

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

June 2020



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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. Sarah Dixon, 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'. Sarah Dixon is the first point of contact with schools, education settings and education directorate staff for advice regarding safeguarding and child protection issues arising in education settings in relation to adults who work with children."

Document version	Author	Date of issue	Changes made
1.0	Sarah Dixon	April 2015	Updated to reflect changes in WG Guidance, Keeping Learners Safe 158/2015
2.0	Sarah Dixon	May 2016	Update to reflect changes in legislation: Counter Terrorism and security Act 2015
3.0	Sarah Dixon	May 2017	Annual review and updated to reflect changes in contact details and the change to Information, Advice and Assistance team.
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6.0	Sarah Dixon	June 2020	Annual review. Updated with reference to the Wales Safeguarding Procedures and to include details of safeguarding data collection, BG Youth Service policy and COVID 19 procedures

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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 all children and adults at risk.

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 158/2015) 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 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.
- Children Act 1989/2004
- Social Services and Wellbeing Act (Wales) 2014
- 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
- Wales Safeguarding Procedures <https://safeguarding.wales/>

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 **practitioner**s 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 **practitioner**s 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 should ensure that their schools:

- Have effective child protection 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 **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.
- Ensure that the designated senior person (DSP) for child protection, the designated governor and the chair of governors undertakes training in inter-agency working that is provided by, or to standards agreed by, the Safeguarding Children Board and refresher training to keep their knowledge and skills up to date, in addition to basic child protection training.
- Provide a copy of the school's safeguarding self-evaluation to the Safeguarding in Education Manager during the first half of the autumn term
- Ensure that data for the safeguarding matrix is provided twice a year to the Safeguarding in Education Manager

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 child protection 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 child protection and there are arrangements to liaise with the school on these matters where appropriate.

Responsibilities of Head Teachers/ Managers

Head teachers and Principals of schools / Managers should ensure that all **practitioners** (including supply staff and volunteers):

- Are aware of child protection policies and procedures, as adopted, are fully implemented and followed by all **practitioners**
- Ensure understanding and compliance with pre-employment, DBS and Professional Registration requirements
- Can access sufficient resources and time to enable them to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Understand the procedures for safeguarding children, and feel able to raise concerns about poor or unsafe practice and 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 school's policy and procedure, and the name and contact details of the DSP for child protection.

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, and, in schools, the governing body

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 setting should identify a DSP with lead responsibility for safeguarding matters.

The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a report to the relevant investigating agency.

The role involves providing advice and support to other **practitioners**, making reports to and liaising and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the head teacher/ Manager informed of all adult/child protection issues in the establishment.

The DSP 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 child protection matters, and where appropriate, directing other staff.

Dealing with individual cases may be a responsibility of other staff members, but it is important that a senior member of staff takes responsibility for this area of work.

In many schools and settings, a single DSP will be sufficient, but a deputy should be available to act in their absence. In establishments which are organised on different sites or with separate management structures, there should be a DSP for each part of the site. In large organisations, or those with a large number of adult/child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

The establishment must also make arrangements to cover the role of DSP when that person is unavailable. In many cases, there will be a deputy DSP in place and larger settings may have a team of staff working together.

The DSP will take responsibility for the establishment's safeguarding practice, policy, procedures and professional development, working with other agencies as necessary. 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

Reporting Concerns

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

The DSP is responsible for making reports about allegations of suspected abuse to the relevant investigating agencies.

In the event of a DSP and deputy being unavailable, the person holding the concern has a duty to report to the relevant agency.

Where allegations relate to cases of suspected abuse or allegations of abuse against **practitioners**, the relevant process 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)').

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>

Training

All staff must have safeguarding training that equips them to carry out their role. This training should be refreshed at intervals not exceeding three years.

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.

Example policy template for schools/education settings**Child Protection 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 teaching and pastoral support offered to children/adults at risk
- Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our contact with children and adults at risk, school and education staff are well placed to observe the outward signs of abuse; and
- Support to those pupils and adults at risk who may have been abused.

This 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

This school/setting recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children and adults at risk at our school /education setting.

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 will be listened to;
- Ensure that children and adults at risk know that all adults in this school/setting can be approached if they are worried or concerned about matters that concern them or their siblings or friends.
- Include in the activities and in the curriculum, opportunities which equip children and adults at risk 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.

3. Procedures

At this school/setting we will follow the **Wales Safeguarding Procedures** 2019, <https://safeguarding.wales/> and other guidance and protocols that have been endorsed and agreed by the South East Wales Safeguarding Children Board. (SEWSCB), and the Gwent Wide Adult Safeguarding Board (GWASB) accessed via www.gwentsafeguarding.org.uk .

The school/ setting will: -

- A. Ensure it has a designated senior person (DSP) and deputy for safeguarding, who have undertaken the appropriate training.
- B. 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.
- C. Ensure that all **practitioners**, along with every governor, know: -
 - the name, contact details and role of the designated senior person (DSP), the deputy DSP and, in schools, the designated governor responsible for safeguarding;
 - in schools, that it is the lead person and/or their deputy who have the responsibility for making reports within timescales, by completing the agreed multi-agency referral form. In other settings, the reporting process will follow procedures agreed for that setting
 - that they have an individual responsibility for sharing concerns using the proper channels and within the timescales agreed.
 - how to take forward those concerns where the DSP is unavailable
 - that the DSP and deputy will seek advice 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) Team; **if in doubt a report must be sent.**
- D. Ensure that all **practitioners** are aware of the need to be alert to signs of abuse and know how to respond to a person who may disclose abuse.
- E. Ensure that all **practitioners** will be offered and expected to attend appropriate training and updates as arranged/directed by the school/setting.
- F. Ensure that parents have a clear understanding of the responsibility placed on the setting and its staff for safeguarding by setting out their obligations in the school prospectus and/or other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some

circumstances this may mean that the parents are not initially informed of a report made by the setting about a child.

