

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

June 2023



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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

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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](#)
- 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

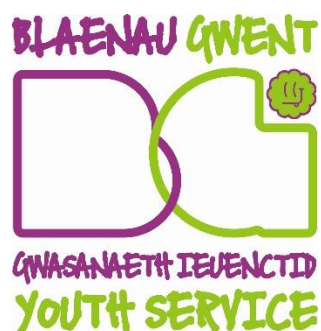
Social Services IAA Team	01495 315700
Social Services out of hours service	0800 328 4432
Gwent Police	01633 838111
Care Inspectorate Wales	0300 7900 126

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**.



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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

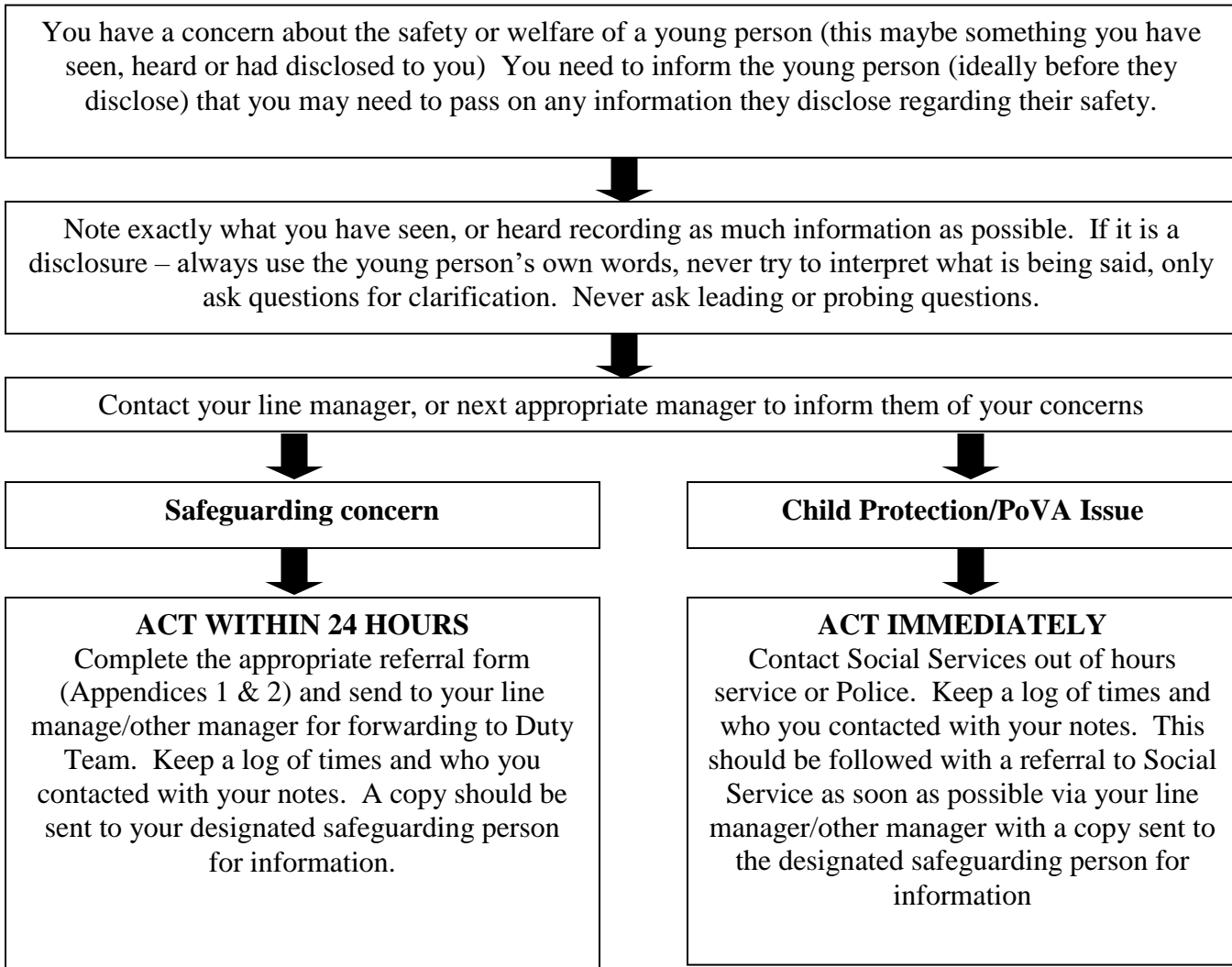
Pointers for Practice: Signs and Indicators of Possible Abuse and Neglect in an Adult at risk

