

LGES -Child Protection and Safeguarding Policy

Glanhowy Primary School Ysgol Gynradd Glanhywi



Adopted by Governing Body: Autumn 2024
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**Education Directorate
Local Government Education Services
Safeguarding Policy**

August 2024



Contact Information

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

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

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

3.0	Sarah Dixon	May 2017	Annual review and updated to reflect changes in contact details and the change to Information, Advice and Assistance team.
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5.0	Sarah Dixon	June 2019	Annual review. Updated to reflect changes in contact details.
6.0	Sarah Dixon	June 2020	Annual review. Updated with reference to the Wales Safeguarding Procedures and to include details of safeguarding data collection, BG Youth Service policy and COVID 19 procedures
7.0	Sarah Dixon	June 2021	Updated to reflect changes in WG Guidance, Keeping Learners Safe 272/2021 and the use of My Concerns software package
8.0	Sarah Dixon	June 2022	Annual review. Inclusion of Children (abolition of defence of reasonable punishment) (Wales) Act 2020
9.0	Sarah Dixon	June 2023	Annual review – contact details updated and communication protocol added to the Practitioner concern flow chart
10.0	Sarah Dixon	August 2024	Annual review – changes to contact details, Information taken from Keeping Learners Safe removed and replaced with reference to the document.

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1. INTRODUCTION

Safeguarding children and adults at risk of abuse is everybody's responsibility.

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

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

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

2. SCOPE

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

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

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

3. RELEVANT LEGISLATION

- Section 175 of the Education Act 2002 requiring local authorities and non-maintained settings to have arrangements in place to safeguard and promote the well-being and welfare of the children on their care.
- Social Services and Wellbeing Act (Wales) 2014
- Wales Safeguarding Procedures <https://safeguarding.wales>

- Well-being of Future Generations (Wales) Act 2015
- The Rights of Children and Young Persons (Wales) Measure 2011
- The Equality Act 2010
- Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015
- Children (Abolition of Defence of Reasonable Punishment) (Wales) Act 2020
- The United Nations Convention on the Rights of the Child (UNCRC)

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

WHAT IS SAFEGUARDING?

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

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

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

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

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

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

PREVENTATIVE APPROACH

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

4. RESPONSIBILITIES FOR SAFEGUARDING IN EDUCATION

Overview

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

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

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

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

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

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

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

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

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

Roles and responsibilities of the Governing Body, Headteachers and Designated Safeguarding Persons

The detailed safeguarding roles and responsibilities of Governing Bodies, Headteacher and Designated Safeguarding persons, are set out in the Welsh Government guidance document, 'Keeping Learner's Safe', which is to be read in conjunction with this policy. The Keeping learners safe online modules ([210419-keeping-learners-safe-module-guidance.pdf \(gov.wales\)](#)) support all staff in education settings to understand their safeguarding responsibilities as set out in this guidance

In addition to the roles and responsibilities outlined in Keeping Learners Safe, there are additional expectations from Blaenau Gwent County Borough Council

The Governing Body is expected to ensure that:

- a) the school provides a copy of the school's 'Keeping learners Safe' safeguarding self-evaluation to the Safeguarding in Education Manager annually
- b) the school participates in any quality assurance reviews as requested all members of governing bodies undertake relevant safeguarding training. As a minimum, governors should complete the Keeping Learners Safe modules which support practitioners in education settings to understand their safeguarding responsibilities**

Head teachers/ Managers are expected to:

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

Designated Safeguarding Persons are expected to:

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

BLAENAU GWENT COUNTY BOROUGH COUNCIL
EXAMPLE SAFEGUARDING POLICY TEMPLATE FOR SCHOOLS/EDUCATION
SETTINGS

This template should be read in conjunction with Keeping Learners Safe, the full LGES Safeguarding policy and associated appendices

Section	Contents
1	Introduction
2	Prevention
3	Procedures
4	Supporting those at risk
5	Safeguarding in specific circumstances
6	Information for all practitioners <ul style="list-style-type: none">• What to do if a person tells you they have been abused or harmed• Additional considerations when responding to practitioner concerns• Confidentiality
7	Training
8	Key Contact Information

Safeguarding Policy for (Name of School /Setting)

1. INTRODUCTION

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

There are three main elements to our policy: -

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

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

All practitioners, including teaching assistants, mid-day supervisors, caretakes, secretaries, volunteers, governors and teachers, can be the first point first point of disclosure for a child/adult at risk. This first point of contact is an important part of the safeguarding process, and it is essential that all practitioners are aware of and implement the school's/ setting's procedures as noted in this policy.

2. PREVENTION

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

We will therefore: -

- a) Establish and maintain an ethos where children and adults at risk feel secure, are encouraged to talk and share their concerns and are listened to;
- b) Ensure that children and adults at risk know that all practitioner in this can be approached if they are worried or in difficulty
- c) Include in the curriculum, activities and opportunities for relationships and sexuality education to increase learners' understanding of and participation in healthy, safe, and fulfilling relationships, to be able to recognise abusive or unhealthy relationships and seek help and support;
- d) Include in the curriculum, material which will help children and adults at risk develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

- e) build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate.
- f) Include in the ethos of the setting that people have the right to be safe from abuse and to know who they can turn to for help;
- g) Take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.
[Framework on embedding a whole-school approach to emotional and mental wellbeing | GOV.WALES.](#)

3. PROCEDURES

At this school/setting we will follow the [Wales Safeguarding Procedures](#), and other guidance and protocols that have been endorsed and agreed by the [Gwent Safeguarding Board \(GSB\)](#).

The school / setting will: -

- a) Ensure it has a named designated safeguarding person (DSP) for safeguarding who has undertaken the appropriate training in line with agreed national and local requirements. This school/college/education setting will also nominate a named deputy who will be the central contact at times when the DSP is absent/not on site.
- b) Recognise the role of the DSP and arrange support to be available to them. .
- c) Ensure that the DSP can access an appropriate level of safeguarding training
- d) Ensure that all practitioners, including permanent, part-time and adult volunteers, along with every governor, know: -
 - the name and contact details of the DSP (and those who deputise) and their role, the local authority point of contact and the designated governor for safeguarding
 - that they have an individual responsibility for reporting children at risk and safeguarding concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board
 - how to take forward those concerns when the DSP or Deputy DSP is unavailable
 - that advice can be sought from the Social Services Information, Advice and Assistance (IAA), and /or the Safeguarding in Education Manager if necessary when a report is being considered. When out of hours, advice can be sought from the South East Wales Emergency Duty Team (SEWEDT)
- e) Ensure that all practitioners are aware of the need to be alert to signs of abuse and neglect and know how to respond to a learner who may disclose abuse or neglect.

- f) Ensure that staff members are aware of wider safeguarding concerns and report these to the DSP: staff will be made aware of the information on wider safeguarding issues contained in Keeping Learners Safe and Wales Safeguarding Procedures, including safeguarding responsibilities in specific circumstances, peer-on-peer abuse and harmful sexual behaviour and the suite of guidance on 'Rights, Respect, Equality' to help prevent and address bullying.
- g) Ensure that members of staff who are EWC registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council (see www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content.
- h) Ensure that parents/carers have an understanding of the responsibility placed on the school/college/education setting and staff for safeguarding by setting out its obligations in the school brochure and/or other forms of communication
- i) Provide safeguarding training for all practitioners, who will be expected to attend as arranged/directed by the school/setting, so that they:
 - o Understand their personal responsibility;
 - o Are cognisant of agreed local procedures and their duty to respond
 - o Are aware of the need to be vigilant in identifying suspected cases of abuse and neglect
 - o Know how to support a person who discloses abuse or neglect
 - o Understand the role online behaviours may have in each of the above
- j) Notify Social Services if: -
 - o a learner on the child protection register is excluded either for a fixed term or permanently; and
 - o there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend).
- k) Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding children and adults at risk including attendance at child protection conferences, core groups and subsequent meetings and support these with the submission of written reports
- l) Keep written records of concerns about children and adults at risk (individual files, noting date, event and action taken), even where there is no need to report the matter to agencies immediately.
- m) Ensure that all records and files are kept secure and in locked locations. The DSP is responsible for the security, compilation and storage of all records and should be able to access and produce them in times of need. It is the responsibility of the DSP to ensure that any transfer of records is conducted sensitively and securely This can be done using the MyConcern software package or there is a suggested procedure for the 'Transfer of Sensitive Information' (Appendix 2).
- n) Adhere to the procedures set out in the Welsh Government circular 002/2020, [Disciplinary and dismissal procedures for school staff | GOV.WALES](#)

