



# SAFEGUARDING CHILDREN AND YOUNG PEOPLE IN EDUCATIONAL SETTINGS

Policy and procedures  
September 2017



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## POLICY STATEMENT

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

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

The Safeguarding Policy and Guidelines:

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

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

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

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

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

## ROLES & RESPONSIBILITIES

### GOVERNING BODIES

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

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

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

- Governors should ensure the Head teacher and senior management team have robust processes in place to ensure the well-being of pupils educated off-site, in work placements and with other providers. Where students are considered to be vulnerable (e.g. because the student has additional learning needs) the governing body should also ensure that any additional steps have been taken to protect these vulnerable pupils – this is particularly important for secondary school governors.

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

Governors will ensure their Head teacher and all other staff and volunteers who work with children undertake training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training as required by the LA/SEWSCB.

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

### **When Parents Involve Governors in Child Protection Issues**

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

### **Role of Chair of Governors**

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

Where there is an allegation of child abuse against the Head teacher, the Chair of Governors has responsibility for the oversight of procedures relating to liaison with the Lead Safeguarding Officer for the Education Service, Social Services Duty Team and Police.

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

## The Role of the Safeguarding Children Governor (SCG)

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

- ensuring the school has an effective safeguarding children policy in place which is reviewed annually and follows local procedures
- contributing to the completion of the Section 175 Safeguarding Return (**see appendix 4**)
- ensuring the school adopts safe recruitment and retention procedures for its staff and volunteers
- ensuring procedures are in place for dealing with allegations of abuse made against staff and volunteers
- ensuring a designated senior Member of staff is appointed for dealing with safeguarding children issues
- ensures the above duties are discharged.

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

## Safeguarding Children - The Role of all Governors

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

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

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

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

## School's Role

For more detailed information on all aspects of schools' safeguarding procedures please refer to the model safeguarding policy in the next section of the document (**page 14**).

### Role of the Designated Senior Person (DSP)

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

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

The Head teacher should ensure that the DSP

- Is given sufficient time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description
- Has access to required levels of training and support to undertake the role
- Has time to attend and provide reports and advice to case conferences and other interagency meetings as required:

The DSP should:

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



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

## **ROLE OF THE LOCAL AUTHORITY**

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

### **Strategic Responsibilities**

At this level the LA will ensure:

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

### **Support Responsibilities**

At this level the LA will ensure

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

### **Operational Responsibilities**

At this level the LA will:

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

## The Referral Process

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

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

- Advice can be sought from the statutory bodies. Safeguarding advice that is not urgent or non-referral related can also be sought from the Education Service.
- However this discussion should not delay any emergency action to protect a child. **The golden rule is if undecided or unsure make a Child Protection Referral.** If you are still in doubt or unhappy with any advice given then always make a referral.
- Making a referral will not necessarily initiate an investigation but will make those bodies (Police and Social Care) with the statutory responsibility for making such decisions aware of concerns. When determining whether a referral should be made you may need to find out some information e.g. the child's name, date of birth etc., the same information if available on the alleged perpetrator, what event happened – just the facts as reported by the child or the adult who witnessed the event.
- It is important that DSPs or Head teachers do not investigate the allegation to satisfy themselves an event actually has happened. This might prejudice any subsequent police investigation and could also warn a perpetrator that they have been detected. Where there is evidence immediately available e.g. a reliable witness that either confirms or contradicts an allegation then the Head teacher should take this into account when deciding if a referral should be made. Remember when in any doubt then you should make a referral.

- Allegations made against a professional member of staff are treated in exactly the same way as any other allegation. This area is never easy or indeed pleasant for anyone involved. Procedures are there to support staff, keep children safe and protect staff.
- Allegations made against a professional are usually more complicated and often quite different in nature with the possibility of suspension and/or disciplinary action taken by the school in consultation with the Local Authority. In all such cases advice should be taken from Torfaen Safeguarding Unit and a Senior Human Resources Officer.