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

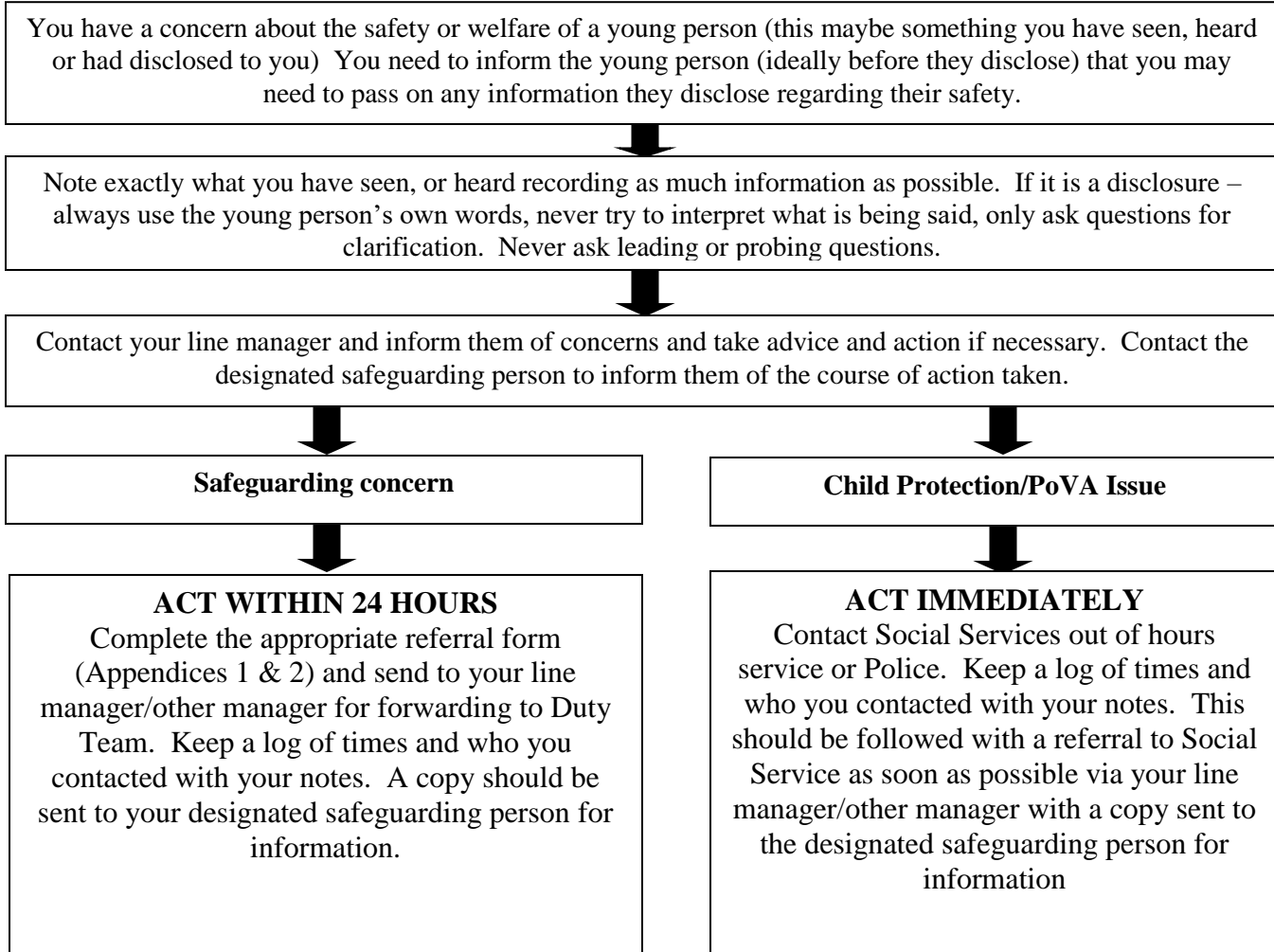
Joanne Sims	Young People and Partnerships Manager	07772 755435
Claire Madden	Team Manager – Emotional Wellbeing/ Designated Safeguarding Person	07581 628601
Ben Arnold	NEETS Projects Manager	07791 443612
Kristian Gay	Detached Manager	07970 828877
Stephanie Watkins	Inspire 2 Achieve Team Lead	07970 828899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

