

Communication - the following factors need to be considered:

<p>Initial communication upon receipt of allegation/concern</p> <ul style="list-style-type: none"> • Initial information sharing is minimal due to the potential for any future investigation by statutory agencies • Support to the individual – what can be offered? <i>Remind them of Care First and Trade Union support. Discuss how they will be supported both in and out of work.</i> • Initial safeguarding arrangements implemented and shared with practitioner • Risk management plan - record and share initial plan directly with practitioner. <i>Remember it is SLT responsibility to communicate and implement the plan (where the subject is a HT, the CoG has this responsibility)</i> 	<p>Action taken/summary of discussion: <i>Record dates/times</i></p>
<p>Considerations prior to a weekend:</p> <ul style="list-style-type: none"> • Possibility of information reaching practitioner through other means if not informed prior to weekend • <i>Potential detrimental impact on practitioners' mental wellbeing across the weekend</i> • Assess their support network available over weekend <i>and implement additional support as agreed with practitioner.</i> 	<p>Action taken/summary of discussion: <i>Record dates/times</i></p>
<p>Review schedule</p>	<p>Action taken/summary of discussion: <i>Record dates/times</i></p>

<ul style="list-style-type: none"> • <i>Communication intervals and method of communication to be agreed with practitioner.</i> • <i>Establish Review schedule for the risk management plan.</i> 	
<p><i>School closure periods/holidays</i></p> <ul style="list-style-type: none"> • <i>Communication over these periods to be discussed and mutually pre-agreed with practitioner.</i> • <i>Agreement reached to be documented in risk management plan</i> 	<p><i>Action taken/summary of discussion: Record dates/times</i></p>

Review schedule

The communication schedule to be reviewed alongside the risk management plan:

<p>Date of review: Summary of any amendments to the communication schedule:</p>

<p>Date of review: Summary of any amendments to the communication schedule:</p>

<p>Date of review: Summary of any amendments to the communication schedule:</p>

Safeguarding File - Transfer of Records

A receiving school must be made aware of the existence of a Child's Safeguarding file prior to the child transferring from their original school.

The confidential Safeguarding File must be securely transferred to the new school either in Person, or via secure mail that requires a signature of receipt. This Transfer of Records form should be completed and forwarded with the file to the new school. Either the Head teacher or the Designated Senior Person for safeguarding should sign receipt for the file.

Sending Schools should retain a copy of the signed Transfer of Records forms as evidence of the transfer, and ensure appropriate signatures are obtained.

Child Name	
DOB	

Name of sending school/setting:		
Date record ended at this school/setting (pupil end date):		
Name of receiving school/setting:		
Date of contact with new school/setting		
Has sensitive and urgent information been shared with new school/setting?	Yes / No	If No, why not?

Name of DSP sending records	
Date file sent	
File passed to (name):	

This section to be completed by the receiving school if file delivered by hand.

Receiving School/setting	
Signed	
Print name and position	
Date	

This section to be completed by the sending school with the postage receipt reference if file sent via secure post as proof of sending.

Reference number of postage receipt	
Name and address of recipient	
Date of postage	

Community Cohesion – Preventing Extremism

Our school/setting is committed to providing a safe environment for all of our children, staff and any visitors. There is no place for extremist views of any kind in our school/setting.

Community cohesion is the term used to describe how everyone in a geographical area lives alongside each other with mutual understanding and respect. A cohesive community is where a person has a strong sense of belonging. It is safe, vibrant and able to be resilient and strong when tensions occur.

Those involved in supporting terrorism look to exploit and radicalise vulnerable people, including children and young people. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on us 'to have due regard to the need to prevent people from being drawn into terrorism'

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which spring from a variety of sources including the internet. At times students, visitors or parents may themselves reflect or display views that may be considered as discriminatory, prejudiced or extremist, including using derogatory language; this will always be challenged and where appropriate dealt with.

Education is a powerful deterrent against this and we will strive to equip young people with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way. This way our students are enriched, understand and become tolerant of difference and diversity where they can thrive, feel valued and not marginalised.

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school.

Where such cases are identified a Duty to Report form is to be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

Safeguarding Channel Panel

Safeguarding and promoting the welfare of children, young people and adults is everyone's responsibility. We are committed to working with our partners to protect and support our students, and where a Duty to Report form leads to one of our Students needing safeguarding, we will support the Channel programme.

