

Safeguarding Policy 2024



Ystruth Primary School
Ysgol Gynradd Ystruth

Adopted by Governing Body: September 2024
Date to be reviewed: September 2025

**Education Directorate
Local Government Education Services
Safeguarding Policy**

August 2024



Contact Information

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South East Wales Emergency Duty Team (SEWEDT) - after 5pm, weekends and Bank Holidays.	0800 328 4432.	
Domestic Abuse	01495 291202	info@pheonixdas.co.uk
Modern Day Slavery/Trafficking – Training and Victim Support (BAWSO)	0800 731 8147 01633 213213	www.bawso.org.uk
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With regard to Safeguarding across the Council as a whole The Local Authority Designated Officer is the Safeguarding and Quality Assurance Manager in Social Services. The Safeguarding in Education Manager, covers the responsibilities laid out in WG circular no 009/2014, ‘Safeguarding children in Education: Handling allegations of abuse against teachers and other staff’, and is the first point of contact with schools, education settings and education directorate staff for advice regarding safeguarding matters relating to practitioners arising in education settings.”

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

3.0	Sarah Dixon	May 2017	Annual review and updated to reflect changes in contact details and the change to Information, Advice and Assistance team.
4.0	Sarah Dixon	Aug 2018	Annual review. Updated to reflect changes in contact details and Local Government Education Services (LGES) framework
5.0	Sarah Dixon	June 2019	Annual review. Updated to reflect changes in contact details.
6.0	Sarah Dixon	June 2020	Annual review. Updated with reference to the Wales Safeguarding Procedures and to include details of safeguarding data collection, BG Youth Service policy and COVID 19 procedures
7.0	Sarah Dixon	June 2021	Updated to reflect changes in WG Guidance, Keeping Learners Safe 272/2021 and the use of My Concerns software package
8.0	Sarah Dixon	June 2022	Annual review. Inclusion of Children (abolition of defence of reasonable punishment) (Wales) Act 2020
9.0	Sarah Dixon	June 2023	Annual review – contact details updated and communication protocol added to the Practitioner concern flow chart
10.0	Sarah Dixon	August 2024	Annual review – changes to contact details, Information taken from Keeping Learners Safe removed and replaced with reference to the document.

1. INTRODUCTION

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

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

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

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

2. SCOPE

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

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

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

3. RELEVANT LEGISLATION

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

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

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

WHAT IS SAFEGUARDING?

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

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

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

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

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

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

PREVENTATIVE APPROACH

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

4. RESPONSIBILITIES FOR SAFEGUARDING IN EDUCATION

Overview

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

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

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

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

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

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

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

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

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

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

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

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

The Governing Body is expected to ensure that:

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

Head teachers/ Managers are expected to:

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

Designated Safeguarding Persons are expected to:

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

Safeguarding Policy for Ystruth Primary School

1. Introduction

Ystruth Primary fully recognises the contribution it makes to safeguarding.

There are three main elements to our policy: -

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

Our policy applies to all practitioners, (staff and volunteers) working in **Ystruth Primary**. In the case of schools, it is the Governing Body's policy.

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

2. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard learners at **Ystruth Primary**.

We will therefore: -

- a) Establish and maintain an ethos where children and adults at risk feel secure, are encouraged to talk and share their concerns and are listened to;
- b) Ensure that children and adults at risk know that all practitioner in this can be approached if they are worried or in difficulty.
- c) Include in the curriculum, activities and opportunities for relationships and sexuality education to increase learners' understanding of and participation in healthy, safe, and fulfilling relationships, to be able to recognise abusive or unhealthy relationships and seek help and support;
- d) Include in the curriculum, material which will help children and adults at risk develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate.
- f) Include in the ethos of the setting that people have the right to be safe from abuse and to know who they can turn to for help;

- g) Take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.
[Framework on embedding a whole-school approach to emotional and mental wellbeing | GOV.WALES.](#)

3. Procedures

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

Ystruth Primary will: -

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

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

- p) Designate a governor for safeguarding who will oversee the school's safeguarding policy and practice. This governor will feed back to the Governing Body on safeguarding matters as and when required, and will be required to provide an annual report to the Governing Body on the school's safeguarding activities.
- q) Ensure the 'Keeping Learners Safe' safeguarding self-evaluation is shared with the Governing Body at least annually and provided to the Safeguarding in Education Manager during the first half of the Autumn Term.