- o) Ensure that all recruitment and selection procedures follow national and local guidance, including Keeping Learners's safe, the Council's Recruitment and Selection policy and, in the case of volunteers, the Council's Volunteer Guidance. Schools will seek advice and guidance from the Council's Organisational Development Department on recruitment and selection.
- p) Designate a governor for safeguarding who will oversee the school's safeguarding policy and practice. This governor will feed back to the Governing Body on safeguarding matters as and when required, and will be required to provide an annual report to the Governing Body on the school's safeguarding activities.
- q) Ensure the 'Keeping Learners Safe' safeguarding self-evaluation is shared with the Governing Body at least annually and provided to the Safeguarding in Education Manager during the first half of the Autumn Term.

4. SUPPORTING THOSE AT RISK

At **name of school/setting** we recognise that those who are at risk, suffer abuse or witness violence are often affected in adverse ways, some may be deeply affected by this.

This education setting/school may be the only stable, secure and predictable element in the lives of the children/adults at risk. Nevertheless, when at school/education setting their behaviour may be challenging/ concerning and the learner could internalise (i.e. be withdrawn) or externalise (i.e. be defiant for example) as a means of communicating their distress, experiences, emotions.

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

- a) The content of activities and the curriculum to encourage self-esteem and self-motivation,
- b) The ethos of the school/setting which:-
 - a. promotes a positive, supportive and secure environment; and
 - b. Gives learners a sense of being valued
- c) Identifying an emotionally available adult (EAA) for the learner.
- d) The setting/school's behaviour/relationships policy, which is aimed at supporting vulnerable pupils in the setting. All practitioners will agree on a consistent approach that focuses on understanding and supporting the learner and their experiences, to help them to develop more appropriate ways of communicating their distress/ behave. These approaches should focus on maintain the individual's sense of self-worth. The setting will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred,

- e) Liaison with other agencies who support the learner, such as the Educational Psychology Service, Education Welfare Service, Child and Adolescent Mental Health services, Social Services, and advocacy services; and
- f) Keeping records and notifying Social Services as soon as there is a recurrence of a concern.

When a learner on the child protection register leaves, we will transfer information to the new school /setting immediately and inform Social Services.

At **name of school/setting** we will endeavour to be patient and supportive to those at risk of harm or abuse.

5. SAFEGUARDING IN SPECIFIC CIRCUMSTANCES

Community Cohesion – PREVENT Duties

This school/setting is committed to providing a safe environment for all of our students and practitioners. There is no place for extremist views of any kind in our setting. Where we become aware of information involving identification of potential instances of extremism and radicalisation, we will refer to Children's/Adult Services in the same way as for all safeguarding concerns, as well as considering a Prevent referral..

Our policy statement for community cohesion is attached as appendix 6: Community Cohesion – Preventing Extremism.

The Local Authority has 'Secure and Shelter' (Lockdown) procedures that may be activated in response to any number of situations and includes the requirement to carry out practice procedures (appendix 7).

Rights, Respect, Equality

The setting/school's policy on the prevention of and challenging bullying, has been set out in (a separate document/ the behaviour policy) and is reviewed by the governing body.

There are a range of Welsh Government guidance documents which underpin our approach

[Rights, respect, equality: guidance for parents and carers](#)

Guidance to help parents and carers deal with bullying.

[Rights, respect, equality: guidance for schools](#)

Guidance to help schools deal with bullying.

[Rights, respect, equality: guidance for local authorities](#)

Guidance to help local authorities deal with bullying.

[Rights, respect, equality: guide for young people](#)

Guidance to help young people deal with bullying.

[Rights, respect, equality: guide for children](#)

Guidance to help children deal with bullying.

[Bullying: posters for children and young people](#)

An update on the revised statutory anti-bullying guidance.

[Bullying at school: guidance for parents and carers](#)

What to do if your child is being bullied.

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

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

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

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

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

This school participates in Operation Encompass, a Gwent wide initiative to provide early sharing of information between Police and schools. Its aim is to safeguard children and young people who are affected by domestic abuse, by ensuring that appropriate services are made aware of an incident at the earliest possible opportunity.

This school fully supports Operation Encompass the purpose of which is to safeguard and support those children and young people who have witnessed and/or been present at the time of a domestic abuse incident.

Following such an incident taking place, children will often arrive at school distressed and unprepared. Operation Encompass aims to ensure that appropriate school staff are made aware at the earliest possible stage in order to provide relevant and tailored support to children and young people in a way that means that they feel safe and included.

All information will be managed sensitively, and only staff who need to be made aware will know about the concern.

Physical punishment of children

Since 21 March 2022 all physical punishment of children is illegal in Wales. Children now have the same protection from assault as adults.

Any concerns for children around physical punishment will be managed as per our legal duty to report safeguarding concerns.

Information, advice and support is available for anyone who needs it, to help them find positive ways to manage children's behaviour and to help avoid such a situation ever happening.

The Gov.Wales information page 'Parenting. Give it time' offers positive parenting practical hints, tips and expert advice to encourage good behaviour from children and alternatives to physical punishment. Their parenting support page offers links to further support and helplines.

Universal parenting support and advice is provided by midwives, health visitors, GPs and your local authority. Early help programmes such as Flying Start and Families First can also offer advice and support.

Modern Slavery

Modern slavery describes forced labour practices with the perpetrator – the slave master- trapping and controlling the victim. The most common form of modern slavery is sexual exploitation. Labour exploitation is the second most common form of slavery occurring most frequently in the agricultural, food, hospitality and construction sectors. Victims may be vulnerable UK or foreigner citizens. Police, Local Authorities, the National Crime Agency and the Gangmasters Labour and Abuse Authority who encounter a potential victim of modern slavery or human trafficking have a duty to notify the Home Office under Section 52 of the Modern Slavery Act 2015.

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

Safer Schools' Partnership

The Safer Schools' partnership allows the safe and legal sharing of information that will ensure children can be safeguarded where they are identified as being at risk of or involved in crime and anti-social behaviour. This is a multi-agency risk assessment approach.

Physical Intervention

The setting/school's policy on physical intervention has been set out in (a separate document) It is reviewed by the governing body and is consistent with the Welsh Government guidance on Safe and Effective intervention – use of reasonable force and searching for weapons 097/2013.

Keeping Safe Online

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

Children with Additional Learning Needs (ALN)

We recognise that statistically children and young people with additional learning needs are most vulnerable to abuse. Practitioners who work with learners with additional learning needs such as profound and multiple disabilities, sensory impairment, neurodiversity or emotional and behavioural needs are required to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in (a separate document).

Care Experienced Children

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

6. INFORMATION FOR ALL PRACTITIONERS (INCLUDING VOLUNTEERS)

a) WHAT TO DO IF A PERSON TELLS YOU THEY HAVE BEEN ABUSED OR HARMED:

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

- i) Yours is a listening role, do not interrupt the learner when they are freely recalling events. Limit any questions to clarifying your understanding of what is being said. Any questions should be framed in an open manner so not to lead them;
- ii) For schools, you must report to the **Designated Safeguarding Person (DSP) (or their Deputy** in their absence) immediately to inform them of what has been disclosed. In the unlikely event of both being absent seek out the most senior person in the setting/service; If you are unable to speak to the DSP or their deputy, (or another appropriate senior person), do not delay anyone can contact the local authority children's social services to raise a concern at any time (Information, Advice and Assistance (IAA) team). Staff members should always act in the best interests of the child. *For other education settings, the process outlined in the setting's; own procedures must be followed;*
- iii) Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the DSP. The note which should be clear in its use of terminology, should record the time, date, place, and people who were present

and should record answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the process.

