

Education Directorate

# Child Protection Policy

**Adaptation for St Illtyd's Primary School**



Cyngor Bwrdeistref Sirol

**Blaenau Gwent**

County Borough Council

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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.”

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## 1. INTRODUCTION

1.1 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 vulnerable adults 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.

1.2 Children are defined as anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate does not change his or her status or entitlement to services or protection under current legislation. Education services provide support to young people up to the age of 25 years. This policy covers all children and adults at risk.

1.3 An adult at risk is defined as an adult who is experiencing, or who is at risk of, abuse or neglect, has needs for care and support (whether or not the Council is meeting any of those needs), and as a result of those needs is unable to protect himself or herself against the abuse or neglect or risk of it.

1.4 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. This policy covers the following areas: Schools, Youth Service and Childcare settings, including play. Schools and childcare 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.

1.5 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.

As such the construction of the policy (appendix 1) follows the four main areas:-

- Introduction
- Prevention
- Procedures
- Supporting the Pupil/Young Person at risk

These four areas can be adapted by changing some of the wording to suit the requirements of individual schools and organisations.

Added to the above, reference to other related school or organisation policies can be added, as in the examples given for 'Bullying' and 'Physical Intervention'. Other associated additions could include:-

- Online Safety
- Dealing with Allegations against Staff

- Children with Special Needs and or Disabilities.
- Child Protection Procedures Process: From Referral to Action and Support
- Abuse of Trust as noted in the Sexual Offences (Amendment) Act 2000
- PREVENT duty as noted in the Counter-Terrorism and Security Act 2015

1.6 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.

1.7 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.

1.8 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.

## **2. SCOPE**

2.1 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.

2.2 This policy covers all education settings within Blaenau Gwent

2.3 While employees, Elected Members, volunteers and contractors are likely to have varied levels of contact with children, young people and vulnerable adults 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.

2.4 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.

## **3. DEFINITION OF SAFEGUARDING**

3.1 Safeguarding means protecting an individual's health, well-being and human rights and enabling them to live free from harm, abuse and neglect.

3.2 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 or, in the case of a child, an impairment of the child's development.

Definitions of abuse can be found in appendix 2

#### **4. PREVENTATIVE APPROACH**

4.1 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.

This will include (but is not limited to):

- Counter terrorism and the risk of radicalisation
- Child Sexual Exploitation (CSE)
- Self harm,/suicide
- Modern slavery/trafficking
- Violence Against Women Domestic Abuse and Sexual Violence (VAWDASV)
- Safer Schools' partnership, which 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.

#### **5. RESPONSIBILITIES FOR SAFEGUARDING IN EDUCATION**

##### **5.1 Overview**

5.1.1 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.

51.2 All employees 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 vulnerable adults. The duty to report is a legal requirement and may have serious consequences for the employee who fails to report appropriately. The process to follow to make referrals is contained in Appendix 3.

5.13 The Council promotes safer recruitment policy and practice. As part of this process Disclosure and Barring Service (DBS) checks are undertaken for employees in accordance with statutory and regulatory requirements and provisions contained within the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Checks are also undertaken to ensure that staff are registered with relevant professional bodies wherever appropriate e.g. Education Workforce Council. 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.

5.14 Staff and volunteers 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.

5.5 Where individuals have concerns or suspicions about other employees, volunteers or contractors these should be reported through safeguarding procedure. The Whistle Blowing Policy provides guidance for staff to report concerns or suspicions about other employees, volunteers or contractors.

5.6 All employees will be made aware of their safeguarding responsibilities as part of their induction to their employment. More specialist single agency and multi-agency training opportunities are available for employees who routinely work with children or vulnerable adults at levels appropriate to their role and responsibilities. This training can be accessed through Gwent Safeguarding [www.gwentsafeguarding.org.uk](http://www.gwentsafeguarding.org.uk)

5.7 Any person responsible for, or working with, children or vulnerable adults 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.

5.8 All employees 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 vulnerable adults.

5.9 Each local government education setting/school is responsible for nominating a Designated Senior Person (DSP) and deputy DSP with responsibility for safeguarding

and all DSP's will be invited to termly DSP meetings with the Safeguarding in Education Manager.

## **5.2 The Role of the Governing Body in Schools**

5.2.1 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 respective organisations:

- 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 permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for 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 the safeguarding matrix is provided on a termly basis 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.

### **5.3 Responsibilities of Head Teachers/ Managers**

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

- Are aware of child protection policies and procedures, as adopted are fully implemented and followed by all staff
- Ensure understanding and compliance with the Authority's 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 when they start work in a new establishment.