4. Supporting those at Risk

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

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

Ystruth Primary will endeavour to support learners through: -

- a) The content of activities and the curriculum to encourage self-esteem and self-motivation,
- b) The ethos of Ystruth Primary which:-
 - a. promotes a positive, supportive and secure environment; and
 - b. Gives learners a sense of being valued
- c) Identifying an emotionally available adult (EAA) for the learner.
- d) The setting/school's behaviour/relationships policy, which is aimed at supporting vulnerable pupils in the setting. All practitioners will agree on a consistent approach that focuses on understanding and supporting the learner and their experiences, to help them to develop more appropriate ways of communicating their distress/ behave. These approaches should focus on maintain the individual's sense of self-worth. The setting will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred,
- e) Liaison with other agencies who support the learner, such as the Educational Psychology Service, Education Welfare Service, Child and Adolescent Mental Health services, Social Services, and advocacy services; and
- f) Keeping records and notifying Social Services as soon as there is a recurrence of a concern.

When a learner on the child protection register leaves, we will transfer information to the new school /setting immediately and inform Social Services. Transfer of information will take place using MyConcern (where MyConcern is not used in both settings, the

Safeguarding File – Transfer of records proforma will be used, following the procedure outlined in appendix 4, Safeguarding File – Transfer of Records). The DSP will be central to this process.

5. SAFEGUARDING IN SPECIFIC CIRCUMSTANCES

Community Cohesion – PREVENT Duties

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

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

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

Rights, Respect, Equality

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

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

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

Guidance to help parents and carers deal with bullying.

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

Guidance to help schools deal with bullying.

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

Guidance to help local authorities deal with bullying.

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

Guidance to help young people deal with bullying.

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

Guidance to help children deal with bullying.

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

An update on the revised statutory anti-bullying guidance.

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

What to do if your child is being bullied.

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

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

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

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

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

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

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

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

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

Physical punishment of children

All physical punishment of children is illegal in Wales. Children have the same protection from assault as adults.

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

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

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

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

Modern Slavery

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

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

Safer Schools' Partnership

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

Physical Intervention

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

Keeping Safe Online

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

Children with Additional Learning Needs (ALN)

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

Care Experienced Children

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

6. INFORMATION FOR ALL PRACTITIONERS (INCLUDING VOLUNTEERS)

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

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

- i) Yours is a listening role, do not interrupt the learner when they are freely recalling events. Limit any questions to clarifying your understanding of what is being said. Any questions should be framed in an open manner so not to lead them;
- ii) For schools, you must report to the **Designated Safeguarding Person (DSP) (or their Deputy** in their absence) immediately to inform them of what has been disclosed. In the unlikely event of both being absent seek out the most senior person in the setting/service; If you are unable to speak to the DSP or their deputy, (or another appropriate senior person), do not delay anyone can contact the local authority children's social services to raise a concern at any time (Information, Advice and Assistance (IAA) team). Staff members should always act in the best interests of the child. *For other education settings, the process outlined in the setting's; own procedures must be followed;*
- iii) Make a note on My Concerns of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the DSP. The note which should be clear in its use of terminology, should record the time, date, place, and people who were present and should record answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the process. Remember, your note of the discussion may be used in any subsequent formal investigation and/or court proceedings. It is advised that you retain a copy in a safe place;
- iv) Do not give undertakings of absolute confidentiality. You will need to express this in age/understanding related ways as soon as appropriately possible during the disclosure. This may result in the person 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared

a concern with you to the DSP. Often what is initially shared is the tip of an iceberg;

- v) You may have a future role in terms of supporting or monitoring the person, for example, contributing to an assessment or in the case of a child, supporting child protection plans. You can ask the DSP for an update but they may be limited in their response. The level of feedback will be on a need to know basis, but whatever is shared is strictly confidential and not for general discussion with others;
- vi) When making a report about an 'adult at risk', consent is required unless you believe the adult is putting themselves or somebody else at risk.

ADDITIONAL CONSIDERATIONS WHEN RESPONDING TO PRACTITIONER CONCERNS (INCLUDING VOLUNTEERS)

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

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

If a safeguarding allegation/concern about a practitioner is made, this must be reported to the Head Teacher/ manager. In absence of HT it must be reported to the DHT or DSL.

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

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

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

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

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

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

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

Confidentiality

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

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

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

7. TRAINING

Ystruth Primary will be cognisant of national and local training requirements and guidance, which will include Gwent Safeguarding Board guidance, advice and training opportunities.