Remember, your note of the discussion may be used in any subsequent formal investigation and/or court proceedings. It is advised that you retain a copy in a safe place;

- iv) Do not give undertakings of absolute confidentiality. You will need to express this in age/understanding related ways as soon as appropriately possible during the disclosure. This may result in the person 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared a concern with you to the DSP. Often what is initially shared is the tip of an iceberg;
- v) You may have a future role in terms of supporting or monitoring the person, for example, contributing to an assessment or in the case of a child, supporting child protection plans. You can ask the DSP for an update but they may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is strictly confidential and not for general discussion with others;
- vi) When making a report about an 'adult at risk', consent is not required to make the report, but it would be helpful to know if the adult at risk consents to the adult safeguarding process.

ADDITIONAL CONSIDERATIONS WHEN RESPONDING TO PRACTITIONER CONCERNS (INCLUDING VOLUNTEERS)

(Also refer to the Wales Safeguarding Procedures and the Welsh Government guidance circular 009/2014 Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff. A summary of procedures is included in appendix 4: Practitioner Allegations/Concerns)

Where there is an allegation of abuse or safeguarding concern made about a practitioner, it will be reported to children's/adult services in the same way as for all allegations of abuse/safeguarding concerns.

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

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

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

If there is an allegation against a Local Authority Officer then this must be communicated to the Interim Corporate Director for Education, Louisa Munro-Morris. If there is a concern about the Corporate Director for Education, then this should be referred to the Chief Executive.

Interim safeguarding arrangements must be considered to prevent any unsupervised contact between the person making the allegation and the subject of the allegation and should consider the contact that takes place between any other child(ren)/adult at risk and the person against whom the allegation has been made. This will require a risk assessment to be completed and documented by the Head teacher/Chair of Governors/manager.

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

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

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

Confidentiality

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

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

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

7. TRAINING

The school/setting will be cognisant of national and local training requirements and guidance, which will include Gwent Safeguarding Board guidance, advice and training opportunities.

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

A formal refresher training session for the DSP and deputy must take place on a regular basis, not exceeding a three-year period.

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

Members of school governing bodies should also receive safeguarding training within the same time periods specified above

In addition to the safeguarding children and/or adults training, all staff must complete Group 1 training on Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) as outlined in the National Training Framework and should also complete PREVENT training through the Home Office package available online. Links to online PREVENT training are contained in Appendix 6.

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

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

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

8. KEY CONTACT INFORMATION:

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

.....

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

.....

The designated governor for safeguarding at this school is:-

.....

The Council's Safeguarding in Education Manager is:-

Sarah.Dixon@blaenau-gwent.gov.uk

Social Services can be contacted as follows:-

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

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

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

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

This policy will be reviewed on _____

Contact Information:

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

PRACTITIONER CONCERNS/ALLEGATIONS AND MANAGING COMMUNICATION

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

Practitioner Concerns/Allegations

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

Detailed note made immediately of concerns & circumstances

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

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

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

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

Professional Strategy Meeting?

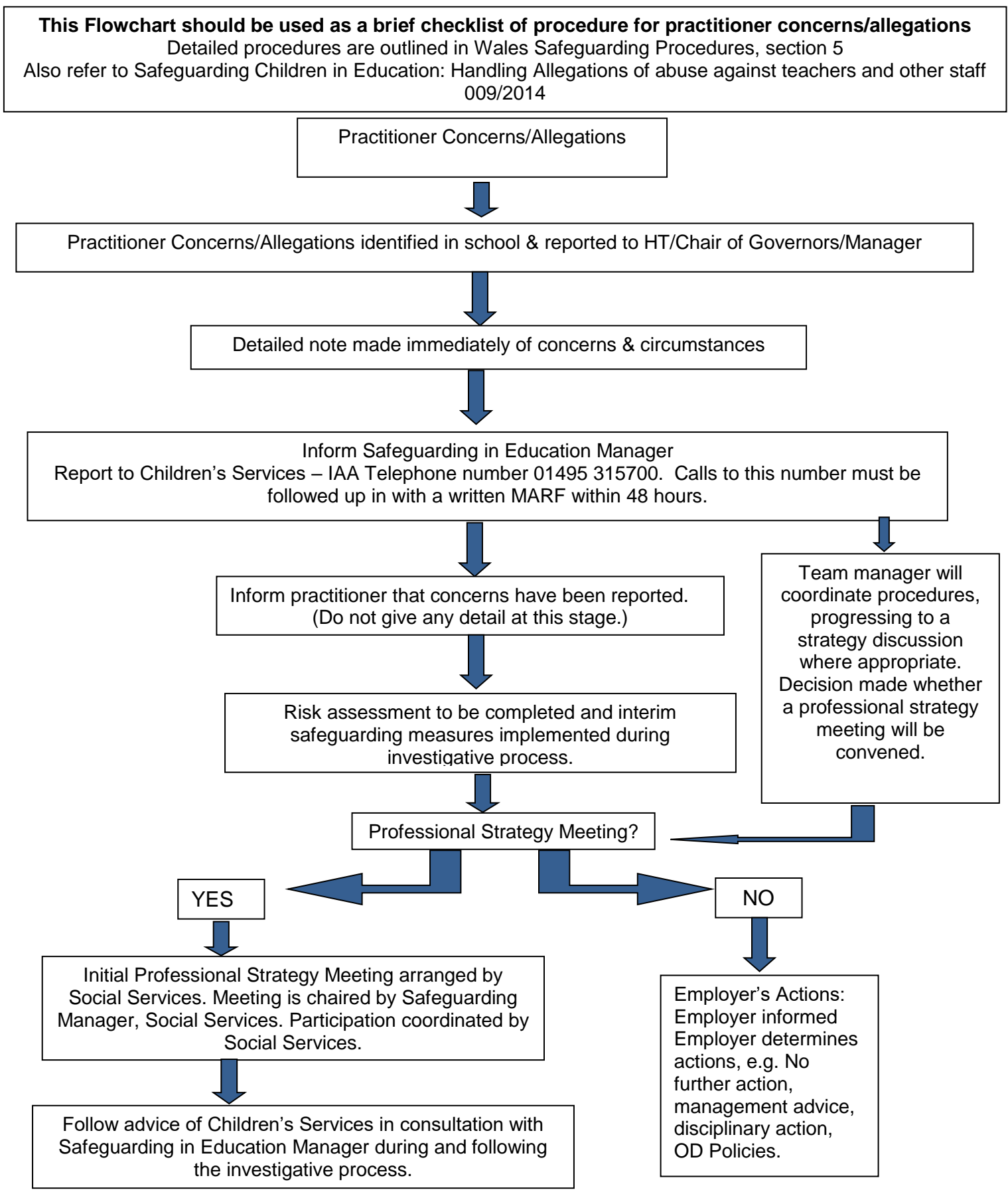
YES

NO

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

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

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



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

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

Communication - the following factors need to be considered:

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

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

Review schedule

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

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

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

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

Safeguarding File - Transfer of Records

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

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

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

Child Name	
DOB	

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

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

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

Receiving School/setting	
Signed	
Print name and position	
Date	

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

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

Community Cohesion – Preventing Extremism

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

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

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

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

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

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

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

Safeguarding Channel Panel

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

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

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

Training

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

Key Points of Contact

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

Helena Hunt, Prevent Lead for Blaenau Gwent County Borough Council

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

Reference Material

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

This guidance aims to provide information to all schools, including a range of external resources, advice and support via established referral processes, regarding the causes of violent extremism and preventative measures that can be taken. Included within this guidance is a self-assessment tool, to support schools to assess their levels of compliance with best practice in the creation of a safe learning community, and to keep learners safe from the dangers of radicalisation and extremism.