Channel is a multi-agency approach to protect vulnerable people by identifying individuals at risk; assessing the nature and extent of that risk; and developing the most appropriate support plan for the individuals concerned.

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Training

We are committed to ensuring that all staff in our school have access to PREVENT training and are encouraged to make use of other counter-terrorism related training modules and the reference material below.

Key Points of Contact

..... School's/Setting's Safeguarding Lead

Helena Hunt, Prevent Lead for Blaenau Gwent County Borough Council

Email: Helena.hunt@blaenau-gwent.gov.uk Tel: 07791 875737

Reference Material

<https://gov.wales/respect-and-resilience-developing-community-cohesion>

This guidance aims to provide information to all schools, including a range of external resources, advice and support via established referral processes, regarding the causes of violent extremism and preventative measures that can be taken.

Included within this guidance is a self-assessment tool, to support schools to assess their levels of compliance with best practice in the creation of a safe learning community, and to keep learners safe from the dangers of radicalisation and extremism.

Prevent Duty Guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>

Channel Guidance: <https://www.gov.uk/government/publications/channel-guidance>

E-learning training on PREVENT:

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

PREVENT Referrals:

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

Channel Awareness:

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

Website: <http://educateagainsthate.com> Resources for parents and teachers

Secure and Shelter Procedure (example)

Secure and Shelter (Lockdown) procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally of air pollution (smoke plume, gas cloud etc.)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

The school's secure and shelter plan is as follows:

Signal for secure and shelter	
Signal for all clear	

Actions - dependent upon the cause of the activation of Safe and Secure (amend as required)

- *Who sounds the alarm / other form of notification (specify)*
- **Pupils who are outside of the school buildings** are brought inside as quickly as possible and return to their *classroom / other location (specify)* (outside staff will be informed by a senior member of staff)
- **Those inside the school** should remain in their classrooms and check corridors and toilets for pupils or staff
- All external doors and, as necessary, windows are closed (depending on the circumstances, internal classroom doors must also be closed).
- If the cause of the secure and shelter is air pollution, close air vents and switch off extractor fans / air conditioning.
- Blinds should be drawn and pupils sit quietly
- Once in lockdown mode, staff should notify the office immediately of any pupils not accounted for via the internal telephone system and instigate an immediate search for anyone missing
- Staff should encourage the pupils to keep calm
- The school office will establish communication with the Emergency Services
- If it is necessary to evacuate the building, the fire alarm will be sounded and the usual fire evacuation procedure will then take place
- Parents will be notified as soon as it is practicable via Parentmail and the website (only when appropriate via guidance from Emergency Services)
- Pupils will not be released to parents during a safe and secure situation.

All situations are different, once all staff and pupils are safely inside, senior staff will conduct an on-going risk assessment based on advice from the Emergency Services.

This can then be communicated to staff and pupils. Emergency Services will advise as to the best course of action in respect of the prevailing threat.

All Clear

Once the incident has been assessed as safe all classrooms will be either visited by a senior member of staff or via classroom telephone and told the situation is under control and the class can resume activities as normal.

Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the Lockdown.

Emergency Services and Corporate Communications will support the decision of the Headteacher with regarding the timing of communication to parents.

Safe and Secure Drill

It is of vital importance that the school's Safe and Secure procedures are familiar to all members of the school staff. To achieve this, a drill should be undertaken at least once a year.

Staff will ALWAYS have advance notice of a Safe and Secure drill, therefore if the signal occurs without warning staff must assume it is NOT A DRILL.

Parents will be notified as soon as it is practicable of the drill via Parentmail and the website.

