

GARNTeg PRIMARY



Garnteg Primary School



"Live, Learn, Succeed Together!"

Safeguarding & Child Protection Policy

- 1. General Safeguarding Policy
- 2. Child protection Policy

Reviewed October 2017

POLICY STATEMENT

Torfaen County Borough Council is committed to improve the quality of life for people in Torfaen and to ensure there are effective working practices which protect children and young people from harm in every Council setting.

[Safeguarding Children, Young People and Adults at Risk](#) sets out the Council's Policy and Guidelines for the safeguarding of children, young people and adults at risk.

The Safeguarding Policy and Guidelines:

- Explains how the Council undertakes its legal commitments for safeguarding of children, young people and adults at risk;
- Provides assurance to members of the public, service users, elected members, employees and people working on behalf of the Council that there are clear arrangements in place to safeguard and protect children, young people and adults at risk
- Provides Council staff and elected members with clear guidelines for when a child, young person or vulnerable adult may be at risk of harm.

Staff within the Education Service accept and recognise our responsibilities to develop awareness of the issues which cause children, young people and adults at risk harm and to continuously develop and review our practices.

We will safeguard children, young people and adults at risk by:

- Making safeguarding our key priority
- Adopting guidelines which provide clear procedures for all staff – these are outlined in detail in this document.
- Sharing information about child protection and safeguarding with children, parents and carers, staff and volunteers.
- Promptly sharing information about concerns with agencies which need to know, and involving parents and children appropriately.
- Following the procedures for safe recruitment and selection of staff.
- Updating our safeguarding training at regular intervals.
- Providing effective management for staff and volunteers through supervision, support and training.
- We are also committed to constantly monitor and review our policy and practices and share good practice at regular intervals.

This document has been written for all education staff but particularly for those in schools, including volunteers and governors. All education settings must revisit their Safeguarding policy annually and should ensure all staff, including staff from elsewhere visiting school, should be made familiar with its expectations. Additionally where pupils go on trips or visit external education providers or work placements, schools should find this policy and guidance helpful in ensuring good safeguarding practices are maintained.

ROLES & RESPONSIBILITIES

GOVERNING BODIES

Governing Bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children and monitoring their compliance with them. Governing Bodies should also ensure that their establishment has:

- Policy and procedures in place consistent with South East Wales Safeguarding Children Board (SEWSCB) guidelines and the Local Authority Safeguarding Children and Young People Policy. The Governing Body is expected to review these annually and ensure that parents are aware a policy is in place and available to see on request. A model policy for schools to adopt is included in this document. **N.B. If schools use this policy they must ensure it is discussed with all staff and governors, understood and meaningfully implemented.**
- Governors must also ensure that their school has a member of the senior management team who is designated with lead responsibility for child protection referred to as the Designated Senior Person (DSP) that they are properly trained **and** have time to carry out their duties. The governing body should satisfy themselves that should the nominated member of staff not be in school for any reason, there are robust systems in place to ensure any safeguarding issue can be dealt with appropriately and efficiently.
- Governors should receive information on safeguarding activity within their establishment without breaching confidentiality. This information should be used as part of the annual review of the school's policy.
- We continue to recommend and in accordance with Clwyd recommendations and WG Guidance 158/2015 Keeping Learners Safe that each Governing Body has a lead Governor to ensure that child protection is receiving proper consideration – the Safeguarding Children Governor (SCG)
- Governors also need to operate safe recruitment procedures in accordance with LA guidance and oversee safe recruitment of staff. This includes ensuring that all members of staff, including unsupervised volunteers, have an enhanced Disclosure and Barring Service (DBS) check at the point of employment with the school. All DBS's should be renewed every three years and a register of DBS's should be maintained and regularly monitored with the exception of supply teachers (where portability applies).
- In accordance with WG Guidance 158/2015 Keeping Learners Safe governors should ensure their school has an explicit written recruitment and selection policy statement that complies with LA guidance, eg:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- Governors should ensure the Head teacher and senior management team have robust processes in place to ensure the well-being of pupils educated off-site, in work placements and with other providers. Where students are considered to be vulnerable (e.g. because the student

has additional learning needs) the governing body should also ensure that any additional steps have been taken to protect these vulnerable pupils – this is particularly important for secondary school governors.

- Governors must ensure, where services or activities are provided on the school premises by another body, that the body concerned has appropriate policies and procedures in place regarding safeguarding and that there are arrangements in place to liaise with the school on these matters. A register of all activities should also be retained.
- The Chair of Governors must take the lead if an allegation is made against the Head teacher, seeking immediate advice from the Education Service Lead Safeguarding Officer – Dermot McChrystal, Head of Education Services. In these circumstances Education Human Resources will also offer prompt advice to the chair of governors.
- Governors should ensure that the Designated Senior Person (DSP) for child protection, their deputy, the Safeguarding Children Governors (SCG) and the Chair of Governors (COG) undertake training to support them in their roles in accordance with SEWSCB requirements and that it is refreshed to keep their knowledge and skills up to date.
- The Governing Body must ensure that any data required by the Local Authority (LA) for monitoring purposes is made available.

Governors will ensure their Head teacher and all other staff and volunteers who work with children undertake 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 by refresher training as required by the LA/SEWSCB.

Governors are responsible for the safeguarding of all pupils on the school roll (see Education Act 2002 section 175 detailed in Appendix 1).

This may include possible involvement in multi-agency strategy discussions (though no direct investigatory role, rather providing information and ensuring good communication between all parties)

When Parents Involve Governors in Child Protection Issues

- Explain that governors do not have an operational role in child protection (unless you are the Chair of Governors – see below)
- Refer any concerns to the Head teacher
- Where criticisms are made of any aspect of a case, (e.g. its progress or staff involved) then refer any concerns to the Head teacher

Role of Chair of Governors

Requires liaison (taking care with confidentiality) with the Head teacher/DSP regarding allegations of child abuse against a member of staff or volunteer.

Where there is an allegation of child abuse against the Head teacher, the Chair of Governors has responsibility for the oversight of procedures relating to liaison with the Lead Safeguarding Officer for the Education Service, Social Services Duty Team and Police. This may include possible involvement in multi-agency strategy discussions (though no direct investigatory role, rather providing information and ensuring good communication between all parties)

The Role of the Safeguarding Children Governor (SCG)

The SCG plays a key role in ensuring the governing body fulfils its responsibilities in respect of safeguarding children. These responsibilities include ensuring the school:

- has an effective safeguarding children policy in place which is reviewed annually and follows local procedures
- adopts safe recruitment and retention procedures for its staff and volunteers
- has procedures for dealing with allegations of abuse made against staff and volunteers
- has a designated senior Member of staff for dealing with safeguarding children issues
- accesses appropriate safeguarding children training for all staff as required by the LA/SEWSCB
- ensures the above duties are discharged.

As the governor responsible for safeguarding children, you will play an essential role in ensuring children in education are kept safe from harm. Your job is to ensure the safeguarding agenda is embedded in the ethos of your school.

Safeguarding Children - The Role of all Governors

The safeguarding agenda includes a wide range of issues from monitoring pastoral care and anti-bullying strategies to ensuring children are kept safe from abuse and neglect.

Here are some ways in which you can help your school fulfil its duties:

- keep up to date with national and local guidance
- ensure policies and procedures are in place and reviewed regularly
- ensure safeguarding children matters are kept on the agenda at school and governor meetings
- ensure all school policies are child focused and consider any potential safeguarding children issues
- ensure that all staff and volunteers who work with children undertake training to equip them with the knowledge and skills necessary to carry out their responsibilities for child protection effectively and that this training is kept up to date

All staff should receive basic safeguarding children information at induction and attend formal training every 3 years – there should however be an opportunity to refresh safeguarding training annually along with regular discussions at staff meetings. Those in school with specific safeguarding children responsibility e.g. the DSP should attend more comprehensive training to support them in their roles which should be refreshed **at least** every two years. It is also helpful and good practice if all governors undertake basic safeguarding children training annually.

Role of the Designated Senior Person (DSP)

- Each school/learning provider, should have a DSP with lead responsibility for managing child protection issues and cases. This person must be a member of the school's/learning provider's leadership or management team. The post holder must be appropriately trained in accordance with LA and SEWSCB requirements and able to provide advice and support to other staff. The responsibility for this training rests with the school/setting although the Local Authority provides safeguarding training for DSP's and Designated Governors. Various safeguarding training courses are also available via the SEWSCB at <https://training.sewsc.org.uk>

The DSP should seek to ensure their organisation creates an ethos which helps children feel secure and able to talk freely, in the knowledge that they will be listened to and their concerns taken seriously. A Deputy DSP should also be appointed to provide support and cover the role of the DSP when that person is unavailable.

The Head teacher 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
- Has time to attend and provide reports and advice to case conferences and other interagency meetings as required:

The DSP should:

- Take responsibility for and provide information and advice on Child Protection practice, policy and professional development within the school or service and working with other agencies as necessary
- Act as a point of contact and a source of support, advice and expertise within the school/setting when deciding whether it is necessary to make a referral by liaising with the relevant agencies as required
- Ensure the school's/setting's safeguarding policy is updated and reviewed annually
- Ensure the Section 175 Safeguarding Return is completed annually (**see appendix 4**)
- Ensure new and temporary members of staff are aware of procedures and how to obtain advice. Where other groups use the school site the DSP should ensure other site users are aware of the school's or settings' high expectations on safeguarding and ask to see the group's safeguarding policy
- Raise awareness of the policy and procedures with parents and carers
- Liaise with the SCG so they can report on safeguarding issues to the governing body
- Ensure that the school or setting's Safeguarding Policy and Procedures are adhered to and inform Social Care of relevant concerns about individual children.
- Liaise with Social Care and the Police as appropriate.
- Be aware of the SEWSCB and be familiar with procedures.

- Keep detailed, accurate and secure written records of children where there are safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails.
- Ensure that an individual case record/child protection log is maintained of the action taken by the school/setting, the liaison with other agencies and that the outcome is recorded.
- See Appendix 3 – Safeguarding Incident Log.
- Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing, under confidential cover in accordance with the referral process.
- Identify training needs within the school/learning service and ensure that all staff, governors and volunteers are appropriately trained. All DSPs should ensure their own training is updated every two years.
- Ensure a record of all safeguarding training is maintained
- Ensure the appropriate member(s) of staff attend child protection strategy meetings and that the school provides written reports. The school should always provide a written report in addition to attending the strategy meeting or review – the report should be given to the child protection strategy meeting chairperson whether it is asked for or not.
- When children leave the school/setting the DSP should ensure their child protection file is copied to the new establishment as soon as possible. It should be transferred separately from the main pupil file – see WG Guidance 18/2006 – The Keeping, Disposal, Disclosure and Transfer of Pupil Information.
- Support the Head teacher and Chair of Governors in ensuring the school has robust safe recruitment and allegation procedures.

ROLE OF THE LOCAL AUTHORITY

The Local Authority (LA) has responsibilities with regards to safeguarding at three levels and will ensure that SEWSCB guidelines are adhered to.