5.3.2 Head teachers/ Managers should also:

- Provide timely updates to the Safeguarding in Education Manager in line with the safeguarding protocol
- Participate in the Quality Assurance processes in a timely manner, at the request of the Safeguarding in Education Manager
- Ensure that the safeguarding processes are reviewed annually and shared with staff, and, in schools, the governing body.

## **5.4 Role of the Designated Person in schools and educational settings**

5.4.1 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.

5.4.2 Each setting should identify a DSP with lead responsibility for arranging adult and child protection and safeguarding issues and cases.

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

5.4.4 The role involves providing advice and support to other staff, making referrals 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.

5.4.5 The DSP must be a senior officer at the setting, or part of the senior 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.

5.4.6 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.

5.4.7 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.

5.4.8 The DSP will take responsibility for the establishment's adult/child protection 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

## **6.0 Referrals**

6.1 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 referral by liaising with relevant agencies.

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

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

6.4 Where allegations relate to cases of suspected abuse or allegations of abuse against staff or volunteers, the relevant process for referrals 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 member of staff (including volunteers)').

6.5 All staff, volunteers 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 referral 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>



## **Safeguarding Policy** for (Name of School /Setting)

### **1. Introduction**

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

There are three main elements to our policy:-

- Prevention through the teaching and pastoral support offered to children/vulnerable adults
- Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our contact with children and vulnerable adults, school and education staff are well placed to observe the outward signs of abuse; and
- Support to those pupils and vulnerable adults who may have been abused.

This policy applies to all staff and volunteers working in the school/education setting. In the case of schools it is the Governing Bodies policy. It is recognised by this school/

setting that all staff that come in to contact with children and vulnerable adults 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 staff 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 vulnerable adults at our school /education setting.

The school/setting will therefore:-

- Establish and maintain an ethos where children and vulnerable adults feel secure, are encouraged to talk and share their concerns and will be listened to;
- Ensure that children and vulnerable adults 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 vulnerable adults 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 vulnerable adults 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 All Wales Child Protection Procedures (April 2008), Wales Interim Policy and Procedures for the protection of vulnerable adults from Abuse 2013, 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](http://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 the South East Wales Safeguarding Children Board, Gwent Wide Adult Safeguarding Board and the Council's Safeguarding in Education Manager for guidance and support in assisting the school's designated senior person.
- C. Ensure that all members of staff, including permanent, part time and adult volunteers, 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 referrals within timescales, by completing the agreed multi-agency form. In other settings, the referral 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), when out of hours, the South East Wales Emergency Duty Team (SEWEDT) Team and /or the Safeguarding in Education Manager if necessary when a referral is being considered; **if in doubt a referral must be sent.**

D. Ensure that all members of staff 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 members of staff 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 referral made by the setting about a child.

G. Provide training for all staff so that they:-

- Understand their personal responsibility;
- Are cognizant 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 vulnerable adults (noting date, event and action taken), even where there is no need to refer 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' (Appendix 5)

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/ vulnerable adults 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:-
  - o promotes a positive, supportive and secure environment; and
  - o Gives pupils/vulnerable adults 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 staff 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, (shared with parents/carers via points of communication) but that each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the Behaviour Policy in conjunction with this and other named policies noted in this policy.
- 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 5, 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 clear 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. Online Safety**

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. Staff 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. Children who enter the Looked after System**

This school/setting recognises that children who enter the Looked after System are often the most vulnerable and needy. Advice and guidance can be sought from the Local Authority's Looked After Children's Education Coordinator.

### **11. Community Cohesion – Preventing Extremism**

This school/setting is committed to providing a safe environment for all of our students, staff and any visitors. 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

Our policy statement for community cohesion is attached as appendix 6: 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 school staff 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 Day Slavery**

Modern day slavery encompasses slavery, sexual exploitation, human trafficking, and forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment. In March 2015, the Modern Day Slavery Bill consolidated and simplified existing offences into a single Act ensuring that perpetrators

can receive suitably severe punishments. The Bill also introduces new powers for the courts to place restrictions on individuals to protect people from the harm caused by modern day slavery.

Modern day 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 Day Slavery can be found at BAWSO, [www.bawso.org.uk](http://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 5).

#### **16. Out of Hours**

Procedures in relation to reporting concerns out of normal office hours is contained in a separate document linked to the setting. 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**

##### **17.1 What to do if a person tells you they have been abused or harmed:**

A person may confide in any member of staff/volunteer. Staff/volunteers 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. (see note following this section for more details) 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 if possible it would be helpful to know if the adult at risk consents to the adult safeguarding process.