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

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

E-learning training on PREVENT:

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

PREVENT Referrals:

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

Channel Awareness:

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

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

Secure and Shelter Procedure (example)

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

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

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

Signal for secure and shelter	
Signal for all clear	

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

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

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

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

All Clear

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

Emergency Services

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

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

Safe and Secure Drill

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

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

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

Example policy template for Early Years, Childcare and play

Safeguarding Policy for (Name of Setting)

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

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

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

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

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

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

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

We aim to:-

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

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

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

Safe recruitment

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

Children with additional learning needs

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

Appointed Designated Safeguarding Person (DSP) and their responsibilities.

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

The Designated Safeguarding Person and their Deputy will:

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

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

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

Practitioner Commitment

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

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

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

Supporting Practitioners

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

Recognising Child Abuse

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

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

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

Types of Harm

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

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

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

What to do if a practitioner has a concern

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

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

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

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

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

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

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

It may not be appropriate to seek parent consent:

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

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

made not to seek consent this decision must be recorded.

Information that should be included in a report:

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

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

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

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

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

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

Third Party Information

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

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

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

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

The Prevent Duty

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

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

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

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

Allegations against a practitioner

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

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

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

Record Keeping

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

The designated safeguarding person will ensure that:

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

Safe Caring

All practitioners will make:-

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

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

Confidentiality

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

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

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

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

Relevant Telephone Numbers

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

This policy was updated on _____ by _____

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

This policy will be reviewed on _____

Policy template for Blaenau Gwent Youth Service



Safeguarding/Child Protection Policy

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

Legislation

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

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

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

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

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

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

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

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

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

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

Definitions of Abuse and Neglect

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

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

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

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

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

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

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

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

Types of Harm

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

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

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

Safeguarding

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

Child Protection

If you have a concern, or a young person has made a disclosure that makes you believe that an individual may be at risk of significant or immediate harm you must respond

urgently to secure their safety and inform your line manager as soon as possible to inform them of your course of action.

Safeguarding Young People and Staff

(taken from the Wales Safeguarding Procedures 2019)

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

Informing Young People

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

Informing Parents/Carers

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

Sharing Information Among Professionals

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

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

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

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

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

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

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

- 1. The General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately. What you have shared, with whom and for what purpose*
- 2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*
- 3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*

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

Supervision

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

Training

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

Youth Work Staff Located Offsite

All staff should adhere to the Child Protection/Safeguarding procedures of the youth service. Where a youth provision is based within another setting e.g. schools, then staff should obtain and familiarise themselves with the child protection procedures of that setting and have available the name and contact details of the designated safeguarding person. Should a safeguarding/child protection issue be raised, staff should firstly seek

advice from their line manager. Following this, the designated safeguarding person at the setting should be informed of the concern and any action taken.

Youth Work Staff Working in Out of Hours Provision

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

Protection of Adults at Risk

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

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

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

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

Who are Adults at Risk?

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

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

This definition may include a person who:

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

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

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

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

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

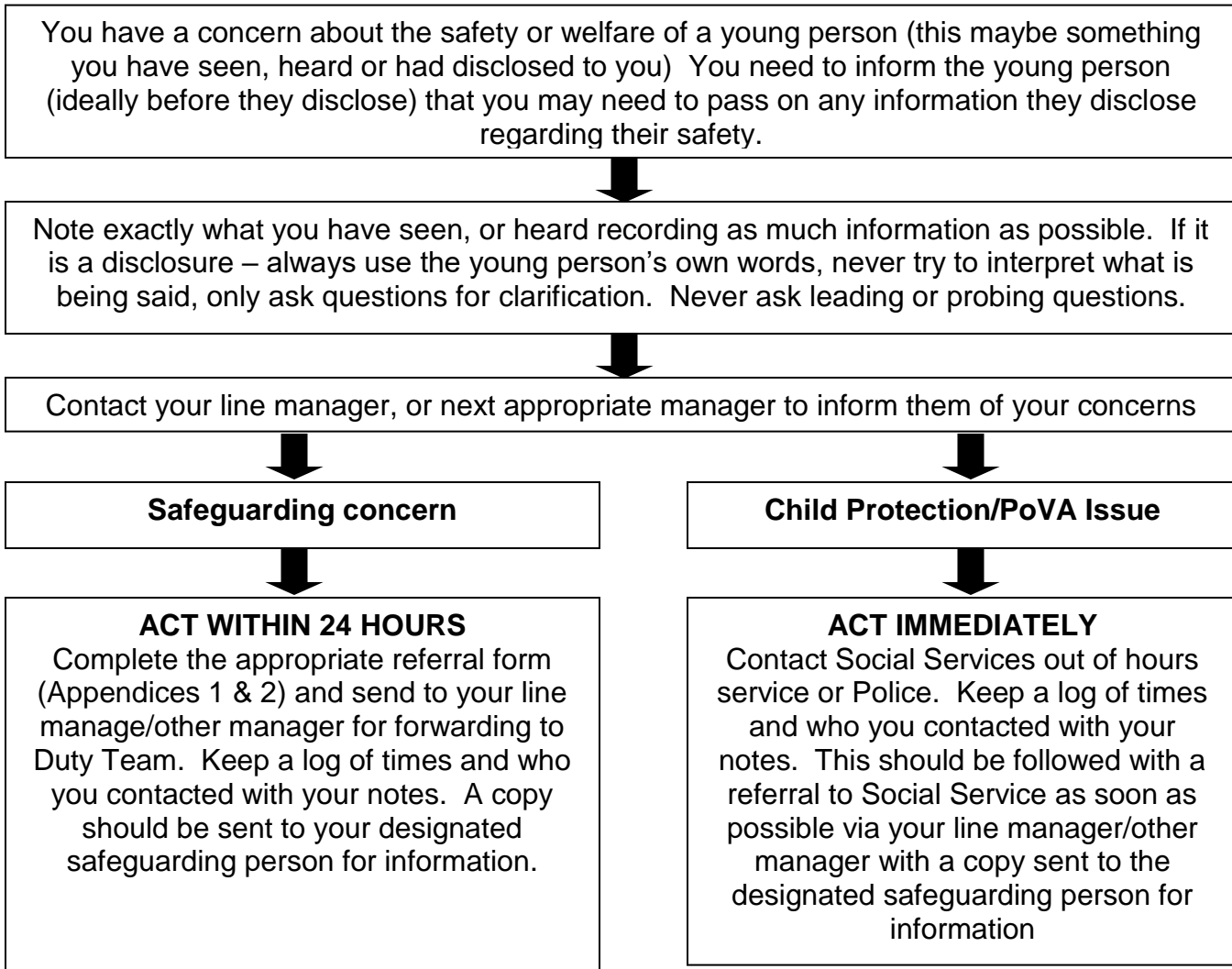
Pointers for Practice: Signs and Indicators of Possible Abuse and Neglect in an Adult at risk

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

The referral numbers for adults at risk are the same as Child Protection.