Strategic Responsibilities

At this level the LA will ensure:

- All partners allocate resources to support the work of the SEWSCB
- Senior Officers, including Education, represent the LA on the SEWSCB and that the LA makes an effective contribution to planning co-ordinated services to meet the needs of children
- Work with other agencies to put in place and support effective partnership working
- Resources are allocated to enable the LA and maintained schools to discharge their responsibilities for safeguarding children satisfactorily
- Effective liaison with the appropriate Diocesan Authorities in respect of arrangements for aided schools in the area
- Monitor the compliance of maintained schools/settings with WG Guidance – Keeping Learners Safe
- Resolve inter-agency problems as soon as they are identified
- Play a full part in child practice reviews in accordance with requirements

Support Responsibilities

At this level the LA will ensure

- That induction training for all new staff in the service and staff who work with children in schools, includes training on safeguarding that will enable them to fulfil their responsibilities effectively in respect of child protection. The LA will also ensure refresher training is completed.
- That governors receive appropriate training on their safeguarding responsibilities and in handling allegations of abuse against school staff
- Ensure that further training in inter-agency working and refresher training to safeguard children is available either from the SEWSCB or in line with standards set by the SEWSCB
- A record of all designated senior persons (DSP's) and designated governors for child protection within schools is maintained as well as a record of the training undertaken
- Model policies are provided for schools on all aspects of child protection, including recruitment and procedures for dealing with allegations of abuse against staff and volunteers consistent with WG Guidance
- Allegations of abuse are overseen and that there is liaison with the police and social services and advice, guidance and support for schools and DSP's on individual cases is provided
- Arrangements are in place to support staff within the service and schools who have designated responsibility for child protection.

Operational Responsibilities

At this level the LA will:

- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and unsupervised volunteers who will work with children, including Disclosure and Barring Service checks
- Safeguard and promote the welfare of children who have not been allocated a school place, or are excluded from school, including those being educated in pupil referral units or alternative provision
- Seek to build effective relationships with home educators that function to safeguard the educational interests and welfare of children and young people.
- Have in place arrangements for overseeing allegations of abuse against members of staff in the service or schools in line with WG Guidance 009/2014 - Safeguarding in Education – Handling Allegations of Abuse against School Staff and for schools WG Guidance 001/2013 – Disciplinary and Dismissal Procedures for School Staff
- Work with schools and SEWSCB partners to ensure that allegations are dealt with quickly, fairly and consistently and that appropriate referrals are made to the DBS and Education Workforce Council (EWC)
- Ensure that all staff who work with children (including those who carry out functions on behalf of the service) receive training that equips them to carry out their responsibilities for child protection effectively

The Referral Process

Referrals should be made to Social Services as soon as a problem, suspicion or concern about a child becomes apparent, and certainly within 24 hours. Outside office hours, referrals should be made to the social services emergency duty team or the police.

The Education Service does not accept child protection referrals but they can offer advice and support. **If you have any concerns about a child's safety you should make a referral.**

- Advice can be sought from the statutory bodies. Safeguarding advice that is not urgent or non-referral related can also be sought from the Education Service.
- However this discussion should not delay any emergency action to protect a child. **The golden rule is if undecided or unsure make a Child Protection Referral.** If you are still in doubt or unhappy with any advice given then always make a referral.
- Making a referral will not necessarily initiate an investigation but will make those bodies (Police and Social Care) with the statutory responsibility for making such decisions aware of concerns. When determining whether a referral should be made you may need to find out some information e.g. the child's name, date of birth etc., the same information if available on the alleged perpetrator, what event happened – just the facts as reported by the child or the adult who witnessed the event.
- It is important that DSPs or Head teachers do not investigate the allegation to satisfy themselves an event actually has happened. This might prejudice any subsequent police investigation and could also warn a perpetrator that they have been detected. Where there is evidence immediately available e.g. a reliable witness that either confirms or contradicts an allegation then the Head teacher should take this into account when deciding if a referral should be made. Remember when in any doubt then you should make a referral.
- Allegations made against a professional member of staff are treated in exactly the same way as any other allegation. This area is never easy or indeed pleasant for anyone involved. Procedures are there to support staff, keep children safe and protect staff.
- Allegations made against a professional are usually more complicated and often quite different in nature with the possibility of suspension and/or disciplinary action taken by the school in consultation with the Local Authority. In all such cases advice should be taken from Torfaen Safeguarding Unit and a Senior Human Resources Officer.

Making a Referral

- In accordance with SEWSCB Guidance if **any** person has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to Social Services or the police who have statutory duties and powers to investigate and intervene when necessary.
- The Children Act 1989 defines abuse as when a child is suffering, or is likely to suffer 'significant harm'.

- If you suspect that a child is being abused or neglected, or a child tells you that they are being abused, **contact 01495 762200 (or 0800 328 4432 for out of office emergencies)** and tell them it is a Child Protection referral.
- **If the child is at immediate risk of harm, telephone the police.**
- In accordance with All Wales Child Protection Procedures 2008 verbal referrals should be made as soon as a problem, suspicion or concern becomes apparent and certainly within 24 hours. All telephone referrals or

- Abuse can take many forms:
 - Neglect
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Domestic abuse also has a detrimental effect on a child's well-being – where a child is subject to **or** a witness to domestic violence then a child protection referral should be made.
- When a concern is raised, Social Care will make enquiries, usually starting by visiting the child and the family. This is usually done with the police.
- If there are concerns that a visit to the family home would put the child at more risk of harm Social Care and sometimes the Police will first make enquiries of other professionals who might know the child and their family, e.g. the school, their health visitor or school nurse, their GP, a youth worker.
- School staff should not carry out their own investigations into allegations. Schools should carefully and factually record what has been disclosed or any observations they have made that led to the referral being made.
- Where a child has made a disclosure the exact wording the child has used should be recorded. The child should not be re-interviewed by any member of staff - a child protection referral should be made.
- Schools must follow the All Wales Child protection procedures and should be familiar with them. A copy is in every school but the document, along with other useful documents, is also available at the following link:

<http://www.sewsc.org.uk/professionals/protocols-guidance-and-useful-documents/>

Model School/Nursery Safeguarding Policy

This part of the document is for use by schools and nurseries who can use this entire document as the basis for their safeguarding policy or can be used to support the development of a new policy.

Garnteg Primary School's Safeguarding Policy

2017 - 2018

Garnteg Primary School

Headteacher: Mrs S E Roche

Academic year	Designated Senior Person (DSP)	Deputy DSP	Safeguarding children Governor (SCG)	Chair of Governors (COG)
2017/18	Mrs SE Roche	Mrs C Jones	Mr K Gauntlett	Mr K Gauntlett
2017/18	Mrs L Davies AENCO	Miss Z Ally SLT		
2017/18	Mr A Phillips	SLT		
2017/18	Mrs K Ngwenya	SLT		
2017/18	Mr D Joseph	Torfaen		

Policy review dates

Review Date	Changes made	By whom	Date Shared
Dec 2015	GB/HT – update policy	GB & HT	Dec 2015
April 2016			
Oct 16	Policy Renewal		
Oct 17	Policy Renewal		
Mar 18	GB/HT – update policy	GB & HT	Mar 2018

Dates of Staff training and details of course title and training provider

Date	DSP	Deputy DSP
04.09.16	All staff Level 1	Training Provider Garnteg HT & Mrs Davies
29.09.16	S Roche	C Thomas
30.09.16	S Roche	C Thomas

04.09.17	All staff Level 1	Training Provider Garnteg HT & Mrs Davies
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SCG			
04.02.2016	K Gauntlett		

Governor Review of policy dates

October 2014 – see minutes
December 105 – see minutes
October 2016 – see minutes
October 2017 – see minutes

Introduction

School Commitment

Providing a Safe and Supportive Environment:

1. Safer Recruitment and Selection
2. Safe Practice
3. Safeguarding Information for Pupils
4. Partnership with Parents
5. Partnership with Others
6. School Training and Staff Induction
7. Support, Advice and Guidance for Staff
8. Children Missing from Education
9. Pupil Information
10. Roles and Responsibilities:
 - Governing Body
 - Head teacher
 - DSP
 - All Staff and Volunteers

Identifying Children who are suffering or likely to suffer Significant Harm.

Taking Action to Ensure that Children are Safe at School and at Home:

1. Prevention
2. Procedures
3. Supporting the pupil at risk
4. Children with additional learning needs
5. Staff will immediately report
6. Responding to Disclosure
7. Action by DSP
8. Action following a Child Protection referral
9. Recording and Monitoring
10. Supporting the Child and Partnership with Parents

INTRODUCTION

This policy applies to all adults, including volunteers, working in or on behalf of the school.

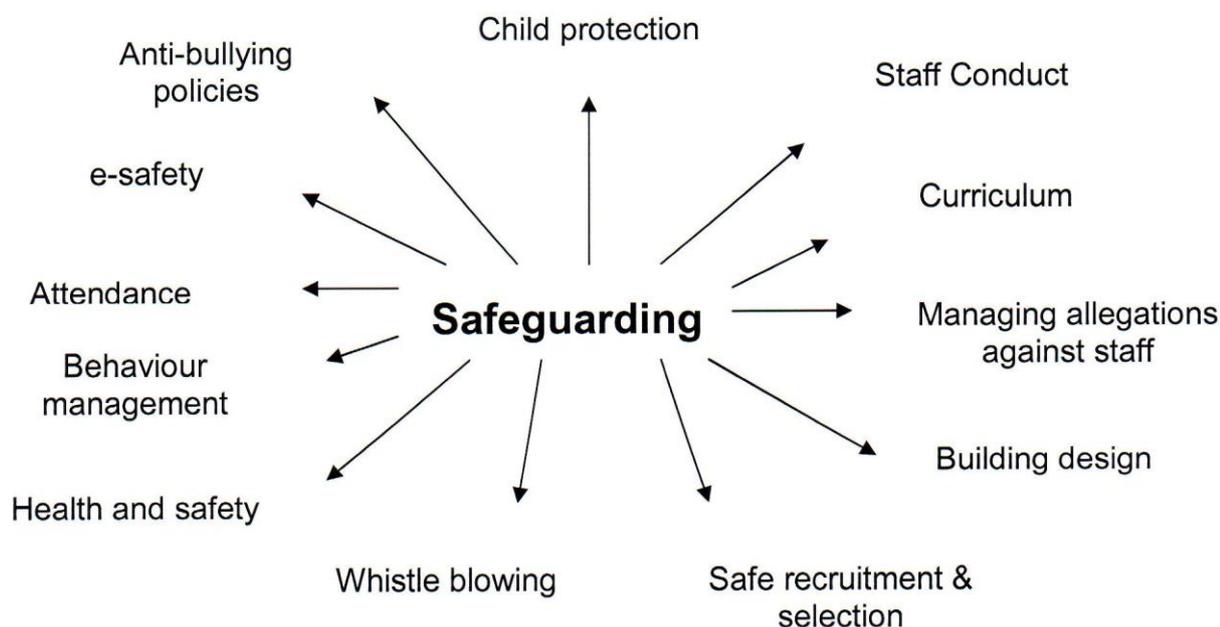
Everyone working in or for our school service shares the objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe at home and in our school.