## **17.2 What to do if a person tells you they have been abused by a member of staff (including volunteers):**

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

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

Where an allegation is against a member of staff 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 4: Professional Allegations/Concerns).

If an allegation of abuse is made against a member of staff 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, 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, Lynette Jones Tel: 01495 355337/ 07775 701817 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 member of staff 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 referral under the safeguarding procedures

- In the case of vulnerable adults, further advice can be sought from the Protection of Vulnerable Adults (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/vulnerable adult 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, vulnerable adult 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 staff. Each establishment, organisation or service will keep and maintain records which detail allegations of abuse against any member of staff 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

### **17.3 Confidentiality**

The school/setting and staff 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 member of staff if they feel that the information will not be divulged to anyone else. However education staff have a professional responsibility to share relevant information 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 member of staff deals with this sensitively. When responding, staff 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. Staff 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. When making a report about an 'adult at risk', consent is not required to make the report, but if possible it would be helpful to know if the adult at risk consents to the adult safeguarding process.

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 be cognisant of national and local training requirements and guidance, which will include South East Wales Safeguarding Children Board's (SEWSCB) and Gwent Wide Adult Safeguarding Board (GWASB) guidance, advice and training opportunities.

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's development. The deputy will be initially supported by the DSP and consideration for joint opportunities for training with the DSP will be considered. Designated teachers and Senior Members of staff responsible for safeguarding should attend training in multi-agency safeguarding procedures, and should undertake refresher training on a regular basis.

All staff 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 should also receive awareness raising training and the Chair of governors and the nominated governor for safeguarding will be offered opportunities for more specific training.

All educational settings and partners working with children and vulnerable adults in Blaenau Gwent should keep records of training and carry out regular audits to ensure that all staff training for safeguarding is kept up to date. Educational establishments and partner agencies will be required to provide information on staff training to the Local Authority 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** and can be contacted by:-

Telephone - **07815 005241; 01495 356016**  
Email- Sarah.Dixon@blaenau-gwent.gov.uk

**Social Services** can be contacted as follows:-

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

**This policy was updated on \_\_\_\_\_ by \_\_\_\_\_**

**This policy was presented and accepted by the Governing Body on \_\_\_\_\_**

**This staff were made aware of this policy and or updates on \_\_\_\_\_**

**This policy will be reviewed on \_\_\_\_\_**

### **Safeguarding Policy for (Name of Early Years 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 staff at .....(setting) fully recognises the contribution it makes to safeguard children and complies with South East Wales Safeguarding Children's Board and Blaenau Gwent authority's safeguarding policy.

We recognise the key role at.....(setting) can play 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;
- liaise and work together with all other support services and those agencies involved in 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 South, East Wales Safeguarding Boards' (see footnote) 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 Act 2014
- The All-Wales Child Protection Procedures
- 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 development in ways that foster security, confidence and independence;
- 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
- 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 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;
- 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, especially Social Services, Families First and the Police;
- To ensure that all adults within the setting, who have access to the children, have been checked as to their suitability (including visitors);
- Care Inspectorate Wales (CIW) will be notified of any allegations made against staff, managers, any volunteers, students and/or outside agencies in the setting.

**Safe recruitment**

.....(the setting) operate safe recruitment procedures and ensure that all appropriate checks are carried out on new staff 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 staff and volunteers, to ensure that no disqualified person or unfit person works at the nursery or has access to the children. All staff and temporary staff/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 are most vulnerable to abuse. 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 Child Protection Officer and their responsibilities.**

The setting’s Child Protection Officer is ..... who will be responsible for supporting staff in liaising with Social Services, the South East Wales Safeguarding Children’s Board and CIW regarding any child protection matter.

The setting’s Deputy Child Protection Officer is .....who will be responsible for supporting staff in the absence of the Child Protection Officer.

The designated Child Protection Officer and their Deputy will:

- act as a source of advice and support within .....(the setting) and provide a point of contact for staff who have concerns or information that child or young person may be suffering abuse;

- co-ordinate any necessary referrals to Social Services, **however** individual staff members have the responsibility for raising concerns, completing referral information, informing Social Services and involvement in any safeguarding processes that follow after a referral is made e.g. requests for information, attending case conferences etc;
- support those staff in our setting who has 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 staff, and non-staff are aware of and have access to our setting's safeguarding policy and procedures and the All Wales Child Protection Procedures;
- disseminate safeguarding information gained from training and other sources to all staff in our setting and ensure that newly appointed staff are aware of their child protection/safeguarding responsibilities;
- inform CIW of any allegations that have been made against managers, staff members and volunteers.