## Making a Referral

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

- If you suspect that a child is being abused or neglected, or a child tells you that they are being abused, **contact 01495 762200 (or 0800 328 4432 for out of office emergencies)** and tell them it is a Child Protection referral.
- **If the child is at immediate risk of harm, telephone the police.**
- In accordance with All Wales Child Protection Procedures 2008 verbal referrals should be made as soon as a problem, suspicion or concern becomes apparent and certainly within 24 hours. All telephone referrals or referrals made in person should be confirmed with written referrals within 48 hours using the Multi Agency Referral Form (MARF) – see Appendix 5.

- Abuse can take many forms:
  - Neglect
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Domestic abuse also has a detrimental effect on a child's well-being – where a child is subject to **or** a witness to domestic violence then a child protection referral should be made.
- When a concern is raised, Social Care will make enquiries, usually starting by visiting the child and the family. This is usually done with the police.
- If there are concerns that a visit to the family home would put the child at more risk of harm Social Care and sometimes the Police will first make enquiries of other professionals who might know the child and their family, e.g. the school, their health visitor or school nurse, their GP, a youth worker.

- School staff should not carry out their own investigations into allegations. Schools should carefully and factually record what has been disclosed or any observations they have made that led to the referral being made.
- Where a child has made a disclosure the exact wording the child has used should be recorded. The child should not be re-interviewed by any member of staff - a child protection referral should be made.
- Schools must follow the All Wales Child protection procedures and should be familiar with them. A copy is in every school but the document, along with other useful documents, is also available at the following link:

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

## Model School/Nursery Safeguarding Policy

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

..... **School's Safeguarding Policy**

**2017 - 2018**

School.....

Head teacher.....

Named personnel with designated responsibility for safeguarding children and young people

Academic year	Designated Senior Person (DSP)	Deputy DSP	Safeguarding children Governor (SCG)	Chair of Governors (COG)

Policy review dates

Review Date	Changes made	By whom	Date Shared

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

Whole school	DSP	Deputy DSP

SCG			

Governor Review of policy dates


[Suggested] Contents

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

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

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

## INTRODUCTION

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

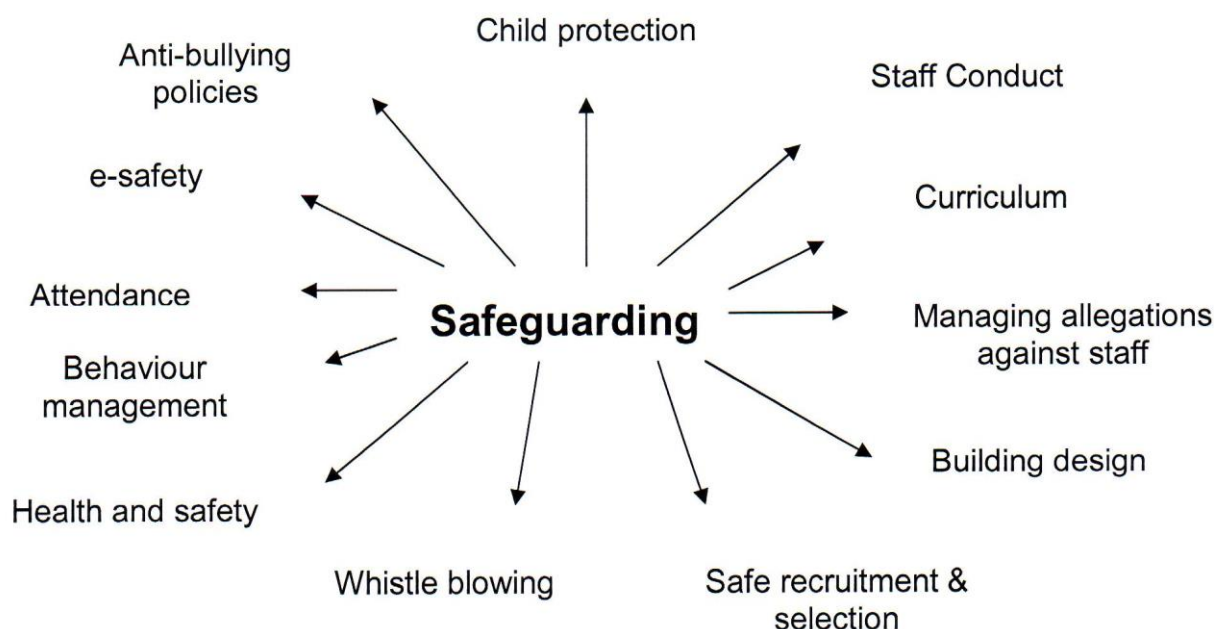
Everyone working in or for our school service shares the objective to help keep children and young people safe by contributing to:

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

## SCHOOL COMMITMENT

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

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





# PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

## 1 Safer Recruitment and Selection

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

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

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

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

## 2 Safe Practice

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

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

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

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

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

### 3 Safeguarding Information for pupils

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

Our school will ensure that pupils are made aware that information can be found at the following *(insert e.g. helplines, posters, NSPCC and ChildLine 'kidzone' website addresses, Miss dorothy.com, Crucial Crew, Living Dangerously etc.)*

School's arrangements for consulting with and listening to pupils are *(insert e.g. school council, peer support schemes)*.....

We make pupils aware of these arrangements by *(insert)*.....

### 4 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. *(School may wish to include here any information provided to parents on keeping children safe and how they can report concerns if they are worried a child is at risk of harm e.g. by alerting them to the information for parents at [www.nspcc.org.uk](http://www.nspcc.org.uk); [www.ceop.gov.uk](http://www.ceop.gov.uk) )*

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

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

We encourage parents to discuss any concerns they may have with *(insert)*.....

We make parents aware of our safeguarding policy *(insert how you do so e.g. school brochure, prospectus, newsletters)*.....and parents are made aware that they can view this policy on request.

## Sample Insert for School Brochure

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

### 5 Partnerships with Others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the SEWSCB. *(Insert details of relationships the school has for promoting a safe and supportive environment e.g. LA, Social Care, Barnardo's, Police, Health, ChildLine in Partnership with schools, NSPCC, National Youth Advocacy Service, Sure start etc.)* There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

### 6 School Training and Staff & Governor Induction

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

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

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

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

### 7 Support, Advice and Guidance for Staff

Staff will be supported by *(insert arrangements) school, LA and professional associations.*

The designated senior person for Safeguarding/Child Protection (DSP) will be supported by *(insert e.g. school manager, nominated governor, mentoring arrangement with other designated person).....*

## 8 Children Missing from Education

When a child on roll at a school appears to have gone missing or is withdrawn from a maintained school in Wales without the parent/carer giving notice or without the school being advised of the new school, the school should try to make contact with the parent/carers. Care should be taken to record all the steps taken to locate the child such as information known, received, dates, times and people spoken to along with decisions and actions taken. If these efforts fail, the school should notify the Education Welfare Service promptly who will then work with the school and make every effort to try and identify the child or young person's current whereabouts/destination. If a child or young person has left school without a known destination and both school and the Education Welfare Service have followed procedures and all 'reasonable efforts' to locate them have been unsuccessful, then, after a minimum period of 20 days, the school, in consultation with the Local Authority should remove the child or young person's name from its roll and create a 'lost pupil' common transfer file (CTF) with XXXXXXX as the destination. The CTF should be uploaded onto the s2s secure site where it will be held in the 'lost pupil' area.