SCHOOL COMMITMENT

Garnteg School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

We will make sure that all of our policies link up to promote the safeguarding of children.



PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

1 Safer Recruitment and Selection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers, governors and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking an enhanced (DBS) check to check against the barred list.

In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure is obtained for **all** new appointments to our school's workforce (unless portability applies, e.g. supply teachers);
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff;
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority.

Safe Practice

Our school will follow the Safeguarding Children and Young People in Educational Settings policy and procedures along with guidance provided by the SEWSCB.

<http://www.sewsc.org.uk/professionals/protocols-guidance-and-useful-documents/>

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of the confidentiality policy;

- are aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them.

3 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. Our school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm

Our school will ensure that pupils are made aware that information can be found at the following NSPCC at www.nspcc.org.uk & ChildLine at www.childline.org.uk

School's arrangements for consulting with and listening to pupils through the school council and having an open door policy with pupils and parents.

We make pupils aware of these arrangements by via leaflets, posters around the school and 'stranger danger' assemblies.

4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. If parents are worried a child is at risk of harm they can assess information from: www.nspcc.org.uk www.ceop.gov.uk or contact Torfaen Children's Services Department (01495 762200).

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Garnteg Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with Mrs S E Roche, Headteacher and Designated Child Protection Officer.

We make parents aware of our safeguarding policy in our prospectus, newsletters, on the school website. Parents are made aware that they can view this policy on request.

Sample Insert for School Brochure

Garnteg Primary School is committed to ensuring the welfare and safety of all children in school. All Torfaen schools, including Garnteg Primary School follow the SEWSCB procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about

their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

5 Partnerships with Others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the SEWSCB. The School has developed strong partnerships with the LA, Social Care, Police, Health, ChildLine in Partnership with School, NSPCC, CLIC, Flying Start and the Torfaen School Nurse Team. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

School Training and Staff & Governor Induction

The school's senior member of staff with designated responsibility for child protection (DSP) and their deputy undertakes safeguarding training to support them in carrying out their role and this is refreshed every 2 years. In addition training in inter-agency working is undertaken to ensure continual professional development and that skills and knowledge in child protection are always up to date.

The Head teacher and all other school staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively. This training is repeated formally every 3 years and refreshed at least annually.

The SCG and COG receive training to support them in undertaking their roles which is refreshed every two years. All other governors also receive appropriate safeguarding training.

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

7 Support, Advice and Guidance for Staff

Staff will be supported by Garnteg Primary School, LA and professional associations.

The designated senior person for Safeguarding/Child Protection (DSP) will be supported either the Deputy DCPO, the Chair of Governors Mr K Gauntlett if appropriate, colleague HT or their professional association.

8 Children Missing from Education

When a child on roll at a school appears to have gone missing or is withdrawn from a maintained school in Wales without the parent/carer giving notice or without the school being advised of the new school, the school should try to make contact with the parent/carers. Care should be taken to record all the steps taken to locate the child such as information known, received, dates, times and people spoken to along with decisions and actions taken. If these efforts fail, the

school should notify the Education Welfare Service promptly who will then work with the school and make every effort to try and identify the child or young person's current whereabouts/destination. If a child or young person has left school without a known destination and both school and the Education Welfare Service have followed procedures and all 'reasonable efforts' to locate them have been unsuccessful, then, after a minimum period of 20 days, the school, in consultation with the Local Authority should remove the child or young person's name from its roll and create a 'lost pupil' common transfer file (CTF) with XXXXXXXX as the destination. The CTF should be uploaded onto the s2s secure site where it will be held in the 'lost pupil' area.

9 The school has adopted the LA's Data Protection Policy and has a Code of Conduct which describes our expectations of staff.

Please see Code of Conduct for Garnteg Primary School Employees below

Where there is a concern that a child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

Confidentiality is important in maintaining confidence and participation in services and thereby helping to protect children's' health and well-being. However the duty of confidentiality is not absolute and may be breached where this is in the best interest of the child and in the wider public interest.

Pupil Information

Our school will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);
- details of any persons authorised to collect the child from school (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- if the child is or has been on the Child Protection Register or subject to a care plan:
 - name and contact detail of G.P.
 - any other factors which may impact on the safety and welfare of the child
 - The school will collate, store and agree access to this information

11 Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a child protection policy and procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures;
- a senior member of the school's leadership team is designated to take lead responsibility for child protection (and deputy);
- A lead governor is nominated to ensure safeguarding is receiving proper attention – the Safeguarding Children Governor (SCG)
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated (typically the Chair of Governors) to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- they review their policies and procedures annually and provide information to the Local Authority about them and about how the above duties have been discharged

Our Head teacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and

all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies

Senior Member of Staff with Designated Responsibility for Child Protection (Designated Senior Person DSP) will:

Referrals

- take responsibility for CP practice, policy and procedures and professional development working with other agencies as necessary
- refer cases of suspected abuse or allegations to the relevant investigating agencies as soon as a problem, suspicion or concern about a child becomes apparent and certainly within 24 hours
- ensure referrals made by telephone or in person are confirmed in writing within 48 hours using the Multi Agency Referral Form (MARF)
- act as a source of support , advice and expertise within the educational establishment;
- liaise with the Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of the SEWSCB, the conduct of a child protection case conference and be able to attend and contribute to these;
- ensure that all staff have access to and understand the school's child protection policy;
- Support the Head teacher and governing body in ensuring the school has robust safe recruitment and retention procedures
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.
- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents are made aware of the child protection/ safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the school/setting, ensure the child protection file is copied for the new school/setting asap and transferred to the new school separately from the main pupil file in accordance with WG Guidance 18/2006 – The Keeping, Disposal, Disclosure and Transfer of Pupil Information. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education inclusion Service.

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

Staff And Volunteers Should Never:

- Engage in sexually provocative or rough physical games, including horse play.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments in front of, about, or to a child, even in "fun".
- Let allegations made by a child go without being addressed and recorded
- Deter children from making allegations through fear of not being believed.
- Do things of a personal nature for children that they can do themselves.
- Share a bedroom with a child or young person.
- Invite or allow a child or young person to stay with them at their home unsupervised.
- Jump to conclusions about others without checking facts.
- Rely on their own good name to protect them.

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or another child or children.

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 carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment), protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate carers), or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity, (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

Online Abuse – Online abuse is abuse that is facilitated using technology. It may take place through social media, online games, or other channels of digital communication. Children can also be re-victimised if evidence of their abuse is recorded or uploaded online. Technology can facilitate a number of illegal abusive behaviours including, but not limited to: harassment; stalking; threatening behaviour; sharing indecent images of children under 18; inciting a child to sexual activity; sexual exploitation; grooming; sexual communication with a child; and, causing a child to view images or watch videos of a sexual act. Using technology to facilitate any of the above activities is online abuse. Alongside those illegal activities that are perpetrated online, children may also be exposed to inappropriate behaviours or content online. For instance, children may be bullied online by their peers or they might, either accidentally or intentionally, view content which is intended for adults, such as pornography. Both online abuse and exposure to unsuitable content or behaviour can have a long lasting impact on the wellbeing of children and young people.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the SEWSCB Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and the All Wales Child Protection Procedures.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Our school fully recognises the contribution it makes to child protection and the following procedures will be followed in relation to concerns of a child protection nature in this school:

There are three main elements to our child protection policy and procedures:

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

Our policy and procedures apply to all staff and volunteers working in the school and governors. Learning support assistants, midday supervisors, caretakers and secretaries as well as teachers can be the first point of disclosure for a child.

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils. The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities for Personal Social Education (PSE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Exercise our duty as a school to identify vulnerable pupils and keep pupils safe from the dangers of radicalisation and all forms of extremism

Procedures

We will follow the All Wales Child Protection Procedures that have been endorsed by the SEWSCB and as required in WG Guidance Keeping Learners Safe the school will ensure:

- It has a designated governor, the Safeguarding Children Governor (SCG) who will oversee the school's safeguarding policy and provide a supporting link for the DSP
- it has a designated senior person (DSP) for child protection who has undertaken appropriate training
- it recognises the role of the DSP and arrange support for training
- Every member of staff and every governor knows:
 - The name of the DSP and their role along with the designated governor for safeguarding (SCG)
 - That they have an individual responsibility for referring child protection concerns using the proper channels
 - How to take forward concerns where the DSP is not available
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse
- Provide training for all staff
- Notify the local social services team if
 - A pupil on the child protection register is excluded either for a fixed term or permanently
 - If 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)
- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters
- Keep written records of concerns about children and ensure all records are kept secure and in locked locations
- Adhere to the procedures set out in the WG circular 002/2013 – Disciplinary and Dismissal Procedures for School Staff
- Ensure that recruitment and selection procedures are made in accordance with WG guidance – Keeping Learners Safe

Supporting the pupil at risk

We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this and this school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self-esteem and self-motivation
- the school ethos which :
 - promotes a positive, supportive and secure environment
 - gives pupils a sense of being valued

The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

Violence Against Women Domestic Abuse and Sexual Violence (VAWDASV)

Our school is aware that violence against women, domestic abuse and Sexual Violence can have a huge impact on children and young people and can affect their safety, health and wellbeing, educational attainment, family and peer relationships and their ability to enjoy healthy, respectful relationships in the future. We are committed to a whole school approach to tackling this and support pupils via the curriculum by providing age appropriate healthy relationship lessons and encourage staff and governors to undertake training in line with the National Training Framework.

Where necessary/appropriate the school will liaise with other agencies that support the student.

The school will keep records and notify social services as soon as there is a recurrence of a concern

When a pupil on the child protection register leaves, we will notify social services and transfer information to the new school immediately in accordance with WG Guidance 18/2006 – The Keeping, Disposal, Disclosure and Transfer of Pupil Information

Safeguarding Pupils who are Vulnerable to Extremism - the Prevent Duty

Our school/setting values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. We always seek to protect our pupils and staff from all messages and forms of extremism and ideologies. Our school/setting is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

The school has a risk assessment in place in line with the Prevent Duty and all staff with designated safeguarding responsibilities have received training in relation to the Prevent Duty. As with any other safeguarding risks they are aware they must bring concerns to the attention of the DSP who will take appropriate action. **See Appendix 8.**

Children with Additional Learning Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School 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.

Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity e.g. communicate through LSA sign language - non verbal- , pastoral counselling – drawing and see Mrs Davies, SENCO. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make an immediate record. Children who have made a disclosure should not be re-interviewed by school staff – a child protection referral should be made.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise

- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the person will be involved as appropriate

Actions by the DSP

Following any information raising concern, the DSP will consider:

- any urgent medical needs of the child
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form (MARF).