Full time provision - Safeguarding/Child Protection Procedures

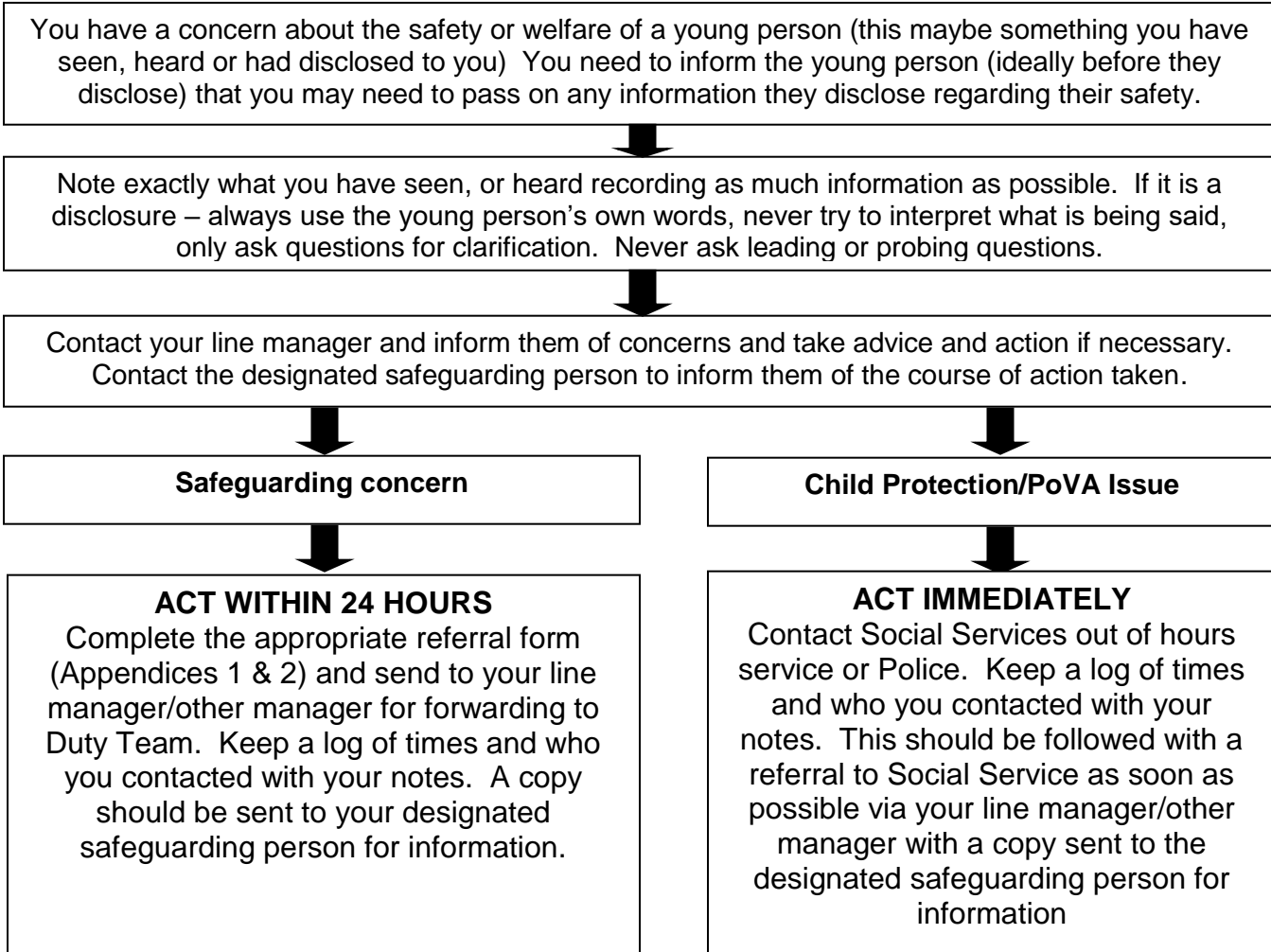
Flow chart



Blaenau Gwent Youth Service

Full time Provision located Offsite – Child Protection/Safeguarding Procedures

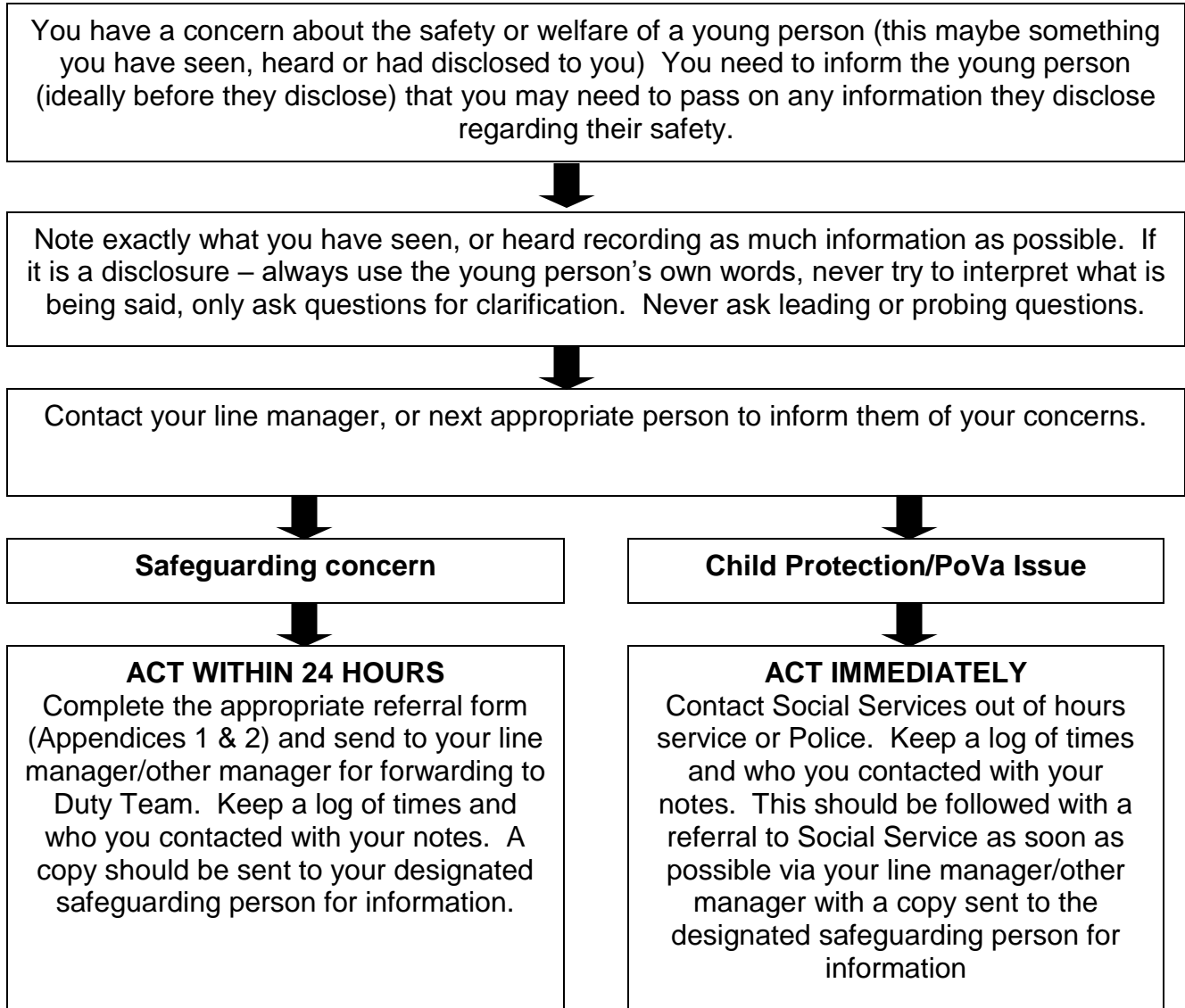
Flow chart



Blaenau Gwent Youth Service

Out of Hours Provision – Child Protection/Safeguarding Procedures

Flow chart



Useful Numbers

Youth Service

Name	Designation	Contact Number
Joanne Sims	Young People and Partnerships Manager	07772 755435
Caroline Miles	Youth Service Manager	07792 793578
Claire Madden-Southcott	Team Manager – Emotional Wellbeing/ <i>Designated Safeguarding Person</i>	07581 628601
Ben Arnold	Team Manager – Education, Employment and Training	07813 567706
Kristian Gay	Team Manager – Open Access/ASB	07412 614067
Liam Thomas	Team Manager – Youth Engagement and Progression Coordinator	07854 937489
Stephanie Watkins	Team Lead – 11-16	07970 828999
Rachel Lawrence	Team Lead – Open Access/ASB	07791 443598
Lynne Webb	Team Lead – Youth Engagement and Progress	07580 904866