## 9 Confidentiality

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

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

***The School should have a clear and explicit confidentiality policy.***

The school confidentiality policy should indicate:

**When information must be shared with police and Social Care where the child/young person is/may be at risk of significant harm.**

**When the pupil's and/or parent's confidentiality must not be breached that information is shared on a need to know basis**

## 10 Pupil Information

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

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);

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

## 11 Roles and Responsibilities

### ***Our Governing Body will ensure that:***

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

- they review their policies and procedures annually and provide information to the Local Authority about them and about how the above duties have been discharged

***Our Head teacher will ensure that:***

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

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

**Referrals**

- take responsibility for CP practice, policy and procedures and professional development working with other agencies as necessary
- refer cases of suspected abuse or allegations to the relevant investigating agencies as soon as a problem, suspicion or concern about a child becomes apparent and certainly within 24 hours
- ensure referrals made by telephone or in person are confirmed in writing within 48 hours using the Multi Agency Referral Form (MARF)
- act as a source of support , advice and expertise within the educational establishment;
- liaise with the Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of the SEWSCB, the conduct of a child protection case conference and be able to attend and contribute to these;
- ensure that all staff have access to and understand the school's child protection policy;
- Support the Head teacher and governing body in ensuring the school has robust safe recruitment and retention procedures
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concerns

- obtain access to resources and attend any relevant or refresher training courses at least every two years.
- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents are made aware of the child protection/ safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the school/setting, ensure the child protection file is copied for the new school/setting asap and transferred to the new school separately from the main pupil file in accordance with WG Guidance 18/2006 – The Keeping, Disposal, Disclosure and Transfer of Pupil Information. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education inclusion Service.

***All staff and volunteers will:***

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

**Staff And Volunteers Should Never:**

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

## IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

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

### Definitions

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

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

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

**Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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



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

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

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

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

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

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

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

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

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

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

### Prevention

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

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

### Procedures

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

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

### **Supporting the pupil at risk**

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

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

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

### **Violence Against Women Domestic Abuse and Sexual Violence (VAWDASV)**

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

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

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

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

### **Safeguarding Pupils who are Vulnerable to Extremism - the Prevent Duty**

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

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

### **Children with Additional Learning Needs**

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

## Staff must immediately report:

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

## Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity (*insert school arrangements to ensure that pupils with communication difficulties are enabled to express themselves to a member of staff with appropriate skills*) .....

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make an immediate record. Children who have made a disclosure should not be re-interviewed by school staff – a child protection referral should be made.

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

Staff will:

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

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

### **Actions by the DSP**

Following any information raising concern, the DSP will consider:

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

Then decide:

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

OR

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

### **Action following a child protection referral**

The DSP or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed
- wherever possible, contribute to the Strategy Discussion

- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Manager of Torfaen Safeguarding Unit.
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care

## Recording and monitoring

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

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

## Supporting the Child and Partnership with Parents

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

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

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

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

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

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

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

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

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

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely (*insert arrangements.....*)

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

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



## Safeguarding Responsibilities in Specific Circumstances

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

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

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

### Other Useful Contacts

South East Wales Safeguarding Children Board (SEWSCB) – [www.sewsc.org.uk](http://www.sewsc.org.uk)

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

Community Safety Team – [CommunitySafetyTeam@torfaen.gov.uk](mailto:CommunitySafetyTeam@torfaen.gov.uk)

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk)

ChildLine – [www.childline.org.uk](http://www.childline.org.uk)

Children in Wales - [www.childreninwales.org.uk](http://www.childreninwales.org.uk)

Hwb Digital Learning for Wales – [www.hwb.wales.gov.uk](http://www.hwb.wales.gov.uk)

Domestic Violence - Live Fear Free - [www.livefearfree.gov.wales](http://www.livefearfree.gov.wales)

Internet Safety - SWGfL - [www.swgfl.org.uk](http://www.swgfl.org.uk)

## **Legislative Framework**

Legislation underpins Torfaen LA's Safeguarding Policy & Procedures.