Action following a child protection referral

The DSP or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences

- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Manager of Torfaen Safeguarding Unit.
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Head teacher and DSP. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Child Protection Coordinator (See Appendix 7). If the child goes missing from education or is removed from roll to be educated at home then any Child Protection file should be copied and the copy sent to the Educational Welfare Service. **Original copies will be retained until the child's 25th birthday – these should be retained by the school.**

Supporting the Child and Partnership with Parents

School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

We will provide a secure, caring, supportive and protective relationship for the child

Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSP will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Allegations regarding person(s) working in or on behalf of school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child

- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the SEWSCB procedures. Our school disciplinary procedures also reflect these requirements.

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely *in a lockable cupboard in the Headteacher's office*.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

(School may wish to expand this section to include procedures with reference to SEWSCB Procedures and Torfaen Disciplinary Procedures).

Safeguarding Responsibilities in Specific Circumstances

There are many additional considerations in relation to specific safeguarding issues and a wealth of guidance exists which schools must follow to meet their safeguarding duties and responsibilities. Examples of specific issues are:

- Abuse by children and young people
- Asylum seeking children
- Black Minority Ethnic Pupils
- Bullying
- Child Abuse images and the internet
- Child Abuse linked to witchcraft and spiritual beliefs
- Child Neglect
- Children and young people in the youth justice system
- Children living away from home or in temporary accommodation
- Child Sexual Exploitation (CSE)
- Children who may have been trafficked
- Children missing education
- Children who run away/missing
- Disabled children
- On-line safety
- Fabricated or induced illness
- Female Genital Mutilation
- Forced marriage and honour based violence
- Foster care including private fostering
- Foreign exchange visits
- Gender based violence, domestic abuse and sexual violence
- Physical contact with pupils, including restraint
- Radicalisation
- Sexually active young people
- Substance misuse
- Suicide
- Teenage intimate partner abuse

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- Foster care including private fostering
- Foreign exchange visits
- Gender based violence, domestic abuse and sexual violence
- Physical contact with pupils, including restraint
- Radicalisation
- Sexually active young people
- Substance misuse
- Suicide
- Teenage intimate partner abuse

Schools should therefore refer to WG Guidance 185/2015 Keeping Learners Safe for links to statutory and good practice guidance on specific safeguarding issues.

Other Useful Contacts

South East Wales Safeguarding Children Board – www.sewsc.org.uk
(SEWSCB)

Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) – Vawdasv Gwent – Vawdasv.Gwent@newport.gov.uk

Community Safety Team – CommunitySafetyTeam@torfaen.gov.uk

NSPCC – www.nspcc.org.uk

ChildLine – www.childline.org.uk

Children in Wales – www.childreninWales.org.uk

Hwb Digital Learning for Wales – www.hwb.wales.gov.uk

Domestic Violence – Live Fear Free – www.livefearfree.gov.wales

Internet Safety – SWGfI – www.swgfi.org.uk

Legislative Framework

Legislation underpins Torfaen LA's Safeguarding Policy & Procedures.

CHILDREN ACT 1989

Section 17 of the Children Act 1989 places a general duty on every local authority:

to safeguard and promote the welfare of children within their area who are in need; and so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs.

The Children Act 1989 places two specific duties on agencies to co-operate in the interests of vulnerable children:

Section 27 provides that a Local Authority may request help from:

- any local authority;
- any housing authority;
- any health authority, Special Health Authority or National Health Service Trust; and
- any person authorised by the National Assembly for Wales in exercising the Local Authority's functions under Part III of the Act.

This part of the Act places a duty on local authorities to provide support and services for children in need, including children looked after by the Local Authority, and those in secure accommodation. The body whose help is requested in these circumstances has a duty to comply with the request, provided it is compatible with its other duties and functions.

Section 47 places a duty on:

- any local authority;
- any local education authority;
- any housing authority;
- any health authority, Special Health Authority or National Health Service Trust; and
- any person authorised by the National Assembly for Wales

to help a Local Authority with its enquiries in cases where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

Meaning of "harm"

"Harm" is defined in section 31(9) of the Children Act 1989 as "ill-treatment or the impairment of health or development". It is broader than physical violence and includes sexual abuse and forms of ill-treatment which are not physical. Any harm a child suffers because a parent is being harassed or intimidated is caught by the definition of "harm". Section 120 of the Adoption and Children Act 2002 amends the definition of harm in the Children Act 1989 to "ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another".

CHILDREN ACT 2004

The Children Act (2004) sets out the framework for all services working with children, safeguarding children being recognised as a key area which is now a central responsibility of all agencies under the scrutiny of the Local Safeguarding Children's Board.

The Children Act 2004 strengthens the arrangements for protecting and promoting the Welfare of children and young people. It places a duty on all local authorities in Wales to make arrangements to promote co-operation with a view to improving the well-being of children in their area, in relation to:

- Physical & mental health and emotional well-being.
- Protection from harm and neglect.
- Education, training and recreation.
- The contribution made by them to society.
- Social and economic well-being.

EDUCATION ACT 2002

Section 175 of the Education Act 2002 places a statutory duty on LAs and the Governing Bodies of all schools and further education institutions to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition, these bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make under Section 175.

Section 157 places the same duties on the proprietors of all independent schools and colleges.

'Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in education settings; and
Identify children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school'.

(Safeguarding Children in Education Guidance, 2004)

HUMAN RIGHTS ACT 1998 AND DATA PROTECTION 1998

The Children Act 1989 and Human Rights Act 1998 have changed the way referrals to Social Care are made. Parents now have a right to know that their child is being referred – unless it is reasonable to assume that informing the parents will place the child in danger or that it would lead to the destruction of evidence – this is most likely in cases of alleged physical or sexual abuse.

A child can bring an action for damages against a Local Authority in their own right rather than through their parents. The child when an adult can bring a claim within three years of the injury coming to their attention, but can be extended by the court if leave is granted. If bringing an action as a child it can be

for the parents or a guardian to do this. This means that pupil records should be kept for nine years after the child has left school (as a minimum).

Data protection legislation means that parents/former pupils have the right to see their school records and although child protection information is exempt from this requirement, if a parent or former pupil asked to see notes registering any child protection concerns, then it is likely that a Local Authority would be obliged to show them, unless to do so would cause individual harm to the parent or former pupil, unless the case had involved a criminal prosecution, care order or other legal prohibition. Therefore, it is vital that all information written about children, or allegations made by children is kept to objective comments, verbatim accounts and factual information.

Before disclosing any information as an access request you should follow Torfaen's County Borough Council's procedure. If in doubt contact the Council's Information Security Manager or Legal Services
SEXUAL OFFENCES ACT 2003

The Sexual Offences Act 2003 has established a new legal framework for defining acceptable and unacceptable relationships. **It clarifies that it is inappropriate for any education professional to form an intimate relationship with a young person under 18.** This is clearly stated in the LA's Code of Conduct. It makes new provision about sexual offences including those against children.

THE EQUALITY ACT 2010The Equality Act 2010 imposes statutory duties on local authorities and educational establishments so that all schools in Wales, irrespective of how they are funded or managed, have obligations under the Equality Act 2010 as employers, service providers and bodies which carry out public functions.

THE SOCIAL SERVICES AND WELL-BEING ACT 2014

The Social Services and Well-being Act 2014 came into force on 6 April 2016. The Act is a pivotal delivery mechanism for implementing and strengthening key aspects of the Welsh Government's safeguarding agenda. The scope of the Act extends beyond social services. It sets out the responsibilities in terms of the promotion of well-being and places a duty on local authorities to arrange or provide services which contribute to the prevention of abuse and neglect. It has strengthened arrangements for adult safeguarding and protection and enhances the wellbeing for people who need care and support, and carers who need support by providing a core legislative framework to underpin policy objectives.

THE VIOLENCE AGAINST WOMEN, DOMESTIC ABUSE AND SEXUAL VIOLENCE (WALES) ACT 2015 (VAWDASV)

The Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 introduces requirements for relevant authorities to prepare, publish and implement strategies to contribute to its purpose. The Act aims to improve the Public Sector response by providing strategic focus to improve the arrangements for the prevention, protection and support for individual affected by such violence and abuse.

THE COUNTER TERRORISM ACT 2015

The Counter Terrorism Act 2015 places a duty on ‘specified authorities’ in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty. **The following guidance has also been considered:**

All Wales Child Protection procedures

National Service Framework - The National Service Framework (NSF) for children and young people states as its aims that “All children and young people achieve optimum health and well-being and are supported in achieving their potential”. The objectives outlined in Torfaen’s Corporate Plan will ensure that through multi agency/disciplinary working this will be achieved.

Lost in Care - the report of the Tribunal of Inquiry into the abuse of children in care in the former county council areas of Gwynedd and Clwyd since 1974, Department of Health 2000.

Framework for the Assessment of Children in Need and their families - Department of Health, 2000.

Clwyd Report of the Examination of the Children’s Commissioner for Wales into the allegations of child sexual abuse in a school setting – 2004.

The Bichard Inquiry Report – The Home Officer, 2004.

The Victoria Climbié Inquiry Report and inquiry by Lord Laming 2003.

Safeguarding Children: Working Together under the Children Act 2004
WG Guidance 158/2015 – Keeping Learners Safe – Jan 2015

WG Guidance 009/2014 – Safeguarding Children in Education – Handling Allegations of Abuse against teachers & other staff – April 2014

Torfaen LA Corporate Safeguarding Policy

Appendix 2

CATEGORIES OF ABUSE

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional setting, by those known to them or more rarely by others (eg via the internet). They may be abused by an adult or adults, or another child or children.

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 carer 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 care or treatment.

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 carer fabricates the symptoms of, or deliberately induces illness in a child.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar 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 to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it might 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 (e.g. rape or oral sex) or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at or in the production of, sexual images, watching sexual activities or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

Appendix 3

Safeguarding Incident Log

In order to ensure that appropriate information is available regarding any child protection concerns that have been raised it is necessary to complete a child protection log which briefly records all concerns, communication and actions taken.

The log must include:

- ❖ Date/time of receipt of information.

- ❖ Details of who the information was received from and given to.
- ❖ Date/time/location of incident.
- ❖ Name/DOB/address of child.
- ❖ Details of what happened/observed to happen.
- ❖ It is imperative that the child's own words are recorded.
- ❖ Details of anyone else involved.
- ❖ What action was taken at the time?
- ❖ Details of action taken by DSP
- ❖ Date and time of recording of log.
- ❖ Log signed and dated.
- ❖ Details of referral e.g. to who, when.
- ❖ If no referral – why – log kept on record.
- ❖ Details of LA officer informed.
- ❖ Record of suggested action by social services, LA, police e.g. advice re child being sent home or remaining in school.

These records should be maintained in school securely.

Section 175 Safeguarding Return

Partnered safeguarding reviews have taken place with schools for some time using the checklist in the back of the safeguarding policy however the process has become quite onerous and unwieldy, particularly in relation to completion of actions and the subsequent monitoring that is required. Alongside this, because of limited capacity, on average only 6 reviews have taken place per year. Clearly it is beneficial to all to improve upon this.