### **Staff commitment**

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

- all staff have up to date safeguarding training and will be vigilant to signs and evidence of physical, sexual and emotional abuse or neglect
- implement safe recruitment practices for all staff, students and volunteers, including verified references and full and up to date enhanced DBS checks
- all staff and volunteers are given a copy of the Safeguarding policy during their induction, and have its implications explained to them.
- any member of staff, student or volunteer under investigation for the alleged abuse of a child, will be subject to the provisions of the Staff Disciplinary Policy
- all staff and volunteers receive regular training and supervision where opportunities to discuss Safeguarding/Child Protection issues will be made and further support provided if necessary
- all staff 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 child protection officer or setting's manager.
- All visitors/contract/external workers will sign a visitor's book and formally identified before accessing the setting. They will be accompanied whilst on the premises, especially when in the areas the children use.

### **Supporting Staff**

We recognise that all staff 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 such staff by providing opportunity to talk through their anxieties with the designated Child Protection Officer 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

#### **Categories of Abuse**

**Physical Abuse:** Involves hitting, shaking, throwing, burning, suffocating or any other physical harm. Deliberately causing a child's ill health also constitutes physical abuse.

**Sexual Abuse:** Involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. Showing children pornographic materials, sexual activities, or encouraging children to behave in sexually inappropriate ways also constitutes sexual abuse.

**Emotional abuse:** Varying degrees of emotional abuse are present in virtually all child protection incidents, but can also constitute abuse in its own right. Emotional abuse involves persistent or severe emotional ill treatment or torture causing, or likely to cause, severe adverse effects on the emotional stability of a child. Such behaviour may involve conveying to a child that they are worthless, unloved, or inadequate, or making them feel unnecessarily frightened or vulnerable.

**Neglect:** Neglect is the persistent failure to meet a child's basic physical, emotional or psychological needs, such as is likely to have a severe impact on their health, development or emotional stability. Neglect may involve failing to provide adequate food, shelter or clothing for a child, or failing to adequately protect them from physical

harm or ill health. Neglect can also manifest itself in a failure to meet the basic emotional needs of child.

### **What to do if a member of staff has a concern**

The action that .....’s (the setting) take to safeguard children will be in line with the All Wales Child Protection Procedures.

It is not the role of the staff 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. The staff 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.

Staff in our setting will inform the Child Protection Officer 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 staff;
- 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 referral, but small pieces of information may be significant on their own to create a wider picture. All information should be recorded including:

- Date of disclosure/concern
- Date and time of the record being made
- Name, address and date of birth of the child/children
- A factual report of what happened, what was witnessed or said – use the child’s own words!
- Exact position and type of injuries or marks seen
- A note of any other people involved, family circumstances
- Any discussions held with the parent/s (where deemed appropriate)
- Name of the person making the record and their job title
- Signature

The Child Protection Officer (CPO) 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 referral 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 referral is to be made the CPO will support the member of staff in completing the Multi Agency Referral Form (MARF) and processing the referral.

**\*Remember to create the Picture** so that the person reading the referral 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 making the referral.

### **Third Party Information**

This is information passed on by anyone other than staff or management of the Setting, who expresses their concerns. Information from a third party regarding suspicions of child abuse cannot be ignored. If the person imparting the information has concerns, they should be encouraged to contact Social Services. If they do not wish to do so, it should be explained to them that the setting is obliged to. The concerns should be logged and any action taken recorded fully.

### **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 staff 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 Child protection Procedures

### **Allegations against a staff member**

If an allegation of any form of child abuse is made against a member of staff, the following procedure will be followed:-

- All allegations of abuse of children by a professional or staff member must be taken seriously and treated accordingly
- All allegations and suspicions of professional abuse must be referred to Social Services, CIW or to the Police. The setting will follow their child protection procedures and make a referral.
- All allegations and concerns must be recorded, dated and signed.
- 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 member of staff.
- The member of staff 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 member of staff
- 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 staff member will be informed that the child protection enquiry will be carried out in accordance with child protection procedures. The member of staff will be reassured that every effort will be made to preserve confidentiality, however information gained which is relevant to disciplinary or criminal proceedings maybe disclosed for this purpose.
- If the staff member 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 member of staff 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 Child Protection Officer will ensure that:

- a chronological record of concerns about a child is maintained even if there is no need to make an immediate referral;
- all such records are kept confidentially and secure.
- Maintain a file with copies of safeguarding referrals, 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 staff will make:-

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

Staff cannot keep confidential a disclosure or allegation of abuse and must refer the matter to the Child Protection Officer and/or other senior member of staff.