### **CHILDREN ACT 1989**

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

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

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

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

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

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

Section 47 places a duty on:

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

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

Meaning of "harm"

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

### **CHILDREN ACT 2004**

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

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

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

## **EDUCATION ACT 2002**

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

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

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

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

(Safeguarding Children in Education Guidance, 2004)

## **HUMAN RIGHTS ACT 1998 AND DATA PROTECTION 1998**

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

A child can bring an action for damages against a Local Authority in their own right rather than through their parents. The child when an adult can bring a claim within three years of the injury coming to their attention, but can be extended by the court if leave is granted. If bringing an action as a child it can be for the parents or a guardian to do this. This means that pupil records should be kept for nine years after the child has left school (as a minimum).

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

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

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

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

## **THE SOCIAL SERVICES AND WELL-BEING ACT 2014**

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

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

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

## **THE COUNTER TERRORISM ACT 2015**

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

All Wales Child Protection procedures

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

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

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

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

The Bichard Inquiry Report – The Home Officer, 2004.

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

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

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

Torfaen LA Corporate Safeguarding Policy

### **CATEGORIES OF ABUSE**

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

#### **NEGLECT**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate care or treatment.

#### **PHYSICAL ABUSE**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

#### **EMOTIONAL ABUSE**

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

It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

It may involve causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it might occur alone.

#### **SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

The activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non-penetrative acts.

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

## Safeguarding Incident Log

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

The log must include:

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

These records should be maintained in school securely.



## Section 175 Safeguarding Return

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

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

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

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

- Confirmation that all schools have responded
- Any issues
- Any lessons learned
- Identified themes

- Proposed support/training

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

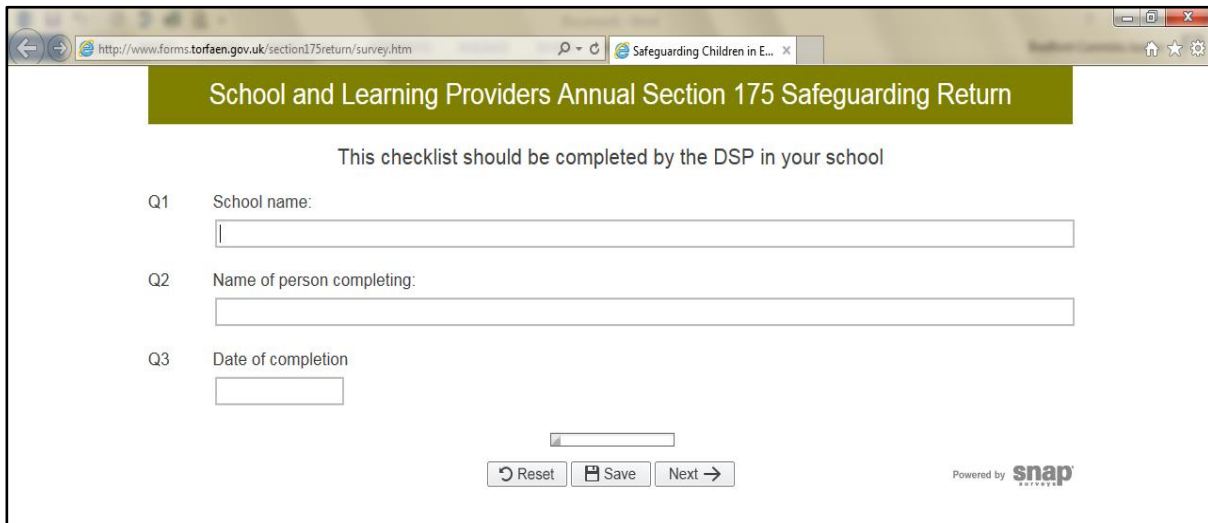
**To access the Section 175 Annual Safeguarding Return please follow the hyperlink below using the information on the following page to assist you. If the link does not automatically open you may need to cut and paste it into your internet browser:**