The current checklist has been reviewed taking into consideration what other LA's are doing both across the region and throughout Wales, NSPCC's approach to reviews and of course Keeping Learners Safe and the Estyn Self Evaluation. There are significant costs attached to buying an external package and therefore an electronic system has been developed with colleagues internally at no additional cost. The electronic system will cover schools simultaneously and consequently provide an overall picture of safeguarding across all schools at a point in time. This will allow specific areas to be addressed timely with individual schools as required but will also highlight where there may be themes and therefore enable support/training to be targeted in clusters or as a whole as appropriate.

The electronic format has been shared with Head teacher colleagues at the Education HR Group, been discussed at the Education ICT Group and positive feedback has been received. It will be called the 'Section 175 Annual Safeguarding Return' and will be sent to schools annually in the summer term in future. Section 175 of the Children Act 2002 places a statutory duty on LA's and governing bodies of maintained schools to make arrangements to ensure their functions are carried out with a view to safeguarding and promoting the welfare of children. One of the mechanisms by which we can establish this assurance is through individual schools self-evaluating their performance using the Section 175 Annual Safeguarding Return and sharing the results and associated improvements. It will also help to provide clear evidence in relation to the progress schools are making in response to the safeguarding agenda and further provides a focus on relevant safeguarding priorities.

All schools are to ensure the return is completed by their Designated Senior Person for safeguarding (DSP) in liaison with their Safeguarding Children Governor (SCG) and returned to the LA no later than 30th June 2017 in order to allow for analysis and a timely response. **A copy of the school's safeguarding policy should also be forwarded alongside your completed return.** All schools will receive an individual response, some schools may require a 'face to face' visit if additional support is necessary and additionally a summary of the returns will be included in the annual safeguarding report to schools detailing:

- Confirmation that all schools have responded
- Any issues
- Any lessons learned
- Identified themes
- Proposed support/training

Feedback and comments will be welcomed every year the return is completed, however, as this is a pilot/trial comments this year are imperative and will be used to further develop the process and ensure schools have a robust safeguarding evaluation tool in place going forward.

To access the Section 175 Annual Safeguarding Return please follow the hyperlink below using the information on the following page to assist you. If the link does not automatically open you may need to cut and paste it into your internet browser:

<http://www.forms.torfaen.gov.uk/section175return/survey.htm>

Completion time of the return is between 45 to 60 minutes.

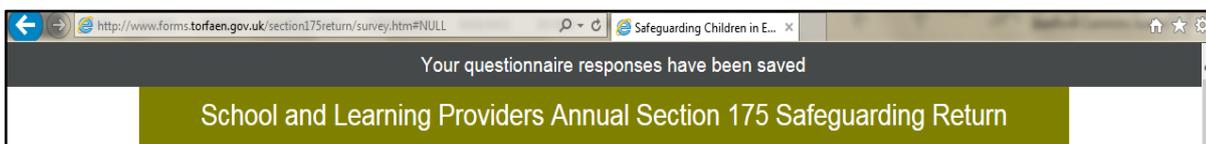
The return is broken down into sections to make completion easier.

This is the first page users will see once they activate link:

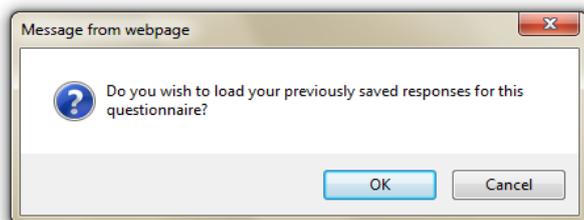
Each question on the return requires a response and the user cannot progress to the next page unless questions are completed (the return will highlight any questions in red that have not been answered or that require further narrative).

Prompt boxes asking for more information will appear for responses to certain questions.

At the foot of each page there is a progress report bar along with a Reset / Save and Next option. Use the Save function to save all answers and you will see following message confirming responses have been saved:



Then when returning to the Section 175 via the e-mail link you will be presented with the following message to which you should answer 'OK'.



Should you exit and forget to save your last responses, you will see the message above when you return. It is important to save regularly as you will be taken to the last page you saved prior to exiting.

Below is a snapshot of the last section on the return:

Additional Information

Q84 If there are any areas you would like to discuss further please provide details here?

Thank you for completing this survey, please ensure the DSP has authority from the headteacher to return the survey form.

Please ensure that a copy of your safeguarding policy has been sent to either
 Jacqueline.Watkins@torfaen.gov.uk or Joanne.Bradford-Cummins@torfaen.gov.uk

Please click the print button to print a hard copy of your response for your records and then click the submit button to submit your response.



← Back ↺ Reset 🖨️ Print 💾 Save Submit ✓

Powered by **snapp**

Once all questions have been completed please ensure you follow the instructions in the order shown:

- E-mail a copy of your safeguarding policy to either Jacquiline.watkins@torfaen.gov.uk or Joanne.bradford-cummins@torfaen.gov.uk
- Click the Print button to print a hard copy of the Section 175 Safeguarding return for your records. **Note – this is your only opportunity to do this as once the return has been submitted you will be unable to access your completed return electronically.**
- Then click Submit to forward your response

PLEASE NOTE: when completing the Section 175 return the same PC needs to be used, accessing the return on a different machine will result in all previous answers being lost.

Timeline:

- The Section 175 Safeguarding Return will be sent to schools annually in the summer term.
- The Section 175 Safeguarding Return to be completed by the DSP in liaison with the SCG.
- The governing body should be made aware that the school is completing the return.
- Schools to complete returns by Friday 30th June.
- Schools to ensure their Safeguarding Policy is submitted with the return (Question 9 will remind DSP/SCG of this).
- Local Authority to analyse returns July/August.

- Individual responses to be sent to each school beginning of September.
- Summary of all schools to be sent to each school as part of annual safeguarding report.
- Feedback from the process should be reported to the governing body and any recommended actions agreed and subsequent timescales (usually within 1 month).
- Completion of actions to be reported back to the governing body within the agreed timescales.
- Confirmation of completion of actions to be reported to Local Authority by the end of the Autumn Term.
- All comments in relation to this 'pilot' to be forwarded to Jacquiline.watkins@torfaen.gov.uk or Joanne.bradford-cummins@torfaen.gov.uk to inform future development/improvement.

Guidance for all staff at Garnteg Primary School

What to do if a child tells you they have been abused by someone other than a member of staff.

Where the allegation is against a member of staff you should refer to Welsh Assembly Government guidance circular 45/2004.

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember ***yours is a listening role, do not interrupt the child if he or she is freely recalling significant events.***

Limit any questions to clarifying your understanding of what the child is saying. You may wish to use the following in doing so:

TED stands for **t**ell, **e**xplain, **d**escribe.

It is a means of supporting schools to gain the information they need from a pupil without crossing the boundary of investigation.

The key questions are-

- Tell me what happened
- Explain what you meant when you said ...
- Can you describe the person; can you describe the place?
- Any questions should be framed in an open manner so as not to lead the child;
- You must report orally to the school's designated person for child protection immediately;
- Make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection.

- 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 the child's answers/responses in exactly the way they were said as far as possible.
- Remember, your note of the discussion may be used in any subsequent court proceedings;
- Do not give undertakings of absolute confidentiality. A child may be waiting for a case to go to the criminal court, may have to give evidence or may be awaiting care proceedings and your responsibility in terms of referring concerns ends at this point,
- You may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.
- You may use the following with pupils:

Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child 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 about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

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

-
- Please remember the pastoral responsibility of the education service. Ensure that only those with a professional involvement, e.g. the designated senior person and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file. The designated child protection person for this school is :

- Mrs S E Roche, Headteacher
- Mrs C Jones, Deputy Headteacher in the absence of the Headteacher
- Mrs L Davies, AENCO/Foundation Phase Leader, in the absence of the Deputy Headteacher/ Headteacher
- Miss Z Ally, SLT
- Mr A Phillips, SLT
- Mrs K Ngwenya, SLT
- Mr K Gauntlett, Governor Responsible for Child Protection

The local authority designated lead officer for child protection is:
Darren Joseph: 01495 762200

Torfaen County Borough Council Tel no: 01495 762200

Social Services Duty Desk Tel: 01495 766072

Email addresses can be found in Torfaen electronic global address book.

Information for parents included in range of publications including the School Prospectus

Note for Parents or Carers

Garnteg Primary School is committed to ensuring the welfare and safety of all children in school. All Torfaen schools, including our school, follow the Torfaen Local Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's safeguarding and child protection policy is available on request.

Information for parents

Parents/carers should be aware that schools have a responsibility to ensure the well-being of all pupils. This responsibility means that the school:

- will have a child protection policy and procedures;
- should make parents or carers aware of its child protection policy possibly through the school prospectus, and that this may require their child to be referred to the statutory child welfare agencies if they believe that the child or other children may be at risk of significant harm;
- should endeavour to work with parents/carers regarding the welfare of their child and remain impartial if their child is being, or has been referred;
- should help parents or carers understand that if a referral is made to social services or the police, it has been made in the best interests of the child and that the school will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress; and keep the parents or carers informed of the welfare and educational progress of the child.

On 1 September 2006, section 175 of the Education Act 2002 came into effect. This introduces a duty on local authorities, the governing bodies of maintained schools, and the governing bodies of further education institutions, to have arrangements in place to ensure they safeguard children and that such arrangements take account of guidance issued by the Welsh Assembly Government.

Independent schools are required to meet equivalent requirements under standards introduced under the terms of section 157 of the Education Act 2002.

Where a professional has a concern about a child, they will, in general, seek to discuss this with the family and, where possible, seek their agreement to making a referral to social services. However, this should only be done where such a discussion and agreement will not place a child at increased risk of significant harm. That advice will be provided by the local social services department in consultation, where appropriate, with the police.

The designated child protection person at the school should clarify with these statutory agencies, when, how and by whom, the parents or carers will be told about any referral. They should also seek advice as to whether or not the child should be informed of the process.

As a parent or carer you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and if you're struggling to cope you may need to ask for help and support to protect your child.

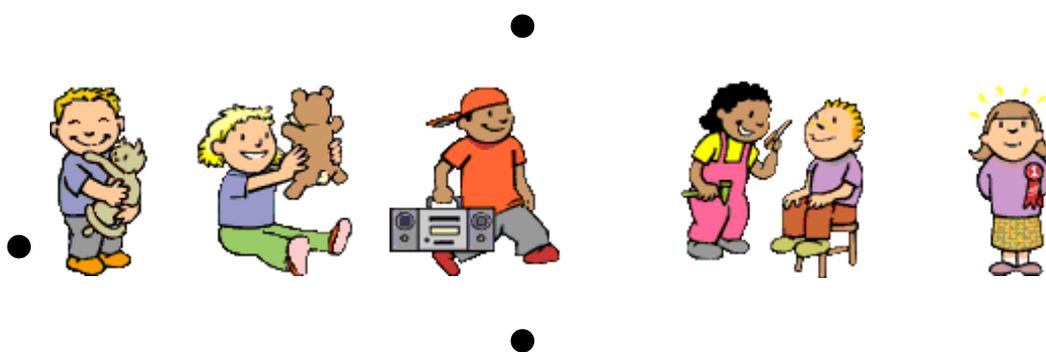
You may find the following helpful:

- make time to talk and listen to your child;
- familiarise yourself with your child's friends and routine;
- be sensitive to changes in behaviour;
- teach your child to feel confident to refuse to do anything they feel is wrong;
- be aware of your child's use of the internet and mobile phone to ensure they don't place themselves at risk.