All referrals 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 staff 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 referral being made, or to assist in providing appropriate support to a child or young person once a referral has been made. Information should only be shared on a strict need to know basis.

### **Relevant Telephone Numbers**

|   |                      |
|---|----------------------|
| <b>Social Services Duty Referral Team</b>   | <b>01495 315700</b>  |
| <b>Social Services out of hours service</b> | <b>0800 328 4432</b> |
| <b>Gwent Police</b>                         | <b>01633 838111</b>  |
| <b>Care Inspectorate Wales</b>              | <b>0300 7900 126</b> |

### **Footnote**

*South East Wales Safeguarding Children's Board (SEWSCB) bring together representatives of each of the main agencies and professionals responsible for helping to protect children from abuse and neglect in a given area. The SEWSCB is a multi-agency forum set up to agree how the different services and professional groups should co-operate to safeguard children in that area, and for making sure that arrangements work effectively to bring about good outcomes for children.*

**Date:**

**Signature:**



## **Definitions of Abuse Children**

### **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child who they are looking after.

### **Emotional abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### **Sexual abuse**

Sexual abuse involves 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. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include 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.

## **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

## **Identifying significant harm**

The Children Act 1989 introduced **the concept of significant harm** as the threshold that justifies compulsory intervention in family life in order to protect children. Significant harm is defined in the legislation as ill treatment or the impairment of health and development. It describes the effects of sexual, physical, emotional abuse or neglect, or a combination of different types. Local authorities have a statutory duty under *the Children Act 1989* section 47 (1) (b) to make enquiries, or cause enquiries to be made, where they have reasonable cause to suspect that a child who lives, or is found in their area is suffering, or likely to suffer, significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. A single, serious event of abuse, such as an incident of sexual abuse or violent assault, might be the cause of significant harm to a child. However, more frequently significant harm occurs as a result of a long-standing compilation of events, which interrupt, change or damage a child's physical and psychological development. The significant harm resulting from the corrosive effect of long-term abuse is likely to have a profound impact on the future outcomes for the child.

## **Definitions of Abuse**

### **Adults**

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.

### **Physical Abuse**

Physical abuse is any physical pain, suffering or injury willfully inflicted by a person who has responsibility, charge, care, or custody of, or who stands in a position of or expectation of trust to a vulnerable person.

### **Emotional Abuse**

Emotional or psychological abuse is the willful infliction of mental suffering, by a person in a position or expectation of trust, to a vulnerable person.

### **Sexual Abuse**

Adult sexual abuse refers to the direct or indirect involvement of a vulnerable adult in sexual activity to which they are unwilling or unable to give informed consent, or which they do not fully comprehend, or which violates the social taboos of family roles, e.g., incest.

### **Neglect**

Neglect is the failure of any person having the responsibility, charge, care of custody of a vulnerable person to provide that degree of care which a reasonable person in a like position would provide. It can involve intentional or unintentional acts. It includes the unintentional failure of a carer to fulfil their caring role or responsibilities, because of inadequate knowledge or understanding the need for services.

### **Financial Abuse**

Financial or material abuse is any theft or misuse of a person's money, property or resources by a person in a position of, or expectation of, trust to a vulnerable person. Common forms of financial abuse are misuse by others of a vulnerable adult's state benefits or undue pressure to change wills. Financial/material abuse may also be perpetrated by one vulnerable adult upon another

### **Domestic Abuse**

Domestic Abuse is a comprehensive term used to describe abuse in the forms of Domestic Violence, Violence against Women, Gender Based Violence and Sexual Violence.

Examples and indicators of abuse can be found on the Gwent Wide Adult Safeguarding Board website [www.gwasb.org.uk](http://www.gwasb.org.uk)



## How to make a referral

### LISTEN

If you are concerned because of something a child or vulnerable adult 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 Lead in the respective service area. With the support of the Designated Safeguarding Lead the decision to refer a concern to Social Services will be made and responsibility for referring will be agreed i.e. the staff member or the Designated Safeguarding Lead will make the referral.

Should the concerns relate to a professional, the same procedure for making a referral will apply. Educational settings must also contact the safeguarding in education manager

Referrals 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:

Concerns about a child or young person: **01495 315700**

Concerns about an adult: **01495 315700**

Outside office hours, referrals 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**

Elected Members, employees, volunteers and providers should be aware that they **cannot remain anonymous** when making a referral.