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

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

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

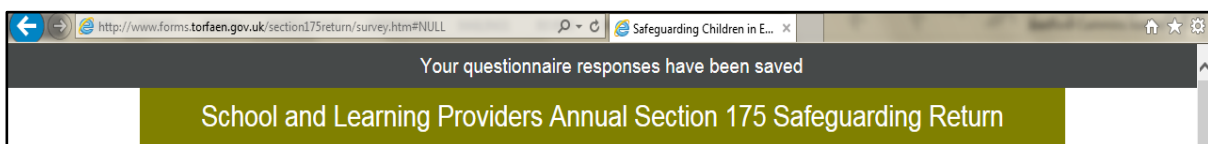
This is the first page users will see once they activate link:



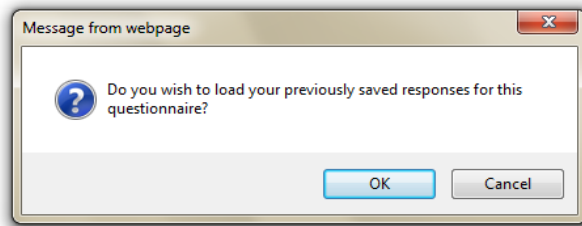
**Each question on the return requires a response and the user cannot progress to the next page unless questions are completed (the return will highlight any questions in red that have not been answered or that require further narrative).**

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

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



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



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

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

**Additional Information**

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

Thank you for completing this survey, please ensure the DSP has authority from the headteacher to return the survey form.  
Please ensure that a copy of your safeguarding policy has been sent to either  
Jacquiline.Watkins@torfaen.gov.uk or Joanne.Bradford-Cummins@torfaen.gov.uk  
Please click the print button to print a hard copy of your response for your records and then click the submit button to submit your response.

⏪ Back   ⏴ Reset   🖨️ Print   💾 Save   Submit ✓

Powered by **snap**

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

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

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

## Timeline:

- The Section 175 Safeguarding Return will be sent to schools annually in the summer term.
- The Section 175 Safeguarding Return to be completed by the DSP in liaison with the SCG.
- The governing body should be made aware that the school is completing the return.
- Schools to complete returns by Friday 30<sup>th</sup> June.
- Schools to ensure their Safeguarding Policy is submitted with the return (Question 9 will remind DSP/SCG of this).
- Local Authority to analyse returns July/August.
- Individual responses to be sent to each school beginning of September.
- Summary of all schools to be sent to each school as part of annual safeguarding report.
- Feedback from the process should be reported to the governing body and any recommended actions agreed and subsequent timescales (usually within 1 month).
- Completion of actions to be reported back to the governing body within the agreed timescales.
- Confirmation of completion of actions to be reported to Local Authority by the end of the Autumn Term.
- All comments in relation to this 'pilot' to be forwarded to [Jacquiline.watkins@torfaen.gov.uk](mailto:Jacquiline.watkins@torfaen.gov.uk) or [Joanne.bradford-cummins@torfaen.gov.uk](mailto:Joanne.bradford-cummins@torfaen.gov.uk) to inform future development/improvement.

	School Report to Child Protection Conference School Name – Date of Conference -
<b>Name</b>	
<b>Date of Birth</b> (day/month/year)	
<b>Address</b>	
<b>Special Needs Register/IEP/Other</b>	
<b>Known Medical Conditions</b>	
<b>Attendance Record</b>	
<b>Punctuality</b>	
<b>Any known significant events</b> ( <i>Child or Family History</i> )	
<b>Child's Needs and Development</b>  Academic ability and/or performance.  Appearance and presentation.  Stage of development	

	School Report to Child Protection Conference
Name	
<p><b>Social and Emotional Wellbeing</b> –</p> <p>Peer Group</p> <p>Behaviour Personality</p> <p>Interaction with Teachers</p> <p>Emotional Well-being</p>	
<p><b>Family and Parenting/Carer Environment</b></p> <p>Level of parental/carer Involvement</p> <p>Knowledge of wider family circumstances Social circumstances.</p> <p>Level of participation in after school clubs (for e.g.) Relationship between teachers and parents/carers</p> <p>Attendance at parents evening</p>	

	<b>School Report to Child Protection Conference</b>
<b>Any other comments</b>	



## Integrated Children System - Referral and Information Record

SSD 200

The Referral and Information Record gathers together the essential information about a child or young person. There is an expectation that within one working day of a referral being received there will be a decision about what response is required (paragraph 3.8, Framework for the Assessment of Children in Need and their Families, 2001).