Social Services

Local Authority	Section	Contact No	Email
Blaenau Gwent	Children	01495 315700	DutyTeam@blaenau-gwent.gov.uk
	Adults	01495 315700	DutyTeamAdults@blaenau-gwent.gov.uk
Caerphilly	Children	0808 1001727	Contactandreferral@caerphilly.gov.uk
	Adults	0808 1002500	IAAAdults@caerphilly.gov.uk
Monmouthshire	Children	01291 635669	childduty@monmouthshire.gov.uk
	Adults	01873 735492	MCCadultsafeguarding@monmouthshire.gov.uk
Newport	Children	01633 656656	Children.duty@newport.gov.uk
	Adults	01633 656656	Firstcontact.adults@newport.gov.uk or pova.team@newport.gov.uk
Torfaen	Children and adults	01495 762200	socialcarecalltorfaen@torfaen.gov.uk

South East Wales Emergency Duty Team (after 5p.m.)

0800 3284432

If the child or young person is in immediate danger - Police

999

NSPCC Helpline (for professional advice)

0808 800 5000

VAWDASV Live Fear Free

0808 101 0800

CAMHS Emergency Liaison (professionals only)

07387 546316

CAMHS Contact

01633 546314

NHS Mental Health

111 (Option 2)



**Diogelu Gwent
Gwent Safeguarding**

Duty to Report Child Safeguarding (Multi Agency Referral Form)

Date of report:	
Is the Parent/ Carer aware of the report:	YES <input type="checkbox"/> NO <input type="checkbox"/>
Has consent been obtained to make this report:	YES <input type="checkbox"/> Verbal or Written Consent NO <input type="checkbox"/>
If No, give reason:	

CHILD/ YOUNG PERSON'S DETAILS					
Surname:		Forename:		Gender:	
D.O.B: or E.D.D.		Age:		Social Services Number (if known):	
Address:		Postcode:		Telephone Number:	
Current address if different from above:		Child's first language or preferred means of communication:		Is an interpreter/ signer required:	
Child's Religion:		Child's Ethnicity:		Child's Nationality (if not British):	
Is the child an asylum seeker:		Child's immigration status (if known):		Home office registration number (if known):	
Is the child "looked after":		Is the child named on the child protection register:		Does the child have a disability?	
Is the child a traveller:		Is the child a young carer:		Any other information about the child's identity:	

BIRTH PARENT DETAILS/ MAIN CARERS/ PERSONS WITH PARENTAL RESPONSIBILITY (PR)

Mother's Name:		Mother's address if different from child:		Is an interpreter required:		Mother's First Language:	
Mother's DOB:		Mother's Ethnicity:		Parental needs (learning difficulties, physical disabilities)		Telephone Number:	
Father's Name:		Father's address if different from child:		Is an interpreter required:		Father's First Language:	
Father's DOB							
Father's Ethnicity:		Parental needs (learning difficulties, physical disabilities)		Telephone Number:		Does father have PR:	
Name and DOB:		Relationship to child:		Does this person have PR:		Is an interpreter required:	
Name and DOB:		Relationship to child:		Does this person have PR:		Is an interpreter required:	

OTHER HOUSEHOLD MEMBERS (including NON-Family members)

Name:		D.O.B:		Relationship to Child:	
Name:		D.O.B:		Relationship to Child:	
Name:		D.O.B:		Relationship to Child:	
Name:		D.O.B:		Relationship to Child:	
Name:		D.O.B:		Relationship to Child:	
Are all children in this household subject to this report:		YES <input type="checkbox"/> NO <input type="checkbox"/>			

SIGNIFICANT OTHERS WHO ARE NOT MEMBERS OF THE CHILD'S HOUSEHOLD

(i.e. alleged offender; other family members you consider relevant to this report; fathers of half/ step siblings; partners of parent-carer)

Name:		D.O.B:		Address:		Relationship to child:	
Name:		D.O.B:		Address:		Relationship to child:	
Name:		D.O.B:		Address:		Relationship to child:	

REPORT INFORMATION

(Guidance notes have been produced to assist the person submitting this report)

Referred by (name):		Agency/ relationship to child:		Does the reporter wish to remain anonymous:		(please note a practitioner cannot refer anonymously)
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Address:		Telephone Number:		Email:	
Reason for report/ Request for Services:	<i>Physical Abuse</i> <input type="checkbox"/> <i>Sexual Abuse</i> <input type="checkbox"/> <i>Emotional Abuse</i> <input type="checkbox"/> <i>Financial Abuse</i> <input type="checkbox"/> <i>Neglect</i> <input type="checkbox"/> <i>Safeguarding concerns</i> <input type="checkbox"/> <i>Request for service</i> <input type="checkbox"/>				
Outline the circumstances:	<i>Detail the reasons why you are contacting including any details of the date, time and place where the abuse is alleged to have occurred</i>				
What are the strengths:	<i>Positive/ protective relationships; family are keen to engage; good family network</i>				
What are the barriers:	<i>Reluctance to engage with support; financial difficulties; child care issues; communication issues (language/ hearing/ visual impairment)</i>				
What are the risks:	<i>Young person not understanding the risk; escalation of risk if not supported; short term and long term risks to overall wellbeing</i> PLEASE ALSO DETAIL ANY RISK WHICH MAY AFFECT THE SAFETY OF STAFF				
What other assessments have been undertaken by other agencies (if known):	<i>e.g. DASH; MIRAF; Routine enquiry and CSERQ4, Recent medical examinations (including child protection medicals); any health assessments</i>				
What are the expected outcomes of this report:	<i>Safeguarding assessment undertaken to assess potential risk; services are put in place to support the child/ family; information is recorded for the child</i>				
What action/ support has already been undertaken in your agency to address these concerns:	<i>Include information where reports have been made to other agencies, i.e. Preventions</i>				
Any other relevant information:	<i>Are you aware of the child previously being named on the child protection register or being "looked after" previously; aware of previous convictions/ safeguarding concerns in relation to the alleged abuser</i>				

KEY AGENCIES			
Agency:	Name:	Address:	Telephone Number:
GP			
Health Visitor/Midwife			
Nursery/ School			

Other Agency (please specify)			
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SUBMISSION OF THE REPORT	
Blaenau Gwent	Duty.Team@blaenau-gwent.gov.uk
Caerphilly	Contactandreferral@caerphilly.gov.uk
Monmouthshire	childduty@monmouthshire.gov.uk
Newport	children_duty@newport.gov.uk
Torfaen	socialcarecalltorfaen@torfaen.gov.uk
OUT OF HOURS/ EMERGENCY DUTY	
<p>Between the hours of 17:00pm - 08.30am Monday to Thursday, Weekends and Bank Holidays. Friday 16:30pm – 08:30am YOU MUST PHONE your concerns through to the Emergency Duty Team 0800 328 4432 then complete the Duty to Report Form Child Safeguarding and send to the appropriate Local Authority</p>	

Guidance notes on the completion of the Duty to Report (DTR) Form Child Safeguarding

This Duty to Report Form (DTR) has been reviewed in order for the content to align and be compliant with the Social Services and Well-being (Wales) Act 2014, (SSWB 2014). The new legislation has brought about changes to culture and practice in how we work with people in achieving “what matters to them” and that assessments and the care and support they need as a person are founded on a strengths based approach resulting in clear, outcome-orientated personal goals/ outcomes. By “report makers” (Wales Safeguarding Procedures 2019) also using this approach in their information sharing it allows for a better understanding of the child within their own context and assists in the decision making in how best to safeguard and promote their well-being.