Garnteg Primary School



"Live, Learn, Succeed Together!"



Keeping you safe!

Remember at Garnteg Primary School – we want you to be happy and safe!

If someone is hurting you or your friends, there are people who can help you and stop people from making you feel scared or hurt.

You should tell someone you trust:

- you can tell a teacher, your parents, carers, grandparents or other members of your family who may be able to help, or can tell a friend; and

- let people help to make things better by stopping the person from hurting you or your friends.

The people in this school who have special responsibility for helping you if someone's hurting you or your friends are:



If you can't talk to any of these, you can talk to one of the following organisations that will have someone who will listen to you:-

ChildLine

A free 24-hour advice line offering counselling and support to young people suffering from abuse. The call won't show up on your phone bill.



Telephone: 0800 11 11
www.childline.org.uk

NSPCC

A free phone line offering support and advice to young people in abusive or difficult situations. The lines are open 24 hours a day and the calls won't show up on your phone bill.

Telephone: 0808 800 5000
www.nspcc.org.uk



Funky Dragon

Funky Dragon is a peer-led organisation that aims to make sure the views of 0 - 25 year olds are heard, particularly by the Welsh Assembly Government.

www.funkydragon.org.uk



Children's Commissioner for Wales

Children's Champion - Independent human rights institution for children.

Telephone: 0808 801 1000

The lines are open from 9am to 5pm (Monday to Friday)

www.childcom.org.uk



Clic

The National Information and Advice Service for young people in Wales 11 to 25.

www.cliconline.co.uk



Samaritans

Free and confidential advice and support

Telephone: 08457 90 90 90

www.samaritans.org.uk

Barnardo's

Barnardo's works with vulnerable children and young people, helping them and their families to overcome problems like abuse, homelessness and poverty.

Telephone: 020 8550 8822 (national rate, 8am-6pm Mon - Fri)

www.barnardos.org.uk



BBC One Life

This website provides advice on children and young people's rights, what to do if they are being abused and how to get help.

www.bbc.co.uk/surgery



Kidscape

Kidscape works with children and young people under the age of 16, their parents/carers and those who work with them to prevent bullying and child sexual abuse.

Telephone: 08451 205 204

www.kidscape.org.uk

Get Connected

Get Connected provides a free, confidential helpline that gives young people in difficult situations support and information.

Telephone: 0808 808 4994

www.getconnected.org



Freephone **0808 808 4994**

Text us on **80849**

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Bullying Online

Bullying Online is a website that provides information and support for a wide range of parents, pupils, teachers and youth organisations.

www.bullying.co.uk

Wise Kids

Wise Kids is a website that provides information and support on internet literacy, proficiency and knowledge of the intranet and related technologies.
www.wisekids.org.uk

Remember at Garnteg Primary – we want you to be happy and safe!
Happy Hearts & Healthy Minds! Keep Safe!!

Safeguarding Children - Further Advice and Guidance

The following sections include information and links to sources of further advice and guidance about a variety of issues that relate to helping keep children safe from abuse and neglect. Issues include: training, educating children through the Personal and Social Education (PSE) curriculum, listening to children, confidentiality and some issues that can make children more vulnerable or should be regarded as abuse.

Abuse of Trust

All education staff need to know that inappropriate behaviour with or towards children is unacceptable. In particular, under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach the child. “Caring for young people and the vulnerable? Guidance for preventing abuse of trust” published in association with the Home Office, Northern Ireland Office, the National Assembly for Wales, Department of Health, and Department for Education and Employment sets out the main principles for developing a code of conduct for those working with children and vulnerable adults.

Physical Contact with Pupils/Restraint

It is not realistic to suggest that teachers should never touch pupils, and they, and other staff in schools, have the right to use reasonable force to control or restrain pupils in certain circumstances. Welsh Assembly Government guidance circular 37/98 “The Use of Reasonable Force to Control or Restrain Pupils” is available in hard copy only (circular 37/1998.). However please refer to the school policy for further guidance.

The Welsh Assembly Government considers that guidance it issues on restrictive physical intervention policy and practice for professionals who work with children, young people, adults and older people in health, education and social care settings should share a common framework of principles and expectations.

The existing guidance specifically for physical intervention in education settings is scheduled for revision in 2008 to take account of the new framework.

Educating Children about Issues as part of Personal and Social Education (PSE)

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. The framework for PSE provides opportunities for children and young people to learn about keeping safe; and who to ask for help if their safety is threatened. As part of developing a healthy, safer, lifestyle pupils should be taught, for example:

to recognise and manage risks in different situations and then decide how to behave responsibly;
to judge what kind of physical contact is acceptable and unacceptable;
to recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure, including knowing when and where to get help, and to use assertiveness techniques to resist unhelpful pressure.

Issues such as domestic violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable; let children and young people know that it is okay to talk about their own problems, and signpost sources of help. Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects need to be prepared for that possibility.

Links to more information about PSE classroom resources and sources of support, are available through the following:

Welsh Network of Healthy School Schemes
“Promoting Personal Safety in PSE”
“Broadband the New Language in Education”
Personal and Social Education Framework for 7-19 year olds in Wales
Child Exploitation and Online Protection Centre.

Children who go missing from Education

If a child or young person is receiving an education, not only do they have the opportunity to fulfil their potential, they are also in an environment which enables local agencies to safeguard and promote their welfare. If a child goes missing from education they could be at risk of significant harm.

There are a number of reasons why children go missing from education and these can include:

- failing to start appropriate provision and, hence, never entering the system;
- ceasing to attend, due to exclusion (e.g. illegal unofficial exclusions) or withdrawal;
- failing to complete a transition between providers or between Year 6 to Year 7 or if expected as a Rising 5 as part of a school’s new intake; or
- going on an extended holiday or not returning from an extended holiday when expected.

In cases of serial truancy schools should already be working with their Education Welfare Officer in trying to re-engage the pupil back into the school system. Also a school will know the individual pupil involved and if the behaviour is normal for them. Schools should already have systems in place for contacting parents or carers on the first day of a pupil’s absence from school. If a child does not arrive at school when expected, the school should already be considering what information they know about the young person and their family history. If there are any concerns for the child’s safety these concerns should immediately be referred to the statutory authorities for consideration.

Their personal circumstances or those of their families may contribute to the withdrawal process and the failure to make a transition.

There are certain groups of vulnerable children who are more likely than others to become missing from education:

- children and young people who do not always appear on the usual records eg travellers;
- children and young people who are excluded from school;
- children and young people who truant from school post-registration;
- looked after children;
- children and young people who are not educated for various reasons within the state school system;
- children and young people living in women's refuges;
- children of homeless families, perhaps living in temporary accommodation.

Safeguarding Children in Education

- children and young people within the criminal justice system;
- young runaways;
- children with long term medical or emotional problems;
- young carers;
- young parents and pregnant young women; and
- migrant children, whether in families seeking asylum or economic migrants.

Every practitioner working with a child has a responsibility to inform the local authority if they know or suspect that a child is not receiving education.

It is strongly recommended that LEAs put in place procedures designed to monitor the whereabouts of a child at risk of going missing from education and to record that they have completed these procedures.

Supplementary guidance relating to this can be found in Chapter 5 of the Welsh Assembly Government's circular 18/2006 "Educational Records, School Reports and the Common Transfer System".

Listening to Children

Experience, and consultation with children, shows that they will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school or establishment know how to respond sensitively to a child's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

Children also want to know that they will be listened to and their concerns will be taken seriously, so all education establishments should seek to demonstrate to children that they provide them with a safe environment where it is okay to talk. Displays of helpful information about such things as national children's help lines (Children's Commissioner, Child Line, NSPCC) and peer support schemes for children and young people in easily accessible places (eg on pupils' year planners) can encourage them to share concerns and help provide assurance about that. A draft model note for pupils is at Appendix C - Model Note 4.

Any member of staff or volunteer who is approached by a child wanting to talk should listen positively and reassure the child. They should record the discussion with the pupil as soon as possible and take action in accordance with the establishment's child protection procedures.

The available UK evidence on the extent of abuse among disabled children suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating.

Learning support assistants working with children with special educational needs and disabilities provide close support to them and may encounter indications of possible abuse. Whilst extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children.

The way in which a member of staff talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings, and it is important that staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a child makes a disclosure to a member of staff s/he should write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the note.

Staff must also be aware that:

- it is not the responsibility of teachers or other staff or volunteers in schools and FE institutions to investigate suspected cases of abuse; any concerns should be taken up with the designated child protection person; and
- they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child or their children safe.

Confidentiality

Many professionals are under a duty of confidentiality. This is important in maintaining confidence and participation in services and thereby helping to protect children's health and wellbeing. But, as relevant guidelines make clear, the duty of confidentiality is not absolute and may be breached where this is in the best interests of the child and in the wider public interest. If professionals judge that disclosure is necessary to protect the child or other children from a risk of serious harm, confidentiality may be breached.

Where professionals judge that there is a need to share confidential information with children's social services or the police:

- they should attempt to support the child, where the child is the source of the information, to agree to a disclosure of information within a reasonable timescale;
- they may initially discuss the case anonymously with others, such as a colleague with suitable competence in child protection work or with children's social services;
- the child should be informed, unless to do so would seriously jeopardise their safety; and any decision whether or not to share information should be properly documented.

Decisions in this area may need to be made by, or with the advice of, people with suitable competence in child protection work, such as named or designated professionals.

Principles underpinning work to safeguard and promote the welfare of children

The following principles should be followed when implementing the guidance set out when participating in individual cases. They will be relevant to varying degrees, depending on the functions Safeguarding Children and level of involvement of the organisation and the individual practitioner concerned.

Work with children and families should be:

- child centred;
- rooted in child development;
- supporting the achievement of the best possible outcomes for children and improving their wellbeing;
- holistic in approach;
- ensuring equality of opportunity;
- involving children and families;
- building on strengths as well as identifying and addressing difficulties;
- multi/inter-agency in its approach;
- a continuing process;
- designed to identify the services required and monitor the impact their provision has on a child's developmental progress; and
- evidence based.

Some of the worst failures of the system have occurred when professionals have lost sight of the child and concentrated instead on their relationship with the adults. The child should always be seen by the practitioner and kept in focus throughout work with the child and family. The child's voice should be heard and account taken of their perspective and their views.