G. Provide training for all **practitioners** so that they: -

- Understand their personal responsibility;
- Are cognisant of agreed local procedures
- Understand the need to be vigilant in identifying suspected cases of abuse; and
- Know how to support a person who discloses abuse, particularly the do's and don'ts

H. For schools, notify Social Services if: -

- a pupil on the child protection register is excluded either for a fixed term or permanently; and
- there is an unexplained absence of a pupil on the child protection register of more than two days' duration from school (or one day following a weekend).

I. 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 support these with the submission of written reports.

J. 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.

K. 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 the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information' (Appendix7)

L. Adhere to the procedures set out in the Welsh Government guidance circular 002/2013 'Disciplinary and Dismissal Procedures for School Staff'.

M. Ensure that all recruitment and selection procedures follow national and local guidance and the Council's Recruitment and Selection policy. Schools will seek advice and guidance from the Council's Organisational Development Department on recruitment and selection.

N. 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 write an annual report to the Governing Body on the school's safeguarding activities.

4. Supporting the person at Risk

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

At this education setting/school we will endeavour to be patient and supportive to the person at risk.

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

- The content of the activities and the curriculum to encourage self-esteem and self-motivation (see section 2 of this policy on Prevention);
- 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 (see section 2 on Prevention);
- The setting/school's behaviour policy which is aimed at supporting vulnerable pupils in the setting. All **practitioners** will agree a consistent approach which focuses on the behaviour of the offence but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable, but that each individual is valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services; and
- Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.

When a pupil/child on the child protection register leaves, we will transfer the sensitive information to the new school /setting immediately (Using the procedure outlined in appendix 7, Safeguarding File – Transfer of Records). The DSP will be central to this process, and if not already done, will inform Social Services of the move.

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 and can be located (State where)

6. Bullying

The setting/school's policy on 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 Governors and can be located (State where)

7. Physical Intervention

The setting/school's policy on physical intervention has been set out in (a separate document/ the school's behaviour policy etc.) (It would be useful to note any guidance, support and training provided by the Authority within any documentation.) 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 This policy/information can be located (State where).

8. Keeping Safe Online

The school/setting's policy on Online Safety has been set out in (a separate document/ the setting/school IT policy etc.) It would be useful to note any guidance, support and training provided by the Authority within any documentation. This policy/information can be located. (State where)

9. Children with Special Educational Needs (SEN)

This school/setting recognises that statistically children and young people with behavioural difficulties and disabilities 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 SEN has been set out in (A separate document). This policy/information can be located. (State where)

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. 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).

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

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.

The school/setting's policy on VAWDASV has been set out in (a separate document/ the schools VAWDASV policy etc.). This policy/information can be located. (State where)

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.

15. Transfer of school records

Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of child protection records through the use of the Safeguarding File – Transfer of records proforma. (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 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 the 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, you must report orally to the **Designated Senior Person (DSP) for safeguarding** immediately (or in their absence, their Deputy), to inform them of what has been disclosed. In the unlikelihood of both being absent, seek out the most senior person in the school;
- 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 absolute 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 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared a 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 are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for general consumption 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 been abused by a **practitioner (including volunteers):**

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

Where the allegation is made against a **practitioner**, reports to Children's/adult services are made in the same way as for all allegations of abuse

Where an allegation is against a **practitioner** you should refer to authority's guidance which takes into account the Welsh Government's guidance circular 002/2013 Disciplinary and Dismissal Procedures for School Staff and 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: Professional Allegations/Concerns).

If an allegation of abuse is made against a **practitioner** 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 (Interim), 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 Officer/Head of Paid Service.

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 should consider, in consultation with the Senior Officer, whether the allegation requires further investigation and if so by whom.
- 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 Protection of Adults at risk (POVA) Coordinator, Sarah Jones (01495 354613)

Pending the outcome of this process, interim safeguarding arrangements will be necessary. This will require a risk assessment to be completed and documented by the Head teacher/Chair of Governors/manager. This should ensure that there is no contact between the person who is the subject of the allegation and the person who has been accused of the allegation. Interim safeguarding measures should also be put in place regarding the contact that takes place between any other child(ren)/adult at risk and the person against whom the allegation has been made.

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**. 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 is experiencing child welfare concerns or an adult is an 'adult at risk'.

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.

Remember the pastoral responsibility of the Education Service. 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.

Designated teachers and senior members of staff responsible for safeguarding must attend training in multi-agency safeguarding procedures, and must undertake refresher training on a regular basis not exceeding three years.

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

Members of school governing bodies must also receive awareness raising training and the Chair of governors and the nominated governor for safeguarding will be offered opportunities for more specific training.

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.