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

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

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

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

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

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

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

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

8. KEY CONTACT INFORMATION:

The Designated Senior Person for safeguarding at Ystruth Primary is:-

Mrs Melanie Miller

The Deputy Designated Senior Persons for safeguarding at Ystruth Primary are:-

Mrs Joanne Stonuary
Mrs Amy Skuse
Mr Shaun Pugh

The designated governor for safeguarding at this school is: -

Mr Glyn Morvan

The Council's Safeguarding in Education Manager is: -

Sarah.Dixon@blaenau-gwent.gov.uk

Social Services can be contacted as follows:-

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

This policy was updated on 14.11.2024 by Mrs Melanie Miller (Head Teacher)

This policy was presented and accepted by the Governing Body on 20.11.24

This staff were made aware of this policy and or updates on 15.11.24

This policy will be reviewed on September 2026

Contact Information:

Safeguarding in Education Manager (Safeguarding and Quality Assurance team, Children's Services)	Sarah.Dixon@blaenau-gwent.gov.uk
Safeguarding Manager (Safeguarding and Quality Assurance team, Children's Services)	Leanne.Tetley@blaenau-gwent.gov.uk
PREVENT Lead	Helena.hunt@blaenau-gwent.gov.uk
Strategic Safeguarding Lead (SSL) for Education Directorate	Michelle.Jones@blaenau-gwent.gov.uk
Information, Advice and Assistance (IAA) Service, Social Services	01495 315700 Children - DutyTeam@blaenau-gwent.gov.uk Adults - DutyTeamAdults@blaenau-gwent.gov.uk

PRACTITIONER CONCERNS/ALLEGATIONS AND MANAGING COMMUNICATION

APPENDIX 1

South East Wales Emergency Duty Team (SEWEDT) - after 5pm, weekends and Bank Holidays.

0800 328 4432

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

Practitioner Concerns/Allegations

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

Detailed note made immediately of concerns & circumstances

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

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

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

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

Professional Strategy Meeting?

YES

NO

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

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

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

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

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

Communication - the following factors need to be considered:

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

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

Review schedule

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

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

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

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

Safeguarding File - Transfer of Records

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

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

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

Child Name	
DOB	

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

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

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

Receiving School/setting	
Signed	
Print name and position	
Date	

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

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

Community Cohesion – Preventing Extremism

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

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

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

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

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

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

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

Safeguarding Channel Panel

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

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

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

Training

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

Key Points of Contact

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

Helena Hunt, Prevent Lead for Blaenau Gwent County Borough Council

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

Reference Material

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

This guidance aims to provide information to all schools, including a range of external resources, advice and support via established referral processes, regarding the causes of violent extremism and preventative measures that can be taken.

Included within this guidance is a self-assessment tool, to support schools to assess their levels of compliance with best practice in the creation of a safe learning community, and to keep learners safe from the dangers of radicalisation and extremism.

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

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

E-learning training on PREVENT:

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

PREVENT Referrals:

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

Channel Awareness:

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

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

Secure and Shelter Procedure (example)

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

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

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

Signal for secure and shelter	
Signal for all clear	

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

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

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

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

All Clear

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

Emergency Services

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

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

Safe and Secure Drill

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

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

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



**Diogelu Gwent
Gwent Safeguarding**

Duty to Report Child Safeguarding (Multi Agency Referral Form)

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

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

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

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

OTHER HOUSEHOLD MEMBERS (including NON-Family members)

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

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

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

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

REPORT INFORMATION

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

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

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

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

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

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

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

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

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

1. Report date and consent

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

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

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

2. Child/ Young Person's Details

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

3. Other household members including non-family members

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

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

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

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

5. Significant others who are NOT members of the household

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

6. Report Information

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

Reason for Report/ Request for Services

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

Outline the Circumstances

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

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

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

What are the Strengths?

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

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

What are the Barriers?

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

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

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

What are the Risks?

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

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

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

What are the expected outcomes of this Report?

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

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

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

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

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

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

Any other relevant information

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

7. Key Agencies

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

8. Submission of the report

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

Associated Policies, Guidance and Advice

- Wales Safeguarding Procedures
<https://safeguarding.wales/>
- [Keeping Learners Safe \(gov.wales\)](https://gov.wales/keeping-learners-safe)
- Recruitment:
[http://intranet/organisational-development-\(hr\)/schools-hr/recruitment.aspx](http://intranet/organisational-development-(hr)/schools-hr/recruitment.aspx)
- <https://gov.wales/handling-allegations-abuse-against-teachers-and-staff>
Disciplinary and dismissal procedures for school staff | GOV.WALES
- [Blaenau Gwent Corporate Safeguarding Policy | Blaenau Gwent CBC \(blaenau-gwent.gov.uk\)](https://gov.wales/blaenau-gwent-corporate-safeguarding-policy)
- <https://gov.wales/whistleblowing-schools-guidance-governors>
Blaenau Gwent Whistleblowing policy:
- <http://intranet/media/160180/Whistleblowing-Policy-September-2019.pdf>
<https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>
- <https://gov.wales/sites/default/files/publications/2018-03/educational-records-school-reports-and-the-common-transfer-system-the-keeping-disposal-disclosure-and-transfer-of-pupil-information.pdf>