The Duty Worker taking the referral should be given as much information as possible if it is available to the referrer. 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

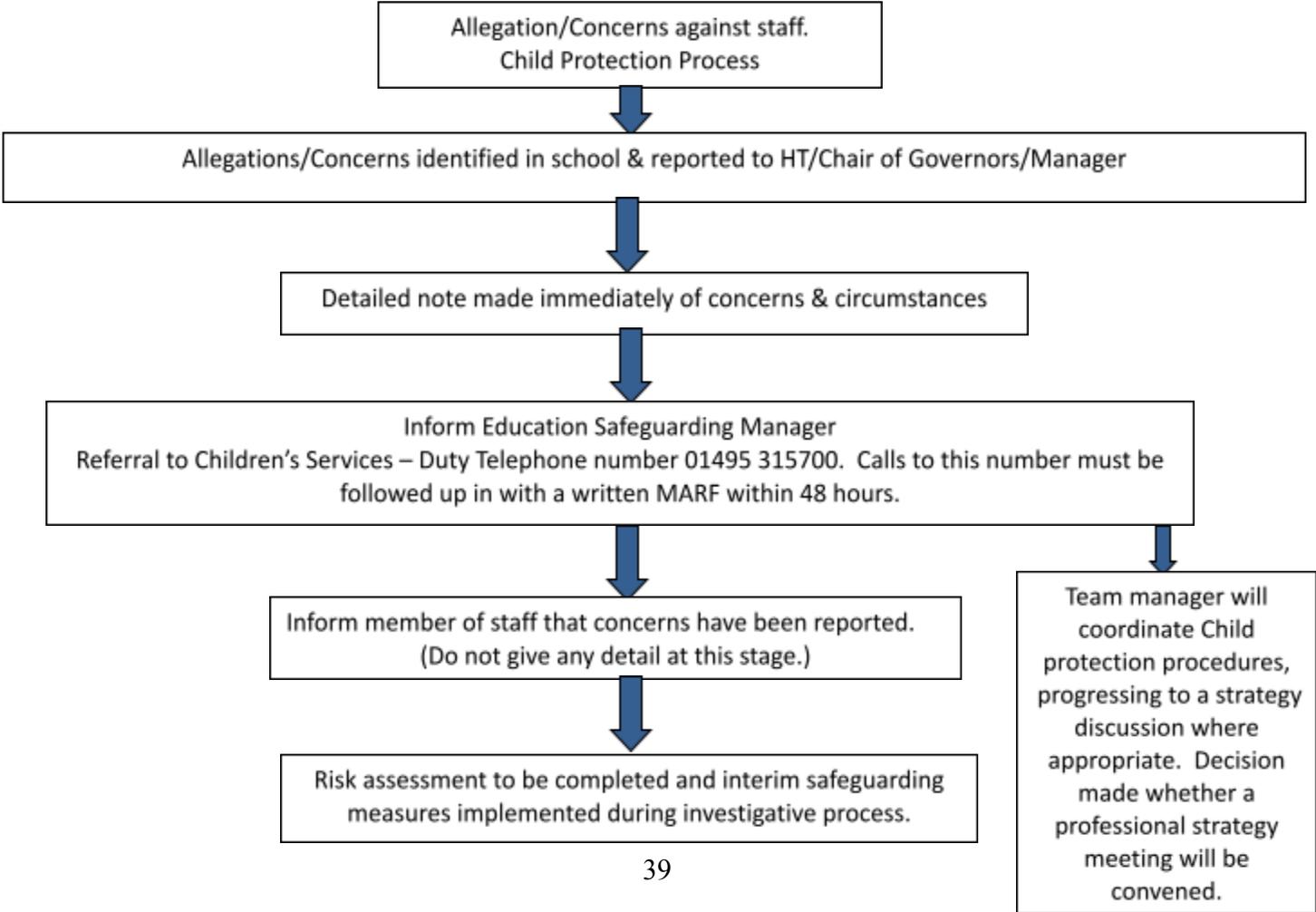
|               |
|---------------|
| <b>RECORD</b> |
|---------------|