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. 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 07815 005241; 01495 356016

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 _____

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) 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 **practitioner**s 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 **practitioner**s 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

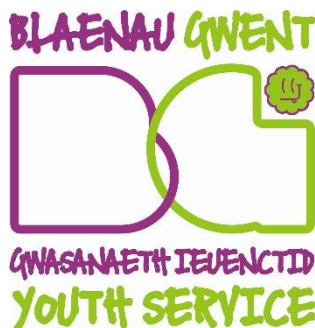
Social Services IAA Team	01495 315700
Social Services out of hours service	0800 328 4432
Gwent Police	01633 838111
Care Inspectorate Wales	0300 7900 126

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 documents and it's 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 Child Protection Policy**, which is available via your line manager.

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 <https://safeguarding.wales/chi/cp/c1p.p2.html?highlight=pointers>

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

<https://safeguarding.wales/chi/cp/c3p.p5.html?highlight=information-sharing>

<https://safeguarding.wales/adu/ap/a3pt1p.p7.html?highlight=information-sharing>

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 (PoVA)

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 <https://safeguarding.wales/adu/ap/a1p.p2.html?highlight=pointers>

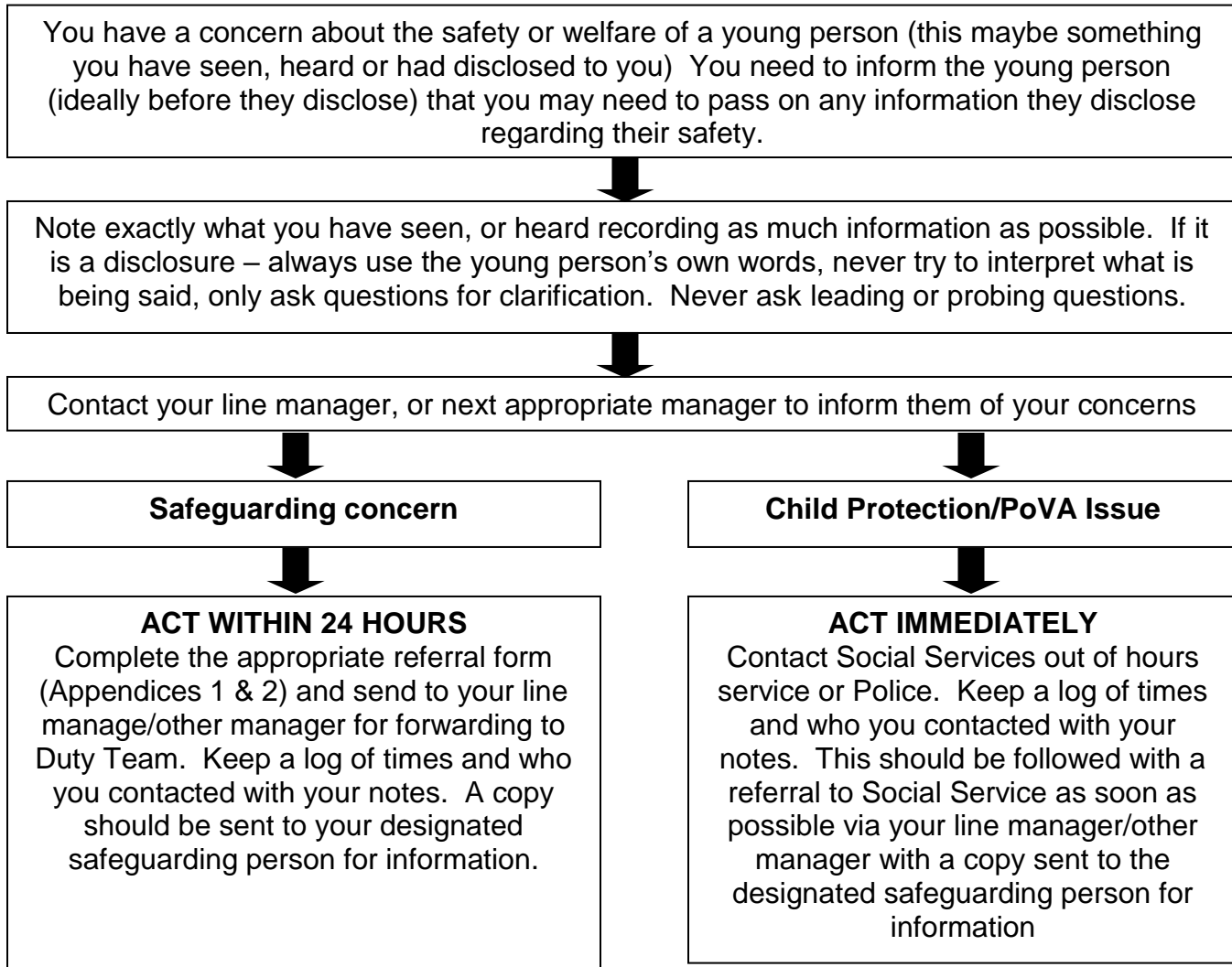
When making the decision to report an adult at risk, you should apply the same procedures as safeguarding/child protection and may need to refer to **the Wales Safeguarding Procedures**. **It is the responsibility of all staff to familiarise yourself with these procedures and how to access them, <https://safeguarding.wales/>**

The referral numbers for adults at risk are the same as Child Protection. Links to the relevant forms are found here:

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

Full time provision - Safeguarding/Child Protection Procedures

Flow chart



Useful Numbers

Joanne Sims	Youth Service Manager	01495 357866 07772 755435
Claire Madden	Youth Service Development Officer/ Designated Child Protection Officer	01495 357863 07581 628601
Ben Arnold	NEETS Projects Manager	01495 357864 07791 443612
Greg Morgan	Detached Youth Development Officer	01495 355674 07970 208727
Julia Swallow-Edwards	Inspire 2 Achieve Team Lead	01495 355690 07817 760771

Liam Thomas	Engagement and Progression Coordinator	01495 355690 07854 937489
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Social Service Referral Telephone Number	01495 315700
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Out of Hours Social Services Telephone Numbers	0800 3284432 01495 767045
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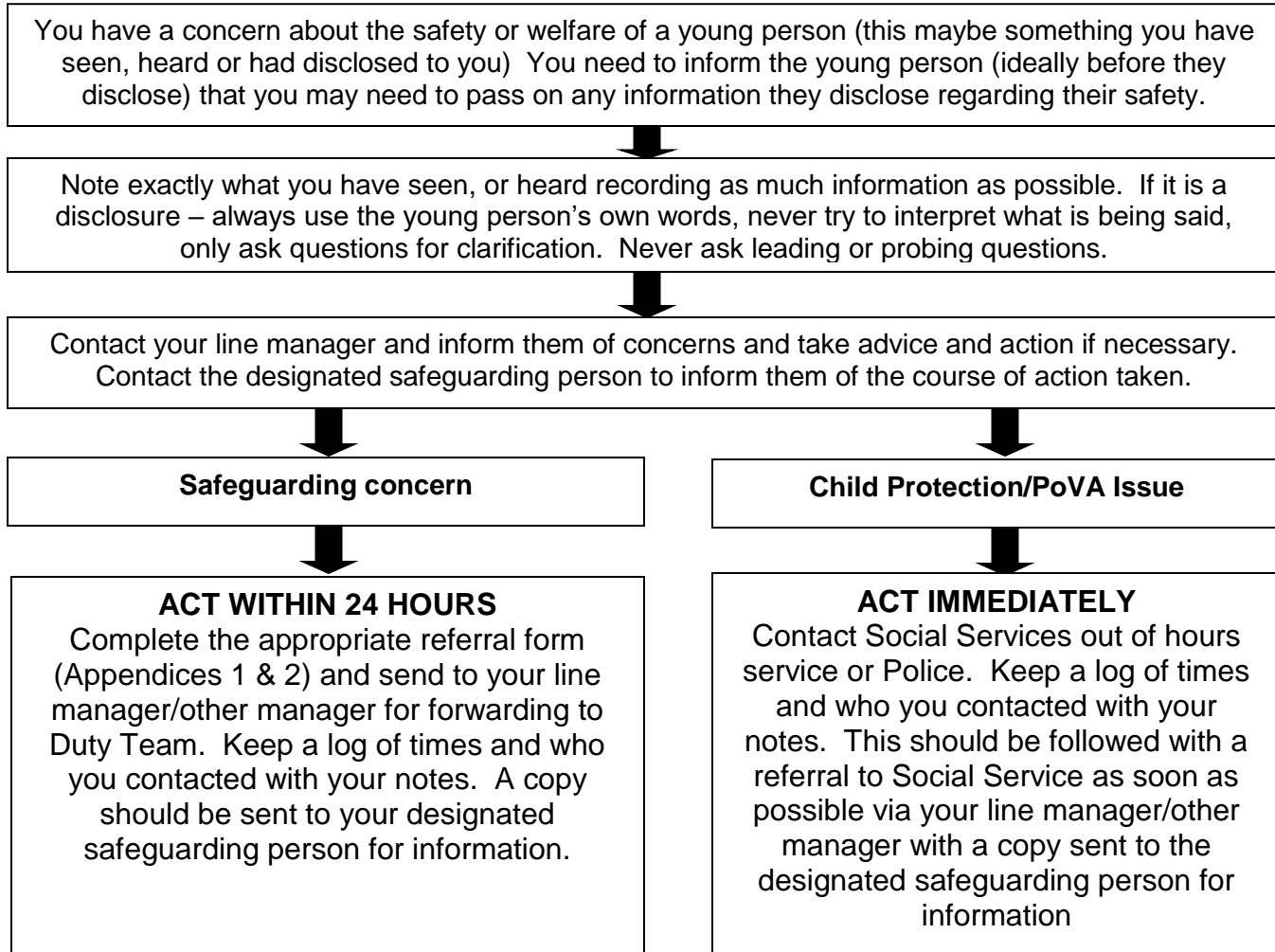
Police	01633 838111
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NSPCC Helpline (for professional advice)	0808 800 5000
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Blaenau Gwent Youth Service

Full time Provision located Offsite – Child Protection/Safeguarding Procedures

Flow chart



Useful Numbers

Joanne Sims	Youth Service Manager	01495 357866 07772 755435
Claire Madden	Youth Service Development Officer/ Designated Child Protection Officer	01495 357863 07581 628601
Ben Arnold	NEETS Projects Manager	01495 357864 07791 443612
Greg Morgan	Detached Youth Development Officer	01495 355674 07970 208727
Julia Swallow-Edwards	Inspire 2 Achieve Team Lead	01495 355690 07817 760771