Gwent Safeguarding:

- [Welcome to the Gwent Safeguarding website - Gwent Safeguarding](https://gov.wales/gwent-safeguarding)

BAWSO:

- [Bawso | Supporting ethnic minorities affected by violence and exploitation](https://gov.wales/bawso)

Violence against women, domestic abuse and sexual violence (VAWDASV):

- [Live Fear Free helpline | GOV.WALES](https://gov.wales/live-fear-free-helpline)
<https://www.gwentsafeguarding.org.uk/en/vawdasv>
- [Violence against women, domestic abuse and sexual violence \(VAWDASV\) educational toolkit | GOV.WALES](https://gov.wales/vawdasv-educational-toolkit)
- [guidance-for-governors_0.pdf](https://gov.wales/guidance-for-governors-0)

Modern Slavery:

- [Live Fear Free: Slavery campaign | GOV.WALES](https://gov.wales/live-fear-free-slavery-campaign)

Keeping safe online:

- [Keeping safe online - Hwb \(gov.wales\)](https://gov.wales/keeping-safe-online)

Peer-on-peer sexual harassment and harmful sexual behaviour:

- <https://gov.wales/sites/default/files/publications/2020-10/guidance-for-education-settings-on-peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour.pdf>
- [Incidence of peer-on-peer sexual harassment among secondary school pupils in Wales: government response \[HTML\] | GOV.WALES](https://gov.wales/incidence-of-peer-on-peer-sexual-harassment-among-secondary-school-pupils-in-wales)

- [We don't tell our teachers - Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales | Estyn \(gov.wales\)](#)
- [Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales - Supporting resources \(gov.wales\)](#)
- [Everybody's affected \(senedd.wales\)](#)

Challenging Bullying: Rights, respect, equality:

[Rights, respect, equality: guidance for schools | GOV.WALES](#)

Blaenau Gwent County Borough Council Safeguarding Data Protocol

Introduction

The governing body of a maintained school is responsible for the conduct and standards of the school; the Council shares the responsibility for standards in schools and discharges these responsibilities for the overall provision of education services in Blaenau Gwent.

The Council provides governing bodies with support through strategic support services that there

In order to manage the improvement process, there is a need to share information on a timely basis to ensure that appropriate monitoring, evaluation and reporting occurs and where appropriate timely intervention takes place.

The Council and its schools take their safeguarding responsibilities seriously and the purpose of this protocol is to articulate the timeframes in which the data will be shared.

Background

This protocol sets out good practice for the exchange of safeguarding information between schools and the local authority in the discharge of statutory functions.

Principles

The Council has a dedicated Safeguarding in Education Manager who will manage the information and the return of the data from schools. Data is to be returned twice a year, by end of October and April each year. These exact dates will be communicated to schools by the Safeguarding in Education Manager at the commencement of the academic year

Protocol

The information required is detailed below. The request for information will be generated by a member of Business Support and all information will be submitted through the use of Microsoft Forms by the dates specified.

The Safeguarding in Education Manager will maintain effective oversight of the information and use it to inform training and support programmes.

Any identified trend which requires immediate intervention will be managed by the Safeguarding in Education Manager.

Training:	<p><i>Dates of safeguarding training that have taken place since the previous data submission for the following:</i></p> <ul style="list-style-type: none"> • Whole school staff training - date and numbers completing • Designated and Deputy Designated Senior Person – date and title of course • Chair of governors and lead governor for safeguarding - training date • Individual governors – numbers completing training <p><i>Date of training and number completing for the following types of training:</i></p> <p><i>PREVENT</i> <i>VAWDASV Group 2 training</i> <i>Team Teach</i> <i>Equalities</i></p>
Policy adoption:	<p><i>Policy adoption dates will be sourced from EAS for safeguarding policies reviewed and distributed to schools</i></p>
Governors	<p><i>Training as listed above</i> <i>Number of governors with current DBS certificate</i></p>
Volunteers:	<p><i>Start date of volunteer</i> <i>Confirmation of DBS issue date</i> <i>Reference details</i> <i>Date of safeguarding training</i></p>

Training

Any training requirements for reporting of the data should be made to the Safeguarding in Education Manager.

Useful Numbers

Social Services

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

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

0800 3284432

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

999

NSPCC Helpline (for professional advice)

0808 800 5000

VAWDASV Live Fear Free

0808 101 0800

CAMHS Emergency Liaison (professionals only)

07387 546316

CAMHS Contact

01633 546314

NHS Mental Health

111 (Option 2)