The key differences in this document are based within the **“Report Information”** section where the report maker presents the information based on the five elements of assessment as defined in the SSWB 2014, these are based on a person’s circumstances; strengths; barriers; risks and personal outcomes. The report maker is also asked to describe what interventions their own agency may have undertaken and to share their knowledge in respect of any other assessments they may be aware of which have been undertaken previously or currently. There is also a specific section for any other relevant information which the report maker feels is pertinent for Children’s Services to be aware of when considering the report information holistically.

It is hoped that this revised report will result in stronger multi agency collaboration and an improved information sharing process between the report maker and Children’s Services to effectively safeguard and support children and their families within this region.

For the purpose of this document a child is a person under the age of 18 years

1. Report date and consent

The date of the report must be recorded by the report maker.

It is always important to work with children/ young people and their families with their informed consent and knowledge wherever possible. The report maker should work from the principle that consent from the parent/ carer to submit a report should always be sought UNLESS there are child safeguarding concerns that may place the child at

risk of harm if the parent/ carer were to be approached about the report content. Examples where a report is submitted without parental/ carer consent may be due to an allegation/ disclosure of abuse by the child about their parent/ carer; agency witnesses inappropriate behaviour by the parent/ carer towards the child. If in doubt whether consent to make the report should be sought the report maker should seek advice and guidance from their designated safeguarding lead for their organisation or contact the local authority's children's services duty team for advice. **PLEASE NOTE- a referring agency should NEVER delay in contacting the Police and Children's Services if they have immediate concerns for a child's safety or well-being.**

2. Child/ Young Person's Details

This section should be completed within its entirety wherever possible. In the section "*Any other information about the child's identity*" the report maker should consider and provide any additional relevant information about the child's identity, this may include a brief physical description of the child to assist the person making an initial visit being assured they have seen the correct child (Wales Safeguarding Procedures 2019).

3. Other household members including non-family members

This section should clearly detail ALL people, both Adults and Children, residing in the home. The report maker should provide as much detail as possible about all other household members including names, ages and their relationship to the child so that as clear a picture as possible of who is residing in the household with the child (subject) can be gathered.

If the report raises concern for the well-being of ALL children residing in the **SAME** household this should be clearly indicated by selecting YES, however, where there are other children/ young people who DO NOT reside in the same household there is a requirement for a report to be made for each child. An example of this may be where the report maker is notifying about an alleged child on child assault, although the report content about the incident may be recorded verbatim for both children a separate report form requires to be completed for EACH child as they are not residing in the same household.

4. Main Carers/ Persons with Parental Responsibility (PR)/ Birth Parents

It is essential to provide as much information within this section as possible. Remember that the child may not necessarily be residing with their birth parents and therefore for decision making purposes it is vital for agency decision makers to have as much information about the child and their care givers as possible within the report. The "*Relationship to child*" and "*Does this person have PR*" questions should always be completed by the report maker where the information is known, for example, if you are aware that the child is residing with maternal aunt who has a Special Guardianship Order or you are aware that the child is "looked after" and resides with Foster Carers this should be detailed within this section.

5. Significant others who are NOT members of the household

This section should be used to provide information about the child's network beyond the immediate household where relevant to the report. Examples may include the alleged offender; other family members you consider relevant to this report (i.e. maternal grandmother who provides a lot of support to the family/ collects the children from school regularly); fathers of half/ step siblings; partners of parent/ carer.

6. Report Information

The report must provide all of their contact details and define their role/ relationship in respect of the child. A practitioner CANNOT refer anonymously. Sometimes a practitioner is told information by a person/ member of the public who does not wish to be identified regarding the information they have shared, therefore, the practitioner should protect the anonymity of the person (i.e. do not disclose in the report their name/ relationship to child) when submitting the report but the practitioner cannot refer anonymously and must complete their details as they have received the information and therefore have a duty to report. In such circumstances the practitioner should report that the information has been shared with them directly by a person who wishes to remain anonymous/ cannot be identified and detail the account as reported to them.

Reason for Report/ Request for Services

This is a tick box section. The categories of abuse have been listed in addition to “safeguarding concerns” and “request for service” options. The report maker should consider the reasons why they are making the report and select an appropriate field, it is acknowledged that alleged/ suspected abuse may often be linked to multiple categories and it is also acknowledged that the report maker may feel dubious about defining a particular category however the report maker should indicate the reason for the report in this section by highlighting the predominant category they feel is the issue.

Outline the Circumstances

Detail the reasons why you are contacting Children’s Services. This section should include any details of the date, time and place where abuse is alleged to have occurred. In the case of a disclosure, the report maker should always try to record verbatim what the child/ young person has said using their exact words.

Details and examples within this section are vital. Wherever possible the report maker should try to illustrate what their concerns are beyond using stock statements/ phrases. For example, saying that “the child presents as unkempt”, what does “unkempt” mean or look like? By reporting the exact details of your concerns, i.e. the child’s hair is matted; the school uniform is visibly dirty and appears to have been worn on a number of occasions without being washed; hygiene is an issue and there is a distinctive body odour smell on the child and their clothing, etc., this descriptive information provides a more detailed account to inform the decision making rather than a reliance on stock phrases with the assumption that all practitioners will have the same context/ understanding.

Describing the family’s circumstances and context is also important in this section, for example, have the family recently moved into the area; have they been known to social services previously.

What are the Strengths?

Sometimes the focus on sharing information is based solely on the difficulties or problems the child or family is facing and the “What’s working well” or “What’s acting as a positive factor” to keep a child safe can be overlooked. By considering what strengths there are within a family or available to the child can aid decision making in being able to identify realistic and viable options to support and safeguard in the immediate context but also in the longer term support for the child. The report maker should attempt to identify strengths and positive factors in respect of the information they are sharing, for

example, if the family are keen to engage with support services; or the child has a positive relationship with a specific person in the school who they may be confident to talk openly with. Other things to consider may be, what would/ does the child say are the best things about their life/ family; what do they do well or what is good enough; etc.

What are the Barriers?

The report maker is asked to consider if there are any barriers which are impacting on the child and their family. Remember that barriers may be time limited or situation specific, for example, the parent may be recovering from an illness/ operation and their ability to meet the needs of the child for a certain period may be a barrier currently but this may not be the case in the long term.

The report maker should consider if there are any complicating factors which are making the situation more difficult for the child/ their family at this time, i.e. are there financial difficulties; child care arrangements/ issues.

Other barriers may be in relation to communication or how the child/ family has engaged with services/ interventions previously.

What are the Risks?

The report maker should attempt to identify what they feel are the risks both “to” and “from” the child/ family. For example risks “to” the child/ family may be in relation to them experiencing abuse or being placed at risk of harm; the child doesn’t identify their behaviour/ situation as worrying or concerning; if the situation with the parent is not addressed at this specific time the risk could escalate further.

Examples of risk “from” the child/ family may include physical or verbal aggression; non-compliance or lack of co-operation (known history or pattern of refusing to engage).

The report maker should also identify any risks for Children’s Services to be aware of in respect of visiting/ working with the child or family, for example if the agency has a 2:1 or no lone working practice model in place then this should be clearly detailed. Also please highlight other risks which may be present including environmental factors, e.g. dogs at the property; known offender attending the property.

What are the expected outcomes of this Report?

The report maker is asked to consider what they expect to be achieved as a result of the report, for example, if the report maker has the expected outcome that an assessment is completed rather than diverting/ signposting to an alternate agency they should stipulate this.

What action/ support has already been undertaken in your agency to address these concerns?

If the report maker/ agency has already undertaken specific actions or work with the child/ family this should be clearly recorded, for example, if reports have previously been submitted to preventative services and the family have not engaged then this should be clearly noted.

What other assessments have been undertaken by other agencies (if known)?