Liam Thomas	Engagement and Progression Coordinator	01495 355690 07854 937489
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Social Service Referral Telephone Number	01495 315700
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Out of Hours Social Services Telephone Numbers	0800 3284432 01495 767045
--	------------------------------

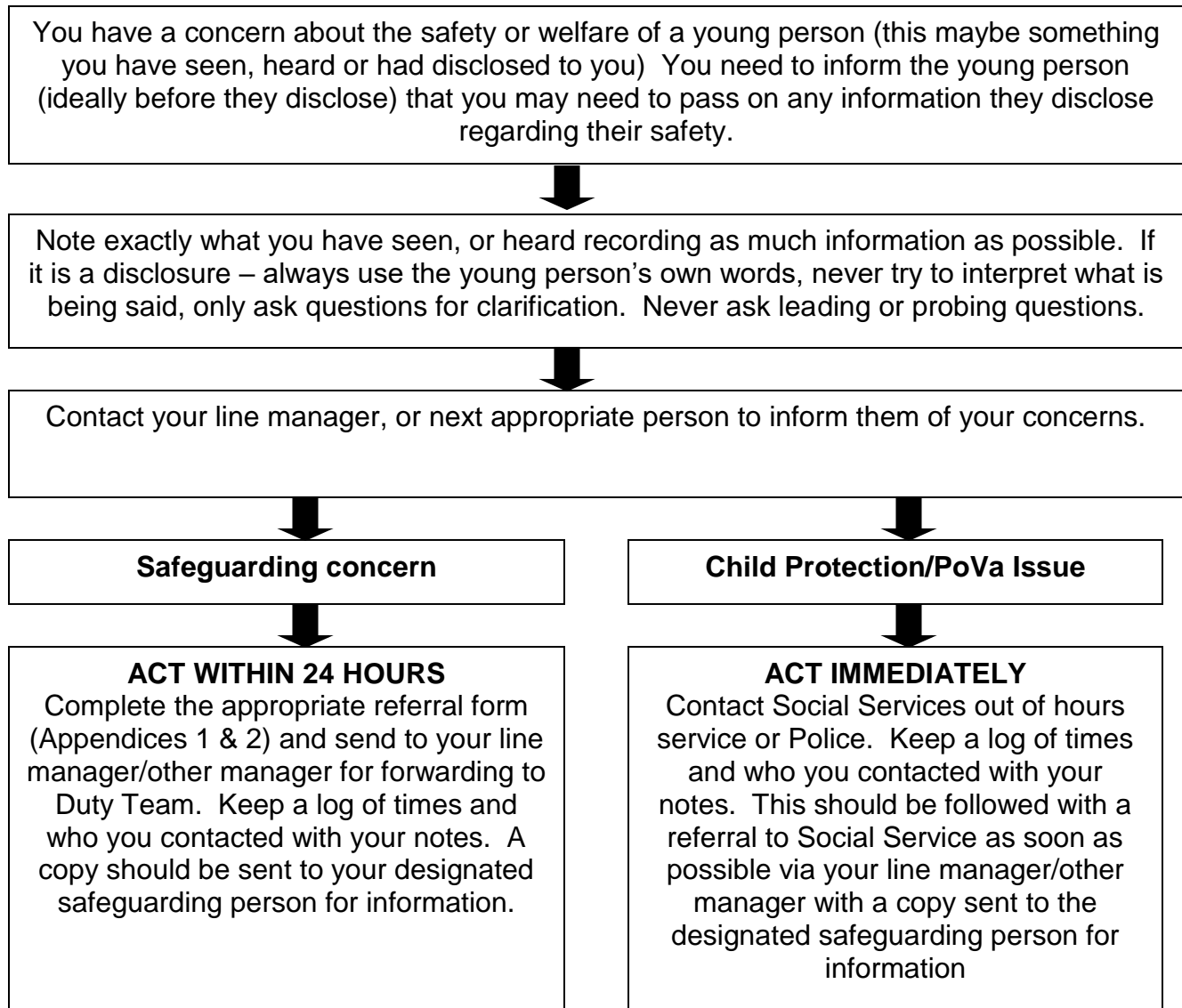
Police	01633 838111
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NSPCC Helpline (for professional advice)	0808 800 5000
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Blaenau Gwent Youth Service

Out of Hours Provision – Child Protection/Safeguarding Procedures

Flow chart



Useful Numbers

Joanne Sims	Youth Service Manager	01495 357866 07772 755435
Claire Madden	Youth Service Development Officer/ Designated Child Protection Officer	01495 357863 07581 628601
Ben Arnold	NEETS Projects Manager	01495 357864 07791 443612
Greg Morgan	Detached Youth Development Officer	01495 355674

		07970 208727
Julia Swallow-Edwards	Inspire 2 Achieve Team Lead	01495 355690 07817 760771
Liam Thomas	Engagement and Progression Coordinator	01495 355690 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