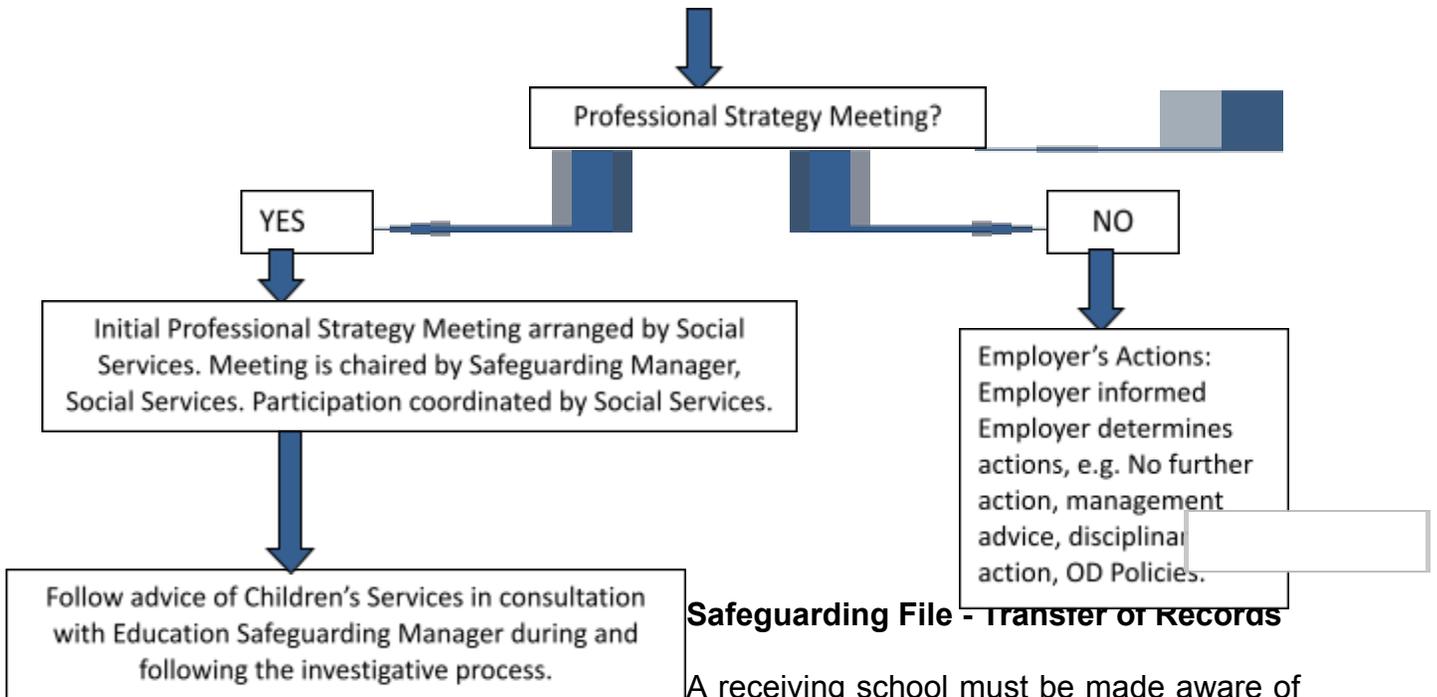
All telephone referrals should be confirmed in writing within two working days. For Children, a Multi-Agency Referral Form (MARF) should be used and for an Adult referral a Duty to Report form should be used.

**LISTEN, SHARE, RECORD**

**PROFESSIONAL ALLEGATIONS/CONCERNS**

**This Flowchart should be used as a brief checklist of procedure for allegations/concerns against a professional.**  
Detailed procedures are outlined in All Wales Child Protection Procedures 2008, Section 4.  
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.

|                   |  |
|-------------------|--|
| <b>Child Name</b> |  |
| <b>DOB</b>        |  |

|   |  |
|---|--|
| <b>Name of school/setting moving from:</b>                        |  |
| <b>Date record ended at this school/setting (pupil end date):</b> |  |
| <b>School/setting moving to</b>                                   |  |

|  |                 |                        |
|--|-----------------|------------------------|
| <b>Date of contact with new school/ setting</b>                                  |                 |                        |
| <b>Has sensitive and urgent information been shared with new school/setting?</b> | <b>Yes / No</b> | <b>If No, why not?</b> |
| <b>Name of school/setting and DSP sending records</b>                            |                 |                        |
| <b>Date file sent</b>  |                 |                        |

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

|                                 |  |
|---------------------------------|--|
| <b>Receiving School/setting</b> |  |
| <b>Signed</b>                   |  |
| <b>Print name and position</b>  |  |
| <b>Date</b>                     |  |

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

|  |  |
|--|--|
| <b>Reference number of postage receipt</b> |  |
| <b>Name and address of recipient</b>       |  |

|                 |  |
|-----------------|--|
| 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](mailto:Helena.hunt@blaenau-gwent.gov.uk) Tel: 07791 875737

### **Reference Material**

*Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities*

<http://gov.wales/docs/dcells/publications/110209respecten.pdf>

Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)

