# Safeguarding Children in Education Policy

Covers Academic Year: 2024-2025, 2025-2026

Review Date: March 2027

| | Signed | Date |
|---|---|---|
| **Chair of Governors / Governor Responsible for Child Protection** | **Clair Stephens (AYFPS)**<br>**Adam Knight (CPS)** | September 2024 |
| **Headteacher / Designated Senior Person** | **Katrina Pryse** K Pryse | September 2024 |

This policy was adopted by the Governing Body from the Local Authority.

The School has mechanisms for monitoring and reviewing this policy and its effectiveness. The policy must be annually reviewed, and the Headteacher and responsible governor must ensure its inclusion as a standing item on the governing body' agenda. This Child Safeguarding Policy should be read in conjunction with other Safeguarding Documents outlined below.

**Keeping Learners Safe 2021/22**

- Attendance
- Anti- Bullying Policy
- Restraint Policy and Physical intervention
- Whistle Bowing Policy
- Off-site Educational Visits
- Health and Safety
- Time out
- PSE /SRE
- Behaviour Policy
- Professional Allegations Process CTMSB
- Children with Additional Needs
- E-Safety/Social Media Policy
- Intimate Care and/or Supporting Pupils with Health Care Needs
- Staff Code of Conduct
- Recruitment and Selection
- Substance Misuse
- Positive Behaviour Management
- Domestic Violence/Healthy Relationship
- Prevent Policy
- Transgender Guidance
- Harmful Sexual Behaviour
- Peer on Peer Exploitation (draft)
- Child Sexual Exploitation/Child Sexual Abuse
- Modern Slavery
- Child Criminal Exploitation E.g., County Lines
- Child Trafficking
- Wellbeing Guidance
- WG Covid 19 - Operational Guidance for Schools and Settings
- Local Covid-19 Infection Control Decision Framework

# CHILD SAFEGUARDING POLICY

## Introduction

Our Primary schools acknowledges that: -

Section 175 of the Education Act 2002 requires Local Authorities and Governing Bodies of maintained schools to have arrangements in place to safeguard and promote the welfare of children.

Governing Bodies and school staff must have regard for this guidance when fulfilling their responsibilities for safeguarding and promoting the welfare of children.

As included in the Social Services and Wellbeing Act (Wales) 2014 there is a duty to report all safeguarding concerns to the Local Authority.

A judgment on the procedures in place at a school and its effectiveness in implementing those procedures to safeguard children from harm is included as part of the school inspection process.

The Governors and staff of the schools fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers and visitors, have a full and active part to play in protecting our learners from harm.

All staff and Governors believe that the school should provide a caring, positive, safe, and stimulating environment, which promotes the social, physical and moral development of the individual learner. This Policy incorporates four main elements:

a) Protection through teaching and pastoral support offered to learners.
b) Procedures for identifying and reporting cases, or suspected cases, of abuse. Day to day contact with learners mean school staff are uniquely placed to observe signs of abuse.
c) Support to learners who may be at risk of abuse or neglect; and,
d) Concerns in relation to school staff who may abuse positions of trust.

This Policy applies to all staff and volunteers working in the school including school governors. It recognises that Learning Support Assistants, Agency staff, Supervisors, Caretakers, Business support as well as Teachers can be the first point of disclosure for a learner. As a consequence, everyone working in an education setting, whether employed by the local authority or otherwise, who comes into contact with children and their families has a role in safeguarding children.

a) Be aware of the signs that a learner has been neglected or abused.
b) Listen to learners who tell them about abuse.
c) Report concerns effectively and in line with procedure.

The schools acknowledge that children are amongst the most vulnerable in society. Therefore, adults in positions of trust have a duty to ensure that the rights of children and young people to protection from abuse are taken seriously. Effective action should be taken in response to any signs of abuse or neglect, to ensure that children are safeguarded in the widest sense of health and wellbeing.

Schools have a legal duty of care for the health, safety, security and wellbeing of their pupils and staff at all times. This duty of care incorporates the duty to safeguard all pupils from

subjection to any form of harm, abuse or nuisance. It is the responsibility of the Governing Body and Senior Leaders to ensure that this duty is uncompromised at all times.

Schools must be able to demonstrate understanding and actions that contribute to the development of cohesive, resilient communities in their roles as responsible guardians. They need to have arrangements in place for ensuring the safety and wellbeing of all learners.