Rooted in child development

Those working with the children should be informed by a developmental perspective which recognises that, as a child grows, they continue to develop their skills and abilities. Each stage from infancy, through middle years to adolescence, lays the foundation for more complex development. Plans and interventions to safeguard and promote the child's welfare should be based on a clear assessment of the child's developmental progress and the difficulties a child may be experiencing. Planned action should also be timely and appropriate for the child's age and stage of development.

Outcomes for children

When working directly with a child, any plan developed for the child and their family or carer should be based on an assessment of the child's developmental needs and the parents' or carers' capacity to respond to these needs within their community contexts. This plan should set out the planned outcomes for each child and, at review, the actual outcomes should be recorded.

The purpose of all interventions should be to achieve the best possible outcomes for each child, recognising each is unique. These outcomes should contribute to the key outcomes set out for all children in the Children Act 2004.

Holistic in approach

Having a holistic approach means having an understanding of a child within the context of the child's family (parents or carers and the wider family) and of the educational setting, community and culture in which he or she is growing up. The interaction between the developmental needs of children, the capacities of parents or carers to respond appropriately to those needs and the impact of wider family and environmental factors on children and on parenting capacity requires careful exploration during an assessment.

The ultimate aim is to understand the child's developmental needs within the context of the family and to provide appropriate services which respond to those needs. The analysis of the child's situation will inform planning and action in order to secure the best outcomes for the child, and will inform the subsequent review of the effectiveness of actions taken and services provided. The child's context will be even more complex when they are living away from home and looked after by adults who do not have parental responsibility for them.

Ensuring equality of opportunity

Equality of opportunity means that all children have the opportunity to achieve the best possible development, regardless of their gender, ability, ethnicity, circumstances or age. Some vulnerable children may have been particularly disadvantaged in their access to important opportunities and their health and educational needs will require particular attention in order to optimise their current welfare, as well as their long-term outcomes in young adulthood.

Working with children and families

In the process of finding out what is happening to a child it is important to listen and develop an understanding of his or her wishes and feelings. The importance of developing a co-operative working relationship is emphasised, so that parents or carers feel respected and informed, they believe agency staff are being open and honest with them and, in turn, they are confident about providing vital information about their child, themselves and their circumstances. The consent of children, young people and their parents or carers should be obtained when sharing information, unless to do so would place the child at risk of harm. Decisions should also be made with their agreement, whenever possible, unless to do so would place the child at risk of harm.

Building on strengths as well as identifying difficulties

Identifying both strengths and difficulties within the child, his or her family and the context in which they are living is important, as is considering how these factors have an impact on the child's health and development. Too often it has been found that a deficit model of working with families predominates in practice, and ignores crucial areas of success and effectiveness within the family on which to base interventions. Working with a child or family's strengths becomes an important part of a plan to resolve difficulties.

Multi/Inter-agency in approach

From birth, there will be a variety of different agencies and programmes in the community involved with children and their development, particularly in relation to their health and education. Multi and inter-agency work to safeguard and promote children's welfare starts as soon as there are concerns about a child's welfare, not just when there are questions about possible harm.

Assessment is a continuing process

Understanding what is happening to a vulnerable child within the context of his or her family and the local community, and taking appropriate action are continuing and interactive processes and not single events. Action and services should be provided according to the identified needs of the child and family, in parallel with monitoring and reviewing assessment where necessary. It is not necessary to await completion of the assessment process. Immediate and practical needs should be addressed alongside those which are more complex and longer term.

Informed by evidence

Effective practice with children and families requires sound professional judgements which are underpinned by a rigorous evidence base and draw on the practitioner's knowledge and experience.

Safeguarding in Specific Circumstances

Chapter 9 of the Welsh Assembly Government guidance "Safeguarding Children: Working Together under the Children Act 2004" contains additional guidance for practitioners on a number of special considerations that apply to safeguarding children in a range of specific circumstances including:

- children living away from home;
- race and racism;
- bullying;
- foster care and private fostering;
- organised or multiple abuse;
- children in hospital;
- children in custody;
- disabled children;

- abuse by children and young people;
- lack of parental control;
- domestic abuse;
- sexual exploitation of children;
- child abuse images, the Internet and information technologies;
- fabricated or induced illness;
- children of substance-misusing parents;
- abuse linked to belief in “possession” or “witchcraft” or in other ways related to spiritual or religious belief;
- children and families that go missing;
- looked after children who run away and those that go missing from their care placement;
- children who go missing from education;
- children living in temporary accommodation;
- migrant children;
- child victims of trafficking;
- unaccompanied asylum seeking children;
- female genital mutilation; and
- forced marriages.

Safeguarding pupils at Garnteg Primary School

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

This guidance should be read in conjunction with the schools Child Protection policy. Below is a quick guide to the appropriate response to any safeguarding issue.

All staff follow the Torfaen LSCB Child Protection Procedures which are consistent with ‘Working Together to Safeguard Children’ and the All Wales Child Protection Procedures.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation.

All staff, however, have a duty to recognise concerns and maintain an open mind.

All concerns regarding the welfare of pupils MUST be immediately discussed with the designated senior person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents and recorded on appendix 6 or 7.

1 Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;

any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Under Review Autumn Term 2016 - Safeguarding Children in Education
A check list for governing bodies

Date of Review 28 .09.2016

Garnteg Primary School Attendees: S Roche, K Gauntlett C Thomas L Mayley, L Davies, A Phillips, Z Ally , K Ngwenya

	Designated Person for Child Protection	Responses
	Who is the Designated Person for Child Protection in your school? Are they on the Senior Leadership Team?	Mrs Susan Roche (Headteacher) Yes
	Has the Designated Person for Child Protection sufficient resources and time allocated to allow them to discharge their responsibilities i.e. supporting vulnerable pupils within the school, attending Child Protection Case Conferences, Reviews, Core Groups	Yes
	What arrangements are in place when the Designated Person for Child Protection is not available? Has this person received appropriate training? If so when?	Deputy DSP – Miss Christi Thomas Yes Trained by CIW 30/09/2016
	Has the Designated Senior Person for Child Protection received in-depth training to fulfil their role and responsibilities if appointed to the role within the last two years? If so have you had sight of their certificate of attendance? Or	Yes

	If in post for more than two years have they undertaken refresher training every two years? If so have you had sight of their certificate of attendance?	
	Continual Professional Development : What inter-agency training has been identified or completed by the Designated Person for Child Protection	All LA and SEW TRAINING AS WELL AS NSPCC TRAINING AND Onli safer internet use.
	Do you have an induction process in place?	Yes
	Are all new staff given a written statement about the school's policy and procedures and the name and contact details of the Designated Person for Child Protection and Chair of Governors?	Yes
	Do you ensure basic training is provided as a minimum until appropriate training is available so that new staff are able to safeguard in the interim?	Yes
	How does your school ensure that all staff receive basic safeguarding (child protection) training to undertake their roles and responsibilities	Yes
	All staff should receive training a minimum of every 3 years, this include volunteers, to be compliant with statutory guidance.	
	NB: It is good practice to deliver whole school training on safeguarding annually to ensure all staff are up to date with their training and all new staff receive timely training on issues relating to safeguarding.	
	Do you have a Child Sexual Exploitation (CSE) Lead?	
	Nominated or Named Governor	Responses
	Does your Governing Body have a named Governor for safeguarding?	Yes
	Their roles and responsibilities include liaising with the Head about child protection issues within the school and to provide information and reports to the governing body	
	Does the named Governor understand their role and what is required of them?	Yes

	Has the named Governor, attended appropriate safeguarding Training?	
	Does the named Governor provide an annual report to the whole Governing Body in respect of training undertaken by Governors, the Designated Person for Child Protection, staff and volunteers?	Training included in policy front cover but not written report
	Does the named Governor audit compliance with Safeguarding Children and Safe Recruitment and Employment Practices including DBS checks and the central record of checks completed for staff, volunteers, Governors and Contractors	Yes
	Whole Governing Body	Responses
	Have all Governors undertaken training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively?	
	Have any members of the Governing Body completed appropriate training in respect of allegations against staff?	
	Have any members of the Governing Body undertaken Safer Recruitment training?	Yes
	Does the governing body operate robust safe recruitment procedures and makes sure that all appropriate checks are carried out on new staff, any person who is contracted to provide services based on the school site and volunteers	Yes
	Is there a nominated member of the governing body responsible for liaising with the Local Authority and/or partner agencies, as appropriate in the event of allegations of abuse being made against the Head? NB: This is normally the Chair or Vice Chair	Yes
	What is the school's policy on governing body DBS checks?	Governors complete a DBS when recruited on to the Governing Body
	How do staff and adults in school know the school's policy and procedures and the name and contact details of the Designated Person for Child Protection, Chair of Governors?	Policies are readily available and posters are displayed throughout the school showing the Child Protection Team
	Are the policies and procedures adopted by the governing body fully implemented and followed by staff? How do you know?	Yes

	How has the Governing Body ensured that safeguarding children is embedded within all policies and procedures including performance management, supervision and training of a staff?	Yes
	<p>Is the Schools Safeguarding (Child Protection) policy and procedures in accordance with current statutory and inter-agency guidance and requirements, namely</p> <p>All Wales CP Procedures Working Together to Safeguard Children Safe Recruitment and Employment Practice South East Wales Regional Safeguarding Children Board</p> <p>NB a Model Safeguarding (Child Protection) Policy is available from the Local Authority</p> <p>If Yes: Date ratified by the Governing Body Date to be Reviewed Does the School/Staff handbook have information re accessing policy and procedures and who to contact if they have concern in respect of the conduct of colleague, the Head or governors?</p>	<p>Yes</p> <p>Policy ratified by Governing Body October 2016/October 17</p> <p>Yes</p>
	<p>Are all of the policies of the school regularly reviewed and updated where necessary?</p> <p>Do you have a timetable in place for the annual review of policies including safeguarding?</p>	Yes
	<p>Are all staff, governors and volunteers aware of where the primary copies of all policies, procedures and protocols etc. are kept, i.e., where the most up to date policies are kept? NB this should include Agency Staff</p> <p>Who is responsible for version control of all policies?</p>	<p>Yes</p> <p>Headteacher/Governing Body</p>
	Are you clear how any deficiencies or weaknesses about child protection arrangements will be remedied and what support is available from the Local Authority?	
	Is there an established system for recording confidential child protection information?	Yes
	Does the School have a policy on transferring information at key transition points e.g. Early Years and Year 6 in relation to vulnerable children and child	Yes and handbooks

	welfare concerns and children about whom there are Child Protection concerns?	
	Do you receive an annual report on the number of incidents/cases (without names or details, as they are strictly confidential)?	Yes every GB meeting and file kept in HT office
	Does the governing body have in place procedures for dealing with allegations of abuse against members of staff and volunteers that comply with Statutory guidance, South East Wales Safeguarding Children Board and Human Resources procedures?	Yes follow the all Wa procedures
	Do staff take appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies? How do you know this?	Yes see CP initial and files and dated number books in HT office
	Do staff take appropriate action and notify SSD if:- A pupil on the Child Protection Register (CPR) is excluded? If there is an unexplained absence of a pupil on the CPR of more than two days duration from school (or one day following a weekend)?	Yes