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

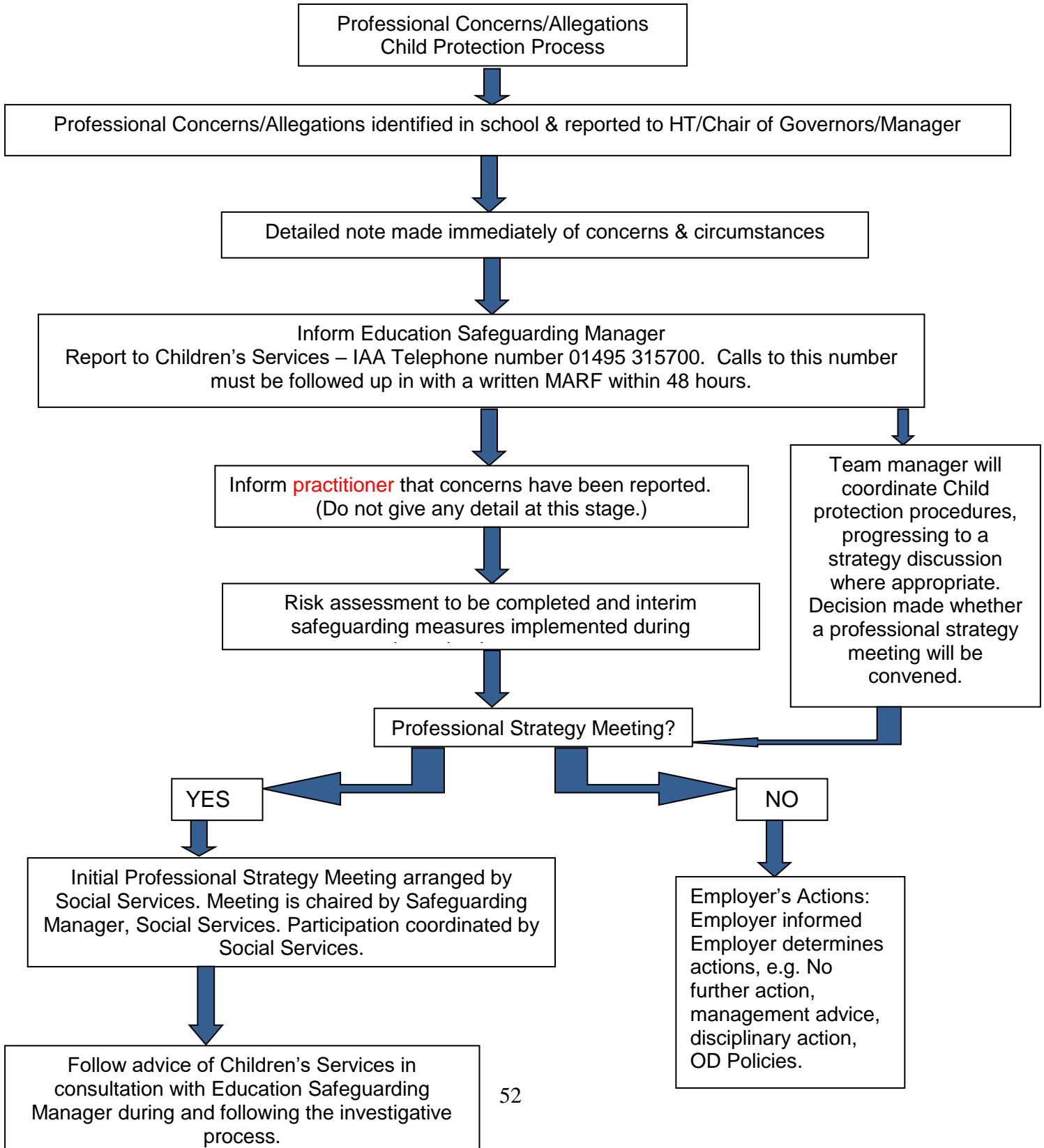
PROFESSIONAL CONCERNS/ALLEGATIONS

APPENDIX 6

This Flowchart should be used as a brief checklist of procedure for professional 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



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 Multi-Agency Referral 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 Multi-Agency Referral 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 the Workshop to Raise Awareness of Prevent (WRAP) 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

Respect and Resilience – Developing Community Cohesion

<https://gov.wales/sites/default/files/publications/2018-03/respect-and-resilience-developing-community-cohesion.pdf>

Respect and Resilience – Developing Community Cohesion: Assessment tool:

<https://gov.wales/respect-and-resilience-self-assessment-tool-schools>

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 Awareness:

<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

- **Wales Safeguarding Procedures** – 2019
<https://safeguarding.wales/>
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. (January 2015)
<https://gov.wales/keeping-learners-safe>
- Recruitment and selection policy
[http://intranet/organisational-development-\(hr\)/schools-hr/recruitment.aspx](http://intranet/organisational-development-(hr)/schools-hr/recruitment.aspx)
- Violence against Women, Domestic Abuse and Sexual Violence (VAWDASV) education toolkit
<https://gov.wales/violence-against-women-domestic-abuse-and-sexual-violence-vawdasv-educational-toolkit>
<https://gov.wales/violence-against-women-domestic-abuse-and-sexual-violence-guidance-governors-0>
- Safeguarding in Education: handling allegations of abuse against teachers and other staff – circular 009/2014 (April 2014)
<https://gov.wales/handling-allegations-abuse-against-teachers-and-staff>
- Disciplinary and dismissal procedures for school staff- circular 002/2013 (replaces circular 007/2001)
<https://gov.wales/disciplinary-and-dismissal-procedures-school-staff>
- Blaenau Gwent Corporate Safeguarding Policy
http://intranet/media/130044/Corporate_Safeguarding_Policy_May_2017docxv3.pdf
- Procedures for Whistle blowing in Schools and Model policy- circular 036/2007
<https://gov.wales/whistleblowing-schools-guidance-governors>
Blaenau Gwent Whistleblowing policy
<http://intranet/media/92682/Whistleblowing-Policy-for-School-based-staff.pdf>
- Safeguarding Children: Working Together Under the Children Act 2004
https://www.basw.co.uk/system/files/resources/basw_14350-5_0.pdf
- Procedures for reporting misconduct and incompetence in the education workforce in Wales-Welsh Government 168/2015 (replaces 018/2009)
<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>
- Safe and effective intervention-use of reasonable force and searching for weapons, Welsh Government circular 097/2013 (replaces 041/2010).
<https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>
- Children Missing from Education WG circular 002/2017 (replaces circular 006/2010)
<https://gov.wales/children-missing-education>
- Education Records, School Reports and the Common Transfer System - Circular 18/2006
<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>