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

### CHILD/YOUNG PERSON'S DETAILS

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

### CHILD/YOUNG PERSON'S ETHNICITY

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

### CHILD/YOUNG PERSON'S MAIN CARERS

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

### PARENT'S DETAILS IF NOT MAIN CARERS

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



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

**OTHER HOUSEHOLD MEMBERS (Including non-family members):**

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

**KEY AGENCIES**

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

**CHILD/YOUNG PERSON AND FAMILY NETWORKS**

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

Other Social Services cases associated with the Child/Young Person

Name:	SSD Case No:
Name:	SSD Case No:

**FURTHER DETAILS ABOUT THE CHILD/YOUNG PERSON AND FAMILY**

Disabled – The Child/Young Person referred is disabled: Yes <input type="checkbox"/> No <input type="checkbox"/>		The Child/Young Person referred is on a disability register: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Child Protection – The Child/Young Person referred is on the Child Protection Register of another Local Authority: Yes <input type="checkbox"/> No <input type="checkbox"/>		The Child/Young Person referred has been registered previously by any Local Authority: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Name of Local Authority:		Category:	
Date of Registration:		Date of De-Registration:	
Looked After – Is the Child/Young Person referred Looked After by another Local Authority? Yes <input type="checkbox"/> No <input type="checkbox"/>		Child/Young Person referred has been Looked After previously by any Local Authority: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Name of Local Authority:		Start Date:	End Date:
Relevant information:			
Other Child(ren)/Young Person(s) in the family is/has been on a Child Protection Register: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Name:	Date of Registration:	Date of De-Registration:	
Name:	Date of Registration:	Date of De-Registration:	
Name:	Date of Registration:	Date of De-Registration:	
Other Child(ren)/Young Person(s) in the family(s) is/has been Looked After by a Local Authority:			
Name:	Start Date:	End Date:	
Name:	Start Date:	End Date:	
Name:	Start Date:	End Date:	
Person Completing Form:		Signature:	Date:

<b>Further Action – For Social Services Use Only</b>			<b>Practice note: ensure this referral is collated with previous referrals or files</b>		
No further action <input type="checkbox"/>	Provision of information and advice <input type="checkbox"/>	Referral to other agencies <input type="checkbox"/>			
Initial Assessment <input type="checkbox"/> (please specify other):		(to be completed within 7 working days)			
Referrer informed of action taken:	Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, date this be done:			
Parent's informed of action taken:	Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, date this be done:			
Child/Young Person informed of action taken:	Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, date this be done:			
Other action(s) (please specify):					
Name of Social Worker:		Signature:	Date:		
Name of Team Manager:		Signature:	Date:		

**Transfer of Child Protection Records Within Educational Establishment Receipts**

(Please print all information)

Name of Child: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

UPN number: \_\_\_\_\_

Admission Date: \_\_\_\_\_ Leaving Date: \_\_\_\_\_

Name of Current School:

Address of Current School:

Name of DSP:

-----

Date file exchanged by hand: \_\_\_\_\_ **or**

Date file posted by recorded delivery: \_\_\_\_\_

Signature of current DSP: \_\_\_\_\_ Date: \_\_\_\_\_

Name of receiving school: \_\_\_\_\_

Address of receiving school: \_\_\_\_\_

\_\_\_\_\_

Name of Receiving DSP: \_\_\_\_\_

Date file received by Hand: \_\_\_\_\_ **or**

Date received by recorded delivery: \_\_\_\_\_

Signature of receiving Designated Senior Person:

\_\_\_\_\_

Date: \_\_\_\_\_

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



## Respect and resilience – developing community cohesion

### Self-assessment tool 2016

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

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

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

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

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