<http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf>

Respect and Resilience – Developing Community Cohesion: Assessment tool:

<http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf>

E-learning training on PREVENT: <https://elearning.prevent.homeoffice.gov.uk/>

Free online resource: [http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)

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

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

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

*Tackling Hate Crimes and Incidents: A Framework for Action*

<http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework>

### **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 | See Separate Procedures on display |
| Signal for all clear          | See Separate Procedures on display |

### **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

- Blaenau Gwent Vision for Education
  - Blaenau Gwent Corporate Safeguarding Policy  
[http://intranet/media/130044/Corporate\\_Safeguarding\\_Policy\\_May\\_2017docxv3.pdf](http://intranet/media/130044/Corporate_Safeguarding_Policy_May_2017docxv3.pdf)
- Recruitment and selection policy
- Partnership agreement
- All Wales Child Protection Procedures- April 2008
  - Safeguarding Children: Working Together Under the Children Act 2004  
<http://gov.wales/pubs/circulars/2007/nafwc1207en.pdf?lang=en>
  - Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. (January 2015)  
<http://learning.gov.wales/docs/learningwales/publications/150114-keeping-learners-safe-en.pdf>
  - Safeguarding in Education: handling allegations of abuse against teachers and other staff – circular 009/2014 (April 2014)  
<http://learning.gov.wales/docs/learningwales/publications/140410-safeguarding-children-in-education-en.pdf>
  - Disciplinary and dismissal procedures for school staff- circular 002/2013 (replaces circular 007/2001)  
<http://gov.wales/docs/dcells/publications/130227disciplinaryanddismissalen.pdf>
  - Procedures for Whistle blowing in Schools and Model policy- Welsh Assembly Government circular 036/2007  
<http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf>
- Blaenau Gwent Whistleblowing policy
- 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).  
<http://gov.wales/docs/dcells/publications/130315safe-effective-en.pdf>
- Education Records, School Reports and the Common Transfer System-National Assembly for Wales circular 18/2006  
<http://gov.wales/docs/dcells/publications/060707-education-records-en.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/clwych-drama-guidance-e.pdf%3Flang%3Den>
- Information and Guidance on Domestic Abuse: Safeguarding Children and Young People in Wales 2010 (Welsh Assembly Government)  
<http://learning.gov.wales/docs/learningwales/publications/130509-domestic-abuce-safgu arding-en.pdf>
- Good Practice Guide: A Whole Education Approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales  
<http://gov.wales/docs/dsjlg/publications/commsafety/151020-whole-education-approach-good-practice-guide-en.pdf>
- Children Missing from Education WG circular 002/2017 (replaces circular 006/2010)  
<http://learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf>

#### **Other documents from other sources**

- Sexual Offences (Amendment) Act 2000: Chapter 44- Sections 1-7, her Majesty's Stationary Office and Queen's Printer of Acts of Parliament.
- Safeguarding Children and Safer recruitment in Education (Came in to force 1st January 2007 in England) Every Child Matters: Change for Children.
- The Children Act 2004
- The Education Act 2002
- The Education Act 2011
- The Human Rights Act 1998
- The Data Protection Act 1998/2018
- General Data Protection Regulation (GDPR)
- The Children Act 1989
- Social Services and Well-being (Wales) Act 2014

#### **Hyperlinks to websites that have important links to Safeguarding, and in particular Child Protection (This is not an exhaustive list)**

- [www.wales.gov.uk](http://www.wales.gov.uk)
- [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk) (Use this for Disclosure and Baring Service)
- [www.ewc.wales](http://www.ewc.wales)
- [www.ico.gov.uk](http://www.ico.gov.uk)
- [www.governorswales.org.uk](http://www.governorswales.org.uk)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

- [www.everychildmatters.co.uk](http://www.everychildmatters.co.uk)
- [www.wales.gov.uk/domesticabuse](http://www.wales.gov.uk/domesticabuse)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

**SEWSCB documents can be found on their website:**  
[www.gwentsafeguarding.org.uk](http://www.gwentsafeguarding.org.uk)

**Regional Safeguarding Boards:**

Children:

- [SEWSCB https://gwentsafeguarding.org.uk](https://gwentsafeguarding.org.uk)

Adults:

- [GWASB https://gwentsafeguarding.org.uk](https://gwentsafeguarding.org.uk)

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

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

**Domestic Abuse:**

- [info@phoenixdas.co.uk](mailto:info@phoenixdas.co.uk)

**VAWDASV Regional Service**

<https://gwentsafeguarding.org.uk>