- Teaching Drama: guidance on Safeguarding Children and Child protection for managers and drama teachers- National Assembly for Wales circular 23/2006
<http://dera.ioe.ac.uk/7299/1/clwyd-drama-guidance-e.pdf%3Flang%3Den>
- The Control of School Premises (Wales) Regulations 2008
<http://www.legislation.gov.uk/wsi/2008/136/made>
<http://www.legislation.gov.uk/wsi/2008/136/note/made>

Gwent Safeguarding:

<https://www.gwentsafeguarding.org.uk/en/Home.aspx>

Services for people from Black and Ethnic Minority (BME) backgrounds:

- [BAWSO http://www.bawso.org.uk/](http://www.bawso.org.uk/)

Domestic Abuse:

- <https://gov.wales/live-fear-free>
- <https://www.gwentsafeguarding.org.uk/en/VAWDASV/VAWDASV.aspx>
- info@phoenixdas.co.uk

Modern Slavery

<https://gov.wales/live-fear-free/slavery>

Keeping Safe Online

<https://hwb.gov.wales/zones/online-safety/key-information/>

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 help to create a level of common policy planning and practices that schools share. As part of this, support is provided through the commissioned service known as the South East Wales Education Achievement Service (SEWEAS).

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 and a timetable will be established and shared with schools at the start of the Autumn term.

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 sent to the Business Support officer using the return email address Timothy.Griffiths@blaenau-gwent.gov.uk 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 – individual staff names to be confirmed • Designated and Deputy Designated Senior Person, including title of course • Chair of governors and lead governor for safeguarding • Individual governors <p><i>Date of PREVENT training and who received this training.</i> <i>Date of VAWDASV training and who received this training</i></p>
Policy adoption:	<p><i>Policy adoption dates will be required only where policies have been reviewed and distributed to schools since the previous adoption date:</i></p> <p>Safeguarding policy Online Safety Policy Internet and Social Networking policy Appropriate use of the internet Anti-bullying policy Physical Intervention Safer recruitment policy Volunteer Guidance Whistle Blowing Policy Time-out policy Strategic Equity Plan Partnership Agreement</p>
Governors	<p><i>Confirmation of DBS certificate number and issue date</i> <i>Date of safeguarding training</i></p>
Volunteers:	<p><i>Confirmation of DBS certificate number and 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.

Safeguarding Data Reporting Timeframe for 2020/2021 academic year

Date	Start	Half Term Starts	Half Term Ends	Term Ends	Data returned by
Autumn	01/09/2020	26/10/2020	30/10/2020	18/12/2020	13/11/2021
Spring	04/01/2021	15/02/2021	19/02/2021	26/03/2021	N/A
Summer	12/04/2021	31/05/2021	04/06/2021	20/07/2021	26/4/2021

Example: Covid 19 Child Protection Policy Annex: to be read in conjunction with the school's safeguarding/child protection policy.

Introduction

At this time when the landscape is changing day to day, we must all remember we still have a duty to safeguard children.

The purpose of this policy annex is to reflect the different ways in which we are working and to reinforce the procedures that remain in place to safeguard children.

Whilst acknowledging the pressure that schools and colleges are under during the lockdown period, it remains essential that they continue to be safe places for children. The '**Keeping learners safe**' guidance continues to apply to school or college settings.

- the best interests of children must always continue to come first
- if anyone in the school has a safeguarding concern about any child they should continue to act immediately
- a designated safeguarding person (DSP) should be available and easily identified
- unsuitable people must not enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online
- schools should, as far as possible, take a whole setting approach to safeguarding. This will ensure that any new policies and processes in response to coronavirus are not weakening their approach to safeguarding or undermining their child protection policy.

Procedures

During the **COVID 19** outbreak the Information, Advice and Assistance Team (IAA) continue to be fully operational, the office hours remain as 9am - 5pm Monday – Friday.

The IAA Team will be able to offer advice if you have concerns for a child. They can be contacted on:

• 01495 315700

Referrals can continue to be made to Blaenau Gwent Children's Services using a multi-agency referral form (MARF). This form can be found on the Gwent Safeguarding website: <https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx>

The MARF should be sent to:

• DutyTeam@blaenau-gwent.gov.uk

After 5pm, on weekends and bank holidays, contact the South East Wales Emergency Duty Team (EDT) to report any safeguarding concerns:

• 0800 328 4432

If you think a child or young person is in immediate danger, contact the Police on 999.