If the report maker is aware that an assessment has been undertaken by their own or other agency in respect of the child/ family this information should be noted. If the child has had any recent medical examinations (including child protection medicals) and the report maker is aware they should share this information (Wales Safeguarding Procedures 2019). Examples of assessments may include; Missing Individual Risk Assessment Framework MIRAF, family has been discussed at Multi Agency Risk

Assessment Conference (MARAC); child has been assessed and is considered to be at risk of exploitation; the alleged perpetrator is known to be supported/ on an order with Probation Services.

Any other relevant information

The report maker should provide any other known and relevant information. For example, are you aware of the child previously being named on the child protection register or being “looked after” previously? If the report maker is aware of previous convictions/ safeguarding concerns in relation to the alleged abuser this information should also be recorded in this section in addition to the “outline the circumstances” or “what are the risks” sections.

7. Key Agencies

The report maker should complete this section where the information is known.

8. Submission of the report

The Duty to Report (DTR) should be submitted to the appropriate Children’s Services local authority. The report maker **MUST** be notified that their report has been received and must be notified of the outcome to the report within a maximum of 10 working days, this process of notification and outcome response is managed via varying methods by the different local authorities, it is recommended that you establish with the Children’s Services team for the area in which you are submitting the report how this process will be managed or confirm with your designated safeguarding lead for your agency.

1	Person experiencing/at risk of abuse details	
1.1	Name:	
1.2	Social Services ID No:	
1.3	Gender:	Male <input type="checkbox"/> Female <input type="checkbox"/>
1.4	Home address:	
1.5	Postcode:	
1.6	Date of birth:	
1.7	Ethnicity: Choose an item.	
1.8	First Language:	
1.9	Needs Interpreter:	Yes <input type="checkbox"/> No <input type="checkbox"/> Details:
1.10	G.P Details:	
1.11	NHS: Datix Incident No:	
1.12	NHS: Patient CRN No:	
1.13	Category of need: Choose an item.	
1.14	Allocated Social Worker / Care Coordinator/Team	Name: Tel number: E-mail:
1.15	Is there information to suggest that the person lacks capacity to understand the safeguarding process?	Yes <input type="checkbox"/> No <input type="checkbox"/> Details:
1.16	Does the person consent to the Adult Safeguarding process (POVA)?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't Know <input type="checkbox"/> Details:
1.17	Does the person consent to police involvement?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Details:
1.18	Have the police been informed?	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/> Details:
1.19	Next Of Kin details	Name: Tel number: DOB: Address:
2	Abuse details	
2.1	Type of Abuse:	Physical: <input type="checkbox"/> Sexual: <input type="checkbox"/> Neglect: <input type="checkbox"/> Emotional/Psychological: <input type="checkbox"/> Financial/Material: <input type="checkbox"/>

2.2	Other factors. Is this?	Domestic Abuse/violence: <input type="checkbox"/> Hate Crime: <input type="checkbox"/> Honour based violence: <input type="checkbox"/> Forced Marriage: <input type="checkbox"/>
2.3	Description of the incident of Abuse/neglect. What happened?	
2.4	When/where did it occur? Date: Time: Location: Community: Own Home: <input type="checkbox"/> Relative's Home: <input type="checkbox"/> Alleged perpetrator home <input type="checkbox"/> Care home setting: Residential Home <input type="checkbox"/> Nursing Home <input type="checkbox"/> Supported Living: <input type="checkbox"/> NHS Trust Group home <input type="checkbox"/> Health setting: NHS Hospital <input type="checkbox"/> Independent Hospital <input type="checkbox"/> Public Place: <input type="checkbox"/> Other: <input type="checkbox"/> Please specify -	
2.5	What harm or injury did this incident cause?	
2.6	Body Map completed?	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.7	What has been done so far to keep the person safe/protected?	

3	Alleged Perpetrator details	
3.1	Alleged perpetrator unknown <input type="checkbox"/>	
3.2	Name:	
3.3	Address:	
3.4	D.O.B:	
3.5	Does the Alleged perpetrator have needs for care and support?	Yes: <input type="checkbox"/> No: <input type="checkbox"/> Don't know <input type="checkbox"/>
3.6	Relationship to Victim:	

4	Witness details	
4.1	Witness Name:	
4.2	Address:	
4.3	DOB:	
4.4	Relationship to Victim.	

5	Person reporting details:	
5.1	Incident reported by:	
5.2	Form completed by:	
5.3	Date of completion:	
5.4	Job title/role:	
5.5	Agency/Company:	
5.6	Telephone Number:	
5.7	E-mail Address:	

6	Additional Information	
	Click here to enter text.	

7	For Social Services use only: Outcome of report	
7.1	Progressed through the Adult Safeguarding Process	Yes <input type="checkbox"/> No <input type="checkbox"/>
7.2	If not progressed reason why and action taken:	
7.3	Has Information Advice or Assistance been given?	Yes <input type="checkbox"/> No <input type="checkbox"/>
7.4	Decision made by:	Name: Job Title: Organisation:

Form to be sent to:

Blaenau Gwent:

dutyteamadults@blaenau-gwent.gov.uk

01495 315700

Caerphilly: povateam@caerphilly.gov.uk

08081002500

Monmouthshire: monpovaduty@monmouthshire.gcsx.gov.uk

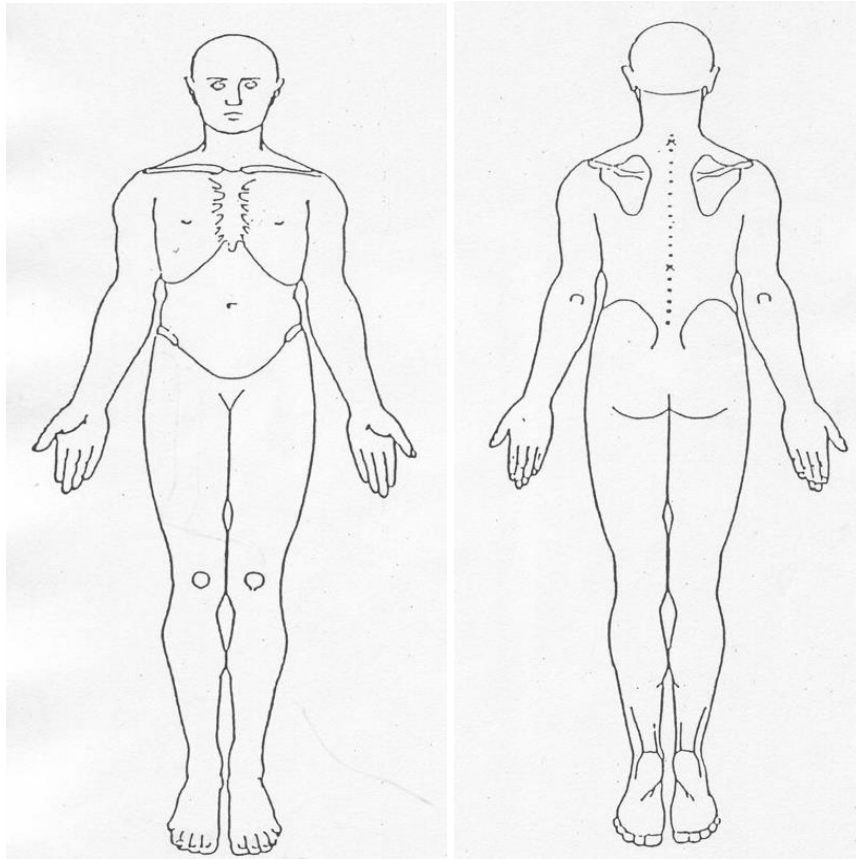
[01291 638928](tel:01291638928)

Newport: Pova.team@newport.gov.uk

01633 656656

Torfaen: socialcarecalltorfaen@torfaen.gov.uk

01495 762200



NB: This body map should only be completed if you are trained and competent at doing so. It is noted that any illustrations made are not to scale and for a guide only.