



Penygarn Community Primary School's Safeguarding Policy

2017 - 2018

Headteacher: Miss Louisa Sellars

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)
2017 - 2018	Louisa Sellars	Elizabeth Edmunds	Tara Wills	Matthew Ford

Policy Review Dates

Review Date	Changes made	By whom	Date Shared
Nov 2015	Adopted new Torfaen model policy	Louisa Sellars - DSP	24.11.15
Oct 2016	Addition to the 'Prevention' section (Pg 13) and to the 'Supporting Pupil at risk' section (Pg 14) to reflect our duty under the Counter Terrorism Act 2015 Additions to the legislative framework (Pg 23)	Louisa Sellars - DSP	14.10.16
Sept 2017	The policy statement on page 4 has been slightly amended to reference the Corporate Safeguarding Policy 'Safeguarding Children, Young People and Adults at Risk'	Louisa Sellars – DSP	26.09.17
Sept 2017	Section 9 of the model safeguarding policy for schools has been amended on page 20. Whilst all schools have adopted the LA's Data Protection Policy and have Codes of Conduct in place which describe expectations of staff, not all schools have a separate confidentiality policy and therefore it has been necessary to make a slight amendment to reflect this. Those schools that have a separate confidentiality policy may wish to	Louisa Sellars – DSP	26.09.17

	include details of it in the confidentiality section, however, there is no actual requirement for schools to have a separate policy.		
Sept 2017	Sections on pages 24/25 in relation to identifying children and young people who may be suffering significant harm have been updated	Louisa Sellars – DSP	26.09.17
Sept 2017	Categories of Abuse on page 39 have been slightly amended	Louisa Sellars – DSP	26.09.17
Sept 2017	There has been some additions to the section ‘Supporting the pupil at risk’ on page 27/28 to reflect our duties under the counter Terrorism Act 2015 and the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015	Louisa Sellars – DSP	26.09.17
Sept 2017	There are a few changes to useful contacts on pages 33/34	Louisa Sellars – DSP	26.09.17
Sept 2017	There are some additions to the legislative framework on page 35	Louisa Sellars – DSP	26.09.17
Sept 2017	Appendix 4 – the checklist for governing bodies has been reviewed and improved and details of this have been added to Appendix 4 which contains a link to the new Section 175 Annual Safeguarding Return along with a copy of the user guide	Louisa Sellars – DSP	26.09.17
Sept 2017	Appendix 5 – Social Care have asked that we add School Name and Date of Conference to the ‘School Report to Conference’ document	Louisa Sellars – DSP	26.09.17
Sept 2017	Appendix 8 has been added to assist schools in developing their risk assessments in line with the Counter Terrorism Act 2015	Louisa Sellars – DSP	26.09.17

Dates of Staff training and details of course title and training provider – See training register

Governor Review of Policy Dates

Next review due:	January 2016 ✓	January 2017 ✓	January 2018

Introduction

School Commitment

Providing a Safe and Supportive Environment:

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

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

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

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

INTRODUCTION

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

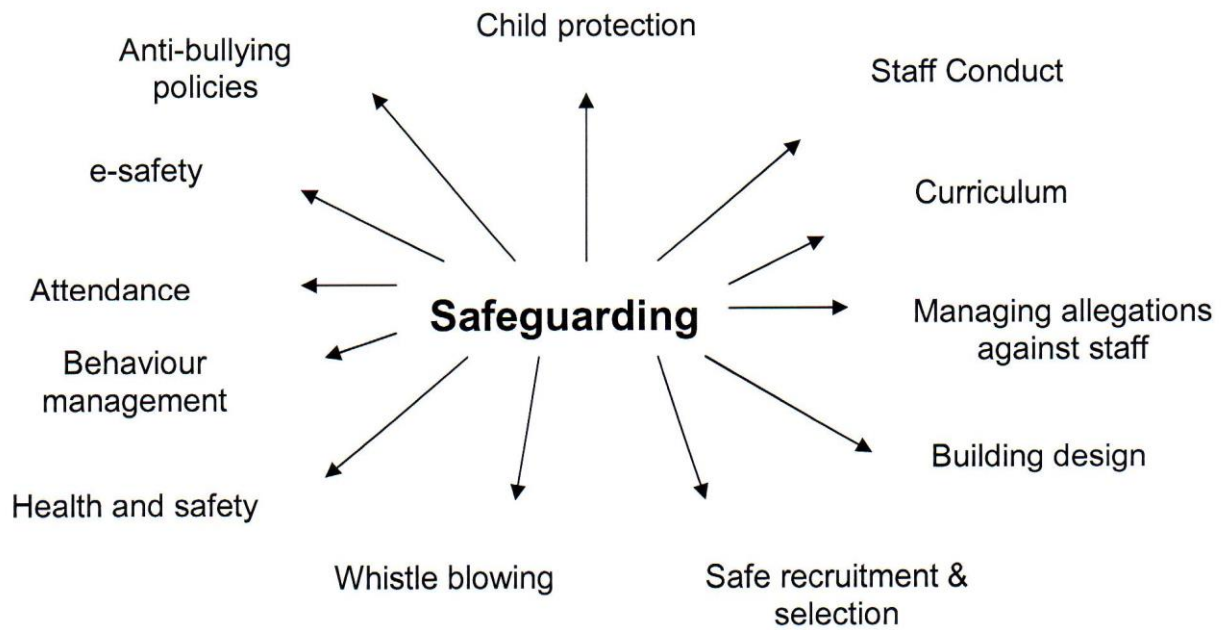
Everyone working in or for our school service shares the objective to help keep children and young people safe by contributing to:

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

SCHOOL COMMITMENT

Penygarn Community Primary 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:

- helplines, posters, NSPCC and Childline 'kidzone' website addresses, Crucial Crew, workshops, assemblies, school website

School's arrangements for consulting with and listening to pupils are:

- school council, pupil questionnaires, class assemblies, circle time

We make pupils aware of these arrangements by using posters, assemblies, school council and the school website.

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. Information is provided to parents on keeping children safe and how they can report concerns if they are worried a child is at risk of harm through the prospectus, the website and sign posting the following websites www.nspcc.org.uk; 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.

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

We encourage parents to discuss any concerns they may have with their child's class teacher, Educational Family Support Worker, DSP or DDSP.

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

Insert for School Brochure

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

5 Partnerships with Others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the SEWSCB. The school works closely with the LA, Early year feeder settings, local primary and secondary schools, Social Care, Police, Health, Childline in Partnership with schools, NSPCC, National Youth Advocacy Service, Surestart, Communities First, Families First and Flying Start. 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 the DSP (Miss Louisa Sellars), Deputy DSP (Mrs Elizabeth Edmunds) and the nominated safeguarding governor (Mrs Tara Wills), the LA and other professional associations.

The designated senior person for Safeguarding/Child Protection (DSP) will be supported by the DDSP, nominated governor, the EFSW and the LA.

8 Children Missing from Education

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

9 Confidentiality

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

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

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

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 in the locked filing cabinet in the Headteacher's office. Both the DCSO and the DDCSO have access to this filing cabinet.

11 Roles and Responsibilities

Our Governing Body will ensure that:

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

Our Head teacher will ensure that:

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

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

Referrals

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

- ensure parents are made aware of the child protection/ safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the school/setting, ensure the child protection file is copied for the new school/setting asap and transferred to the new school separately from the main pupil file in accordance with WG Guidance 18/2006 – The Keeping, Disposal, Disclosure and Transfer of Pupil Information. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education inclusion Service.

All staff and volunteers will:

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

Staff And Volunteers Should Never:

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

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The

relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

Definitions

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

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

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

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

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

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

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

access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

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

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

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

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

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

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

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

Prevention

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

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

Procedures

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

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

Supporting the pupil at risk

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

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

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

Violence Against Women Domestic Abuse and Sexual Violence (VAWDASV)

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

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

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

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

Safeguarding Pupils who are Vulnerable to Extremism - the Prevent Duty

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

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

Children with Additional Learning Needs

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

Staff must immediately report:

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

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. The school will ensure that any pupils with communication difficulties will be able to express themselves to a member of staff with the 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 25th birthday – these should be retained by the school.**

Supporting the Child and Partnership with Parents

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

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

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

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

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

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

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

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

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

Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely. The school will collate, store and agree access to this information in the locked filing cabinet in the Headteacher's office. Both the DSP and the DDSP have access to this filing cabinet.

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

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

Community Safety Team – CommunitySafetyTeam@torfaen.gov.uk

NSPCC – www.nspcc.org.uk

ChildLine – www.childline.org.uk

Children in Wales - www.childreninwales.org.uk

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

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

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

THE SOCIAL SERVICES AND WELL-BEING ACT 2014

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

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

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

THE COUNTER TERRORISM ACT 2015

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

All Wales Child Protection procedures

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

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

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

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

The Bichard Inquiry Report – The Home Officer, 2004.

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

Safeguarding Children: Working Together under the Children Act 2004

WG Guidance 158/2015 – Keeping Learners Safe – Jan 2015

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

Torfaen LA Corporate Safeguarding Policy

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 30th June 2017 in order to allow for analysis and a timely response. **A copy of the school's safeguarding policy should also be forwarded alongside your completed return.** All schools will receive an individual response, some schools may require a 'face to face' visit if additional support is necessary and additionally a summary of the returns will be included in the annual safeguarding report to schools detailing:

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

- Proposed support/training

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

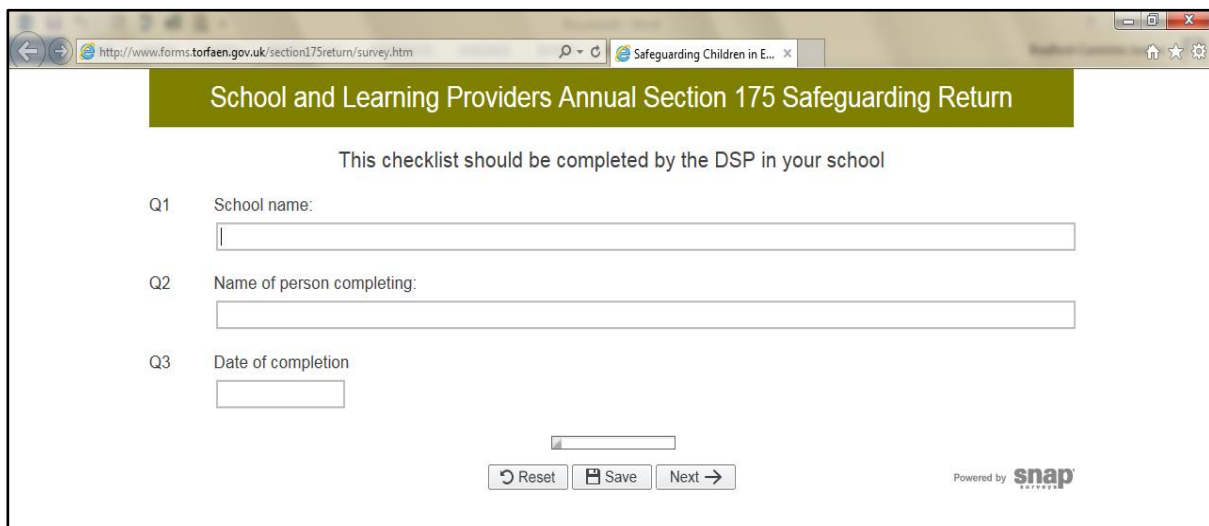
To access the Section 175 Annual Safeguarding Return please follow the hyperlink below using the information on the following page to assist you. If the link does not automatically open you may need to cut and paste it into your internet browser:

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

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

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

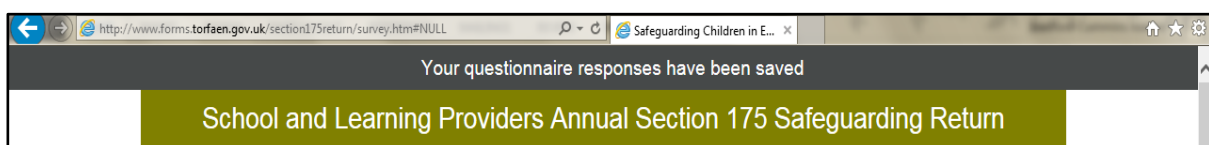
This is the first page users will see once they activate link:



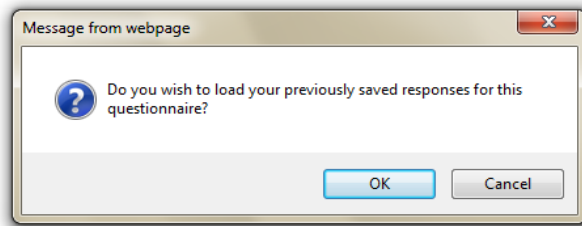
Each question on the return requires a response and the user cannot progress to the next page unless questions are completed (the return will highlight any questions in red that have not been answered or that require further narrative).

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

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



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



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

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

Additional Information

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

Thank you for completing this survey, please ensure the DSP has authority from the headteacher to return the survey form.
Please ensure that a copy of your safeguarding policy has been sent to either
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 ✓

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

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

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

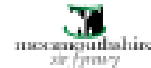
Timeline:

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

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

	School Report to Child Protection Conference
Name	
<p>Social and Emotional Wellbeing –</p> <p>Peer Group</p> <p>Behaviour Personality</p> <p>Interaction with Teachers</p> <p>Emotional Well-being</p>	
<p>Family and Parenting/Carer Environment</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>	

	School Report to Child Protection Conference
Any other comments	



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 African	<input type="checkbox"/>	Indian	<input type="checkbox"/>	White British	<input type="checkbox"/>	White & Black Caribbean	<input type="checkbox"/>	Chinese	<input type="checkbox"/>
Any other Black Background	<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"/>
		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"/>	

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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&SD – S&SD Case Number	Relationship to Child/Young Person	Tick if also referred to S&SD 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 No The Child/Young Person referred is on a disability register: Yes No

Child Protection – The Child/Young Person referred is on the Child Protection Register of another Local Authority: Yes No
 The Child/Young Person referred has been registered previously by any Local Authority: Yes No

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 No
 Child/Young Person referred has been Looked After previously by any Local Authority: Yes No

Name of Local Authority:	Start Date:	End Date:
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Relevant Information:

Other Child(ren)/Young Person(s) in the family is/has been on a Child Protection Register: Yes No

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(is) 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:
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Further Action – For Social Services Use Only Practice note: ensure this referral is collated with previous referrals or files

No further action Provision of information and advice Referral to other agencies

Initial Assessment (please specify other): (to be completed within 7 working days)

Referrer informed of action taken: Yes No If no, date this be done:

Parent's informed of action taken: Yes No If no, date this be done:

Child/Young Person informed of action taken: Yes No 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.