The Legal Framework

The Social Services and Well-being (Wales) Act 2014 specifies the **duty** placed on practitioners and partners under s.162 of the Act to report both adults and children including unborn children where they have reasonable cause to suspect the criteria regarding risk of harm is met.

A report **must** be made whenever a professional has concerns about a child under the age of 18 years.

If any person has knowledge, concerns or suspicions that a child is suffering has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are reported to social services or the police who have statutory duties and powers to make enquiries and intervene when necessary

It is important that practitioners and partners do not ignore or dismiss suspicions as everybody has a responsibility to safeguard children.

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;

The Act provides definitions of abuse and neglect as follows:

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), and 'financial abuse' includes theft, fraud, pressure about money or misuse of money

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, an 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).

Identifying and reporting Concerns

During this period of lockdown and self-isolation there have been increased risks for those living at home with someone who may display abusive behaviours. It may be more difficult to report concerns.

Limited numbers of children have been attending settings during the lockdown period. As schools re-open to all learners, all staff need to be alert to the signs of abuse and know how to respond to a person who may disclose abuse. Practitioners may identify new safeguarding concerns about individual children as they start to see them in person.

Whether safeguarding concerns are identified regarding a pupil attending the school site or through continued contact arrangements by school staff with students, the school continues to have a legal duty to report all safeguarding concerns.

Whether a child is attending the setting or accessing learning from home, school continues to be a support to pupils and parent/carers who are concerned about harm or abuse. Any pupils, parents/carers who are concerned about harm or abuse, should contact their class or form teacher or another adult in the school to share their concerns.

During the COVID restrictions, multi-agency meetings have been held using remote ways of working. Education Staff will continue to work with children's social workers and contribute to safeguarding meetings in this way.

Safeguarding and supporting children during the COVID 19 period continues to be a priority. To report concerns, follow the procedures set out in this annex.

Concerns about a staff member/volunteer who may pose a safeguarding risk to children: any concerns within the setting must be reporting to the Headteacher. If the concern relates to the Headteacher, contact the Safeguarding in Education Manager. Safeguarding concerns about a member of staff/volunteer must be reported to the IAA

The Safeguarding in Education Manager must be contacted for all concerns about a member of staff/volunteer. Sarah.Dixon@blaenau-gwent.gov.uk 07815 005241. If not available, contact the IAA

Designated Safeguarding Person (DSP)

The Designated Safeguarding Person (DSP) for the setting is:

The Deputy DSP is:

Contact arrangements for the DSP/Deputy DSP will be displayed around the building and communicated to all staff/volunteers. If the DPS/deputy is off site, then they will be available via remote means, for example, by telephone or video conference, or an alternative named member of staff will be designated for contact for safeguarding matters. This information will also be communicated to staff who are working in any alternative buildings, if the school uses any off-site buildings.

Any changes to these arrangements will be communicated to all staff/volunteers.



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The Safeguarding in Education Manager for Blaenau Gwent is
Sarah.Dixon@blaenau.gwent.gov.uk

Operation Encompass

Operation Encompass continues to operate during the lockdown period.

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.

The Live Fear Free helpline is available 24 hours a day, 7 days a week, for free advice and support or to talk through options:

0808 80 10 800 info@livefearfreehelpline.wales

<https://gov.wales/live-fear-free/staying-safe-during-coronavirus-emergency>

Keeping Safe Online

During the COVID restrictions, children and young people are likely to spend more time online, whether for entertainment, to stay in touch with friends and family or to support their home learning. There are clearly many benefits to staying connected, however, increased time online may also increase the risk of encountering online safety issues.

Useful links for staying safe online:

Keeping safe online guidance from Welsh Government <https://hwb.gov.wales/zones/online-safety/key-information/>

Live streaming guidance <https://hwb.gov.wales/zones/online-safety/live-streaming-safeguarding-principles-and-practice-for-education-practitioners/>

Reporting harmful content found online <https://reportharmfulcontent.com/>

Online safety playlist for parents <https://hwb.gov.wales/zones/online-safety/news/articles/21e491a7-e417-4570-92dd-12bd7ba05747>

Wales Safeguarding Procedures

This setting follows the Wales Safeguarding Procedures 2019 and also policies, protocols and guidance documents that have been endorsed by Gwent Safeguarding

Detailed information on safeguarding procedures, a glossary of terms and All Wales Practice Guides can be found in these procedures <https://safeguarding.wales/>

Gwent Safeguarding links

<https://www.gwentsafeguarding.org.uk/en/Children/Protocols-and-Procedures/Protocols-and-Procedures.aspx>.

<https://www.gwentsafeguarding.org.uk/en/Children/Professionals/Professionals.aspx>

<https://www.gwentsafeguarding.org.uk/en/Children/Parents-and-Carers/Parents-and-Carers.aspx>

<https://www.gwentsafeguarding.org.uk/en/Children/Children-and-Young-People/Children-and-Young-People.aspx>

Communication protocol for contacting families during lockdown

During the school re-purposing period, schools continued to contact families. A protocol for communication was implemented and can continue to be used during the school re-opening phase.



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Welsh Government Guidance:

This guide aims to assist practitioners in accessing information and advice on identifying abuse and/or supporting disclosure and reporting concerns

<https://gov.wales/keeping-children-and-young-people-safe-non-statutory-guide-practitioners>