	A Safeguarding Ethos	Responses
	How does the school make clear its commitment to safeguarding children and promoting the welfare of its pupils to staff, parents, carers, volunteers and Governors?	School prospectus, staff handbook, policy statements and standardised items of school agenda.
	Are all staff and volunteers able to raise concerns about poor or unsafe practice in accordance with agreed school whistle blowing policies?	Yes
	Are all school trips robustly risk assessed and in accordance with guidance?	Yes
	Are pupils, parents and staff listened to and complaints taken seriously?	Yes
	Are you recording/reporting and analysing incidents of bullying? How do you analyse the data and what impact has this had on the school?	Yes
	Is the physical environment made as safe as possible for pupils in and out of school?	Yes

	How?	
	Does the Governing Body question attitudes to and knowledge of safeguarding during the recruitment and selection of ALL staff and volunteers?	Yes
	Do you have an e-safety/social media policy?	Yes
	Extended Services	Responses
	<p>For all other activities, e.g., After School Clubs, Breakfast Clubs, after school activities, that take place in school ultimately are the responsibility of the governing body and therefore the Head teacher as overall site manager to ensure that appropriate systems, policies and procedures are in place to safeguard children.</p> <p>How do you ensure this in your school?</p> <p>Do you keep a register of all activities that take place? What activities take place?</p> <p>Have safeguarding arrangements been checked for each activity?</p>	<p>Yes</p> <p>Schools provide the level1 CP training for all breakfast club staff All registers and activities had mark books of attendance.</p> <p>Yes</p>
	How does the governing body ensure that appropriate DBS checks have been undertaken?	The School Governor and COG reports on this procedure to full resources and staffing committee
	<p>Is there an appropriate policy for premises lettings?</p> <p>Is this reviewed annually?</p>	Yes but no lettings in this school

School Report to Child Protection Conference

Name

Date of Birth
(day/month/year)

Address

Schools Name

Date of Conference

Special Needs Register/IEP/Other

Known Medical Conditions

Attendance Record

Punctuality

Any known significant events (*Child or Family History*)

<p>Child's Needs and Development</p> <p>Academic ability and/or performance.</p> <p>Appearance and presentation.</p> <p>Stage of development</p>	
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	<p>School Report to Child Protection Conference</p>
--	--

Name	
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<p>Social and Emotional Wellbeing –</p> <p>Peer Group</p> <p>Behaviour Personality</p> <p>Interaction with Teachers</p> <p>Emotional Well-being</p>	
--	--

Family and Parenting/Carer Environment

Level of parental/carers Involvement

Knowledge of wider family circumstances
Social circumstances.

Level of participation in after school clubs (for e.g.)

Relationship between teachers and parents/carers

Attendance at parents evening



School Report to Child Protection Conference

**Any other
comments**



APPENDIX 6

Integrated Children System - Referral and Information Record

SSD 200

The Referral and Information Record gathers together the essential information about a child or young person. There is an expectation that within one working day of a referral being received there will be a decision about what response is required (paragraph 3.8, Framework for the Assessment of Children in Need and their Families, 2007).

Case Number:		Date referral received:	
Is the Parent/Carer aware of the referral?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Is this a re-referral?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes, does the reason for the re-referral indicate that the response to the original referral did not appropriately address the client's needs:			Yes <input type="checkbox"/> No <input type="checkbox"/>
Has consent been obtained to make this referral?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If Yes, is consent:	Written <input type="checkbox"/> Verbal <input type="checkbox"/>
In No, give reason:			

CHILD/YOUNG PERSON'S DETAILS

Surname:	Forenames:	Child/Young Person's first language or preferred means of communication:	
Alias:	DOB or expected date of delivery:		
Gender: Male <input type="checkbox"/> Female <input type="checkbox"/> Unborn <input type="checkbox"/>	Is an interpreter/signer required?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Address:	Social Services Team:		
Postcode:	Tel:	Responsible Authority:	
Current address if different from above:			
Postcode:	Tel:		

CHILD/YOUNG PERSON'S ETHNICITY

Black or Black British	Asian or Asian British	White	Mixed	Other Ethnic Groups
<input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other Black Background	<input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian Background	<input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> Any White Background <input type="checkbox"/> White Welsh	<input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> White & Black African <input type="checkbox"/> White & Asian <input type="checkbox"/> Any other Mixed Background	<input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic group <input type="checkbox"/> Not given If other, please specify:
Further details regarding Child/Young Person's ethnicity:			Child/Young Person's Religion:	
Child/Young Person's Nationality (if not British):			Home Office Registration Number:	
Immigration Status:		Asylum Seeking <input type="checkbox"/>	Refugee Status <input type="checkbox"/>	Exceptional leave to remain <input type="checkbox"/>

CHILD/YOUNG PERSONS MAIN CARERS

Name	Relationship to Child/Young Person	First Language	Ethnicity	Parental Responsibility
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
Parents/Carers First Language:		Is an interpreter/signer required? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Other main Carers: Yes <input type="checkbox"/> No <input type="checkbox"/>		Please specify name:		
Are any of the main Carers disabled? Yes <input type="checkbox"/> No <input type="checkbox"/>		Please specify Carer:		
Name of Disabled Carers Local Authority and SSD Number:		If Yes, please specify name of disabled Carers, main Carer:		

PARENT'S DETAILS IF NOT MAIN CARERS

Mother's name:	SSD Case Number (if appropriate):	DOB:
Address:	Postcode:	Tel:
Mother's first language:	Mother's ethnicity:	
Father's name:	SSD Case Number (if appropriate):	DOB:
Address:	Postcode:	Tel:
Father's first language:	Father's ethnicity:	Does Father have parental responsibility? Yes <input type="checkbox"/> No <input type="checkbox"/>
Is either Parent disabled?	Mother <input type="checkbox"/> Father <input type="checkbox"/> None <input type="checkbox"/>	Is an interpreter/signer required? Mother <input type="checkbox"/> Father <input type="checkbox"/> None <input type="checkbox"/>

Referral Reason:	Priority Level:
Reason for referral/request for services:	
Referred by:	Date:
Address:	Tel:
Agency/relation to Child/Young Person:	Does the referrer wish to remain anonymous? Yes <input type="checkbox"/> No <input type="checkbox"/>

OTHER HOUSEHOLD MEMBERS (Including non-family members):

Surname	Forename	DOB	If known to S&D – S&D Case Number	Relationship to Child/Young Person	Tick if also referred to S&D at same time as Child/Young Person
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

KEY AGENCIES

Agency	Name	Address including Postcode	Telephone	Parental Consent	Date of Consent
General Practitioner				<input type="checkbox"/>	
Health Visitor				<input type="checkbox"/>	
Nursery or School				<input type="checkbox"/>	
Other Agencies (please specify)				<input type="checkbox"/>	

CHILD/YOUNG PERSON AND FAMILY NETWORKS

Significant family members who are not members of the Child/Young Person's household						
Surname	Forename	DOB	Relationship	Address	Postcode	Tel

Other Social Services cases associated with the Child/Young Person	
Name:	SSD Case No:
Name:	SSD Case No:

FURTHER DETAILS ABOUT THE CHILD/YOUNG PERSON AND FAMILY

Disabled – The Child/Young Person referred is disabled: Yes <input type="checkbox"/> No <input type="checkbox"/>		The Child/Young Person referred is on a disability register: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Child Protection – The Child/Young Person referred is on the Child Protection Register of another Local Authority: Yes <input type="checkbox"/> No <input type="checkbox"/>			
The Child/Young Person referred has been registered previously by any Local Authority: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Name of Local Authority:		Category:	
Date of Registration:		Date of De-Registration:	
Looked After – Is the Child/Young Person referred Looked After by another Local Authority? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Child/Young Person referred has been Looked After previously by any Local Authority: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Name of Local Authority:		Start Date:	End Date:
Relevant Information:			
Other Child(ren)/Young Person(s) in the family is/has been on a Child Protection Register: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Name:	Date of Registration:	Date of De-Registration:	
Name:	Date of Registration:	Date of De-Registration:	
Name:	Date of Registration:	Date of De-Registration:	
Other Child(ren)/Young Person(s) in the family(s) is/has been Looked After by a Local Authority:			
Name:	Start Date:	End Date:	
Name:	Start Date:	End Date:	
Name:	Start Date:	End Date:	
Person Completing Form:		Signature:	Date:
<p>Further Action – For Social Services Use Only Practice note: ensure this referral is collated with previous referrals or files</p> <p>No further action <input type="checkbox"/> Provision of information and advice <input type="checkbox"/> Referral to other agencies <input type="checkbox"/></p> <p>Initial Assessment <input type="checkbox"/> (please specify other): (to be completed within 7 working days)</p> <p>Referrer informed of action taken: Yes <input type="checkbox"/> No <input type="checkbox"/> If no, date this be done:</p> <p>Parent's informed of action taken: Yes <input type="checkbox"/> No <input type="checkbox"/> If no, date this be done:</p> <p>Child/Young Person informed of action taken: Yes <input type="checkbox"/> No <input type="checkbox"/> If no, date this be done:</p> <p>Other action(s) (please specify):</p> <p>Name of Social Worker: Signature: Date:</p> <p>Name of Team Manager: Signature: Date:</p>			

Transfer of Child Protection Records Within Educational Establishment Receipts

(Please print all information)

Name of Child: _____

Date of Birth: _____

UPN number: _____

Admission Date: _____ Leaving Date: _____

Name of Current School:

Address of Current School:

Name of DSP:

Data file exchanged by hand: _____ **or**

Date file posted by recorded delivery: _____

Signature of current DSP: _____ Date: _____

Name of receiving school: _____

Address of receiving school: _____

Name of Receiving DSP: _____

Date file received by Hand: _____ **or**

Date received by recorded delivery: _____

Signature of receiving Designated Safeguarding Officer:

Date: _____

**Please ensure this completed form is returned to the originating school without delay.
The originating school should keep this receipt securely. Appendix 8**



Respect and resilience – developing community cohesion

Self-assessment tool 2016

This self assessment tool has been adjusted to align it with the new Counter-Terrorism and Security Act 2015, Estyn's Common Inspection Framework and the duties and responsibilities that schools are required to meet. This includes actions to address guest speakers, events in schools, risk assessment and safeguarding all learners within schools and other settings.

Please copy link below into your web browser to view self-assessment tool:

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

The purpose of this tool, which should be used with the updated Respect and resilience – developing community cohesion guidance <http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf> (copy link into web browser to view) is to enable schools in Wales to assess their levels of compliance with both the Counter-Terrorism and Security Act 2015 and best practice in the maintenance of a safe learning community.

Schools can use this as a checklist of their readiness and their overall compliance. It allows for opportunities to prepare and implement plans in response to gaps in performance and in any neglected areas of responsibilities. It is important that schools and their governing bodies prioritise their safeguarding plans to comply with the essential parts of the Act to maintain a safe learning community.