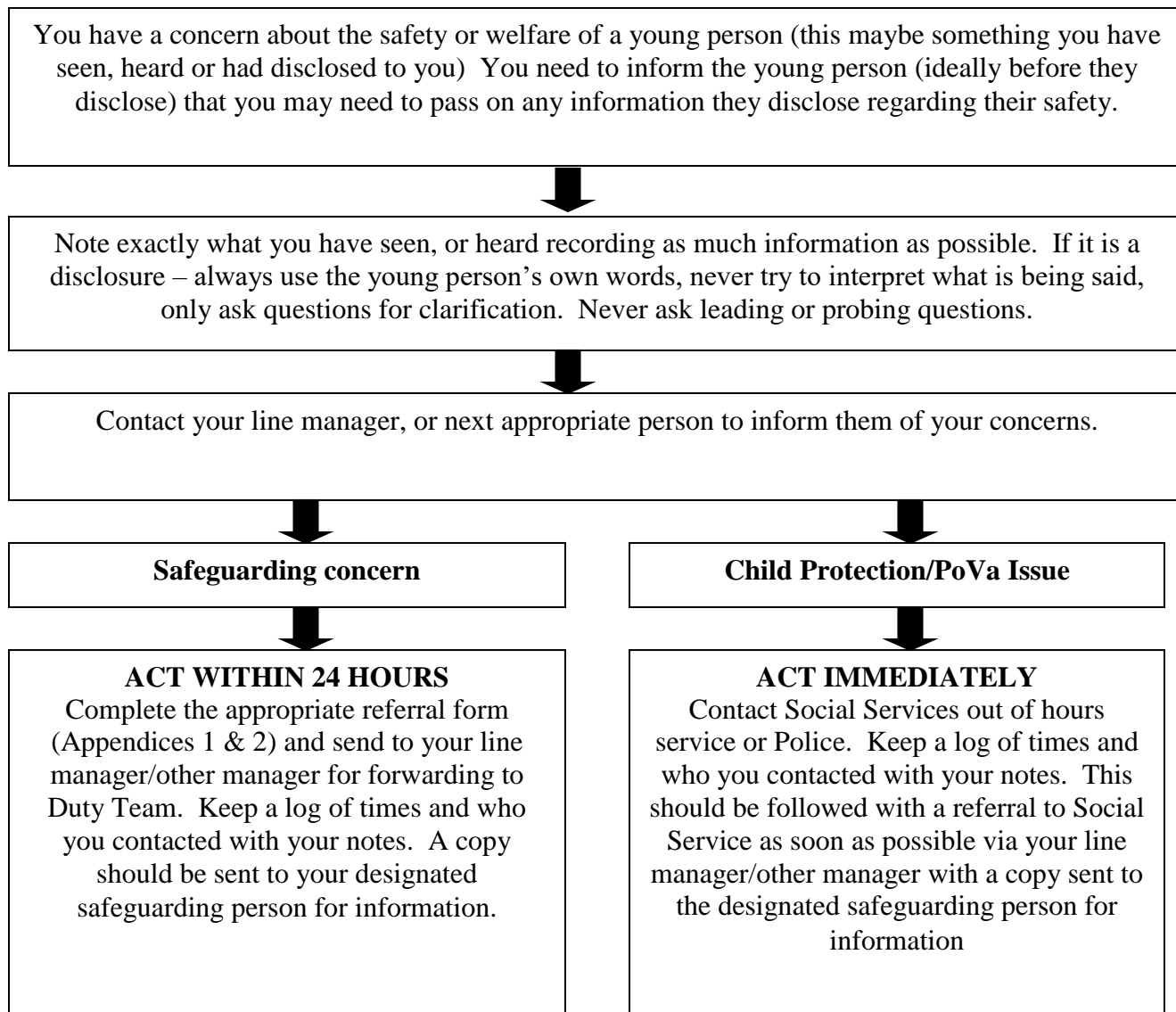
Kristian Gay	Detached & Youth Club Team Manager.	07970828877 kristian.gay@blaenau-gwent.gov.uk
Stephanie Watkins	Inspire 2 Achieve Team Lead.	07970 828899 Stephanie.Watkins@blaenau-gwent.gov.uk

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

Practitioner Concerns/Allegations



Practitioner Concerns/Allegations identified in school & reported to HT/Chair of Governors/Manager



Detailed note made immediately of concerns & circumstances



Inform Safeguarding in Education Manager
 Report to Children's Services – IAA Telephone number 01495 315700. Calls to this number must be followed up in with a written MARF within 48 hours.



Inform practitioner that concerns have been reported.
 (Do not give any detail at this stage.)



Risk assessment to be completed and interim safeguarding measures implemented during investigative process.



Professional Strategy Meeting?

Team manager will coordinate procedures, progressing to a strategy discussion where appropriate. Decision made whether a professional strategy meeting will be convened.



YES

NO

Initial Professional Strategy Meeting arranged by Social Services. Meeting is chaired by Safeguarding Manager, Social Services. Participation coordinated by Social Services.



Follow advice of Children's Services in consultation with Safeguarding in Education Manager during and following the investigative process.

Employer's Actions:
 Employer informed
 Employer determines actions, e.g. No further action, management advice, disciplinary action, OD Policies.



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.