Associated Policies, Guidance and Advice

APPENDIX 10

- Wales Safeguarding Procedures
<https://safeguarding.wales/>
- [Keeping Learners Safe \(gov.wales\)](#)
- Recruitment:
[http://intranet/organisational-development-\(hr\)/schools-hr/recruitment.aspx](http://intranet/organisational-development-(hr)/schools-hr/recruitment.aspx)
- <https://gov.wales/handling-allegations-abuse-against-teachers-and-staff>
Disciplinary and dismissal procedures for school staff | GOV.WALES
- [Blaenau Gwent Corporate Safeguarding Policy | Blaenau Gwent CBC \(blaenau-gwent.gov.uk\)](#)
- <https://gov.wales/whistleblowing-schools-guidance-governors>
Blaenau Gwent Whistleblowing policy:
- <http://intranet/media/160180/Whistleblowing-Policy-September-2019.pdf>
<https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>
- <https://gov.wales/sites/default/files/publications/2018-03/educational-records-school-reports-and-the-common-transfer-system-the-keeping-disposal-disclosure-and-transfer-of-pupil-information.pdf>

Gwent Safeguarding:

- [Welcome to the Gwent Safeguarding website - Gwent Safeguarding](#)

BAWSO:

- [Bawso | Supporting ethnic minorities affected by violence and exploitation](#)

Violence against women, domestic abuse and sexual violence (VAWDASV):

- [Live Fear Free helpline | GOV.WALES](#)
<https://www.gwentsafeguarding.org.uk/en/vawdasv>
- [Violence against women, domestic abuse and sexual violence \(VAWDASV\) educational toolkit | GOV.WALES](#)
- [guidance-for-governors_0.pdf](#)

Modern Slavery:

- [Live Fear Free: Slavery campaign | GOV.WALES](#)

Keeping safe online:

- [Keeping safe online - Hwb \(gov.wales\)](#)

Peer-on-peer sexual harassment and harmful sexual behaviour:

- <https://gov.wales/sites/default/files/publications/2020-10/guidance-for-education-settings-on-peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour.pdf>
- [Incidence of peer-on-peer sexual harassment among secondary school pupils in Wales: government response \[HTML\] | GOV.WALES](#)

- [We don't tell our teachers - Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales | Estyn \(gov.wales\)](#)
- [Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales - Supporting resources \(gov.wales\)](#)
- [Everybody's affected \(senedd.wales\)](#)

Challenging Bullying: Rights, respect, equality:

[Rights, respect, equality: guidance for schools | GOV.WALES](#)

Blaenau Gwent County Borough Council Safeguarding Data Protocol

Introduction

The governing body of a maintained school is responsible for the conduct and standards of the school; the Council shares the responsibility for standards in schools and discharges these responsibilities for the overall provision of education services in Blaenau Gwent.

The Council provides governing bodies with support through strategic support services that there

In order to manage the improvement process, there is a need to share information on a timely basis to ensure that appropriate monitoring, evaluation and reporting occurs and where appropriate timely intervention takes place.

The Council and its schools take their safeguarding responsibilities seriously and the purpose of this protocol is to articulate the timeframes in which the data will be shared.

Background

This protocol sets out good practice for the exchange of safeguarding information between schools and the local authority in the discharge of statutory functions.

Principles

The Council has a dedicated Safeguarding in Education Manager who will manage the information and the return of the data from schools. Data is to be returned twice a year, by end of October and April each year. These exact dates will be communicated to schools by the Safeguarding in Education Manager at the commencement of the academic year

Protocol

The information required is detailed below. The request for information will be generated by a member of Business Support and all information will be submitted through the use of Microsoft Forms by the dates specified.

The Safeguarding in Education Manager will maintain effective oversight of the information and use it to inform training and support programmes.

Any identified trend which requires immediate intervention will be managed by the Safeguarding in Education Manager.

Training:	<p><i>Dates of safeguarding training that have taken place since the previous data submission for the following:</i></p> <ul style="list-style-type: none"> • Whole school staff training - date and numbers completing • Designated and Deputy Designated Senior Person – date and title of course • Chair of governors and lead governor for safeguarding - training date • Individual governors – numbers completing training <p><i>Date of training and number completing for the following types of training:</i></p> <p><i>PREVENT</i> <i>VAWDASV Group 2 training</i> <i>Team Teach</i> <i>Equalities</i></p>
Policy adoption:	<p><i>Policy adoption dates will be sourced from EAS for safeguarding policies reviewed and distributed to schools</i></p>
Governors	<p><i>Training as listed above</i> <i>Number of governors with current DBS certificate</i></p>
Volunteers:	<p><i>Start date of volunteer</i> <i>Confirmation of DBS issue date</i> <i>Reference details</i> <i>Date of safeguarding training</i></p>

Training

Any training requirements for reporting of the data should be made to the Safeguarding in Education Manager.

This page is intentionally left blank