## Aims

This policy aims to:

- Adhere to the rights of the United Nations Convention on The Rights of the Child (UNCRC) to ensure that learners are safe, heard and receive an education.
- Promote an understanding that a learner who is abused or who witnesses violence may be deeply affected and this may manifest itself in a number of ways.
- Recognise that school may provide the only stability in the lives of children who have been abused, or who are at risk of harm.
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- Promote a child centred and outcome focused approach.
- Provide a nurturing environment where self-esteem and self-assertiveness are promoted for all pupils including those that are vulnerable.
- Ensure that children know 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/SRE) which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.
- Support the child's development in ways that will foster security, confidence and independence.
- 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.
- Raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known, or thought, to be a child at risk.
- Emphasise the need for good levels of communication between all members of staff.
- Develop a structured procedure within the educational setting that will be followed by all members of the educational community in cases of suspected abuse.
- Develop and promote effective working relationships with other agencies, especially the Police and Children's Services.
- Ensure that all adults within the school, who have access to children, have been checked as to their suitability in line with statutory guidance and safer recruitment guidelines.
- Continue to follow Welsh Government coronavirus guidance to keep schools and settings as safe as possible for staff and learners during the pandemic.

## Procedure

Our schools will follow the Wales Safeguarding Procedures endorsed by the Cwm Taf Morgannwg Safeguarding Children's Board. The schoosl will ensure a senior member of staff is appropriately trained and charged with the responsibility for co-ordinating child protection matters within the School, and that all staff, both teaching and non-teaching, are aware of who that person is. Welsh Government Guidance "Keeping Learners Safe" refers to this person as the Designated Senior Person and this is the term used throughout this policy.

Our Primary schools will aim to have a minimum of three persons trained to fulfil the Designated Senior Person (DSP) role, which where relevant, should include representation from each key stage, including the Headteacher.

**The Designated Senior Person (DSP) for Child Protection will:**

- Ensure that, all staff are aware of how to forward any child protection concerns. It is expected that a member of staff trained to Level 3 of the CTMSB standard is on site at all times; or for BCBC staff to have completed the multi-agency safeguarding training course provided by SCWDP in addition to the compulsory CP awareness training.
- Liaise and work with all other support services and agencies involved in the safeguarding of children.
- Receive concerns and disclosures made to staff.
- Act as a source of advice and support within the school and provide the point of contact for staff who have concerns or information that a child may be suffering from abuse.
- Understand their individual responsibility to make any necessary reports to Children's Services within proper channels and timescales.
- Ensure the school contributes fully to child protection and children looked after processes e.g. by the provision of reports and attendance at conferences, core groups or meetings and CLA reviews when needed.
- Ensure that all staff, both teaching and non-teaching, are aware of their personal responsibility/duty to report concerns and of the need to be vigilant in identifying potential abuse and neglect.
- Ensure that all staff, including supply, volunteers and those newly appointed, are aware of their child protection responsibilities, act in compliance with, and have access to the school Child Safeguarding Policy and the Wales Safeguarding Procedures.
- Ensure that all staff have signed to say that they have received, read and understood the Child Safeguarding Policy and maintain a record of this.
- Ensure that every three years all school staff receive Level 1 CTMSB whole schools training / or Bridgend equivalent training from an accredited training provider. For BCBC staff this is the compulsory CP training provided by BCBC through the vulnerable groups team.
- Ensure that all staff are trained and aware of the indicators of abuse and how to respond and support a learner who discloses it. Refresher updates of safeguarding should be provided annually by the DSP at the start of the academic year.
- Disseminate child protection information gained from training and other sources to all staff in the school.
- Ensure an understanding that it is **not** the role of school staff to investigate reported abuse.
- Feedback appropriate information to staff on a 'need to know' basis.
- Ensure that the identity of the DSP's and Governor responsible for Child Protection is known across the school community.

- Consult with the appropriate person within the relevant Local Authority where there is uncertainty about the need to make a referral. For RCT schools, please refer to Appendix 1.
- Ensure parents are given access to the Child Safeguarding Policy as part of their child's induction into the school and that learners are made aware of the existence of this policy e.g. inclusion on the schools website.
- Ensure a clear record of concerns about a child is maintained even if there is no need to make an immediate report.
- Keep all records including copies of child protection referrals; ensure that child protection conference minutes, and records are kept confidentially, securely and are separate from learner records.
- Ensure that when a learner whose name appears on the Child Protection Register transfers to another school, the learner records, including information about registration is transferred without delay. Records should be sent electronically to coincide with the day the learner commences on roll at the new educational setting; and Children's Services should be informed.
- Act as the first point of contact for any concerns about violence against women, domestic abuse and sexual violence regarding children and young people. **A child or a young person's development and education can be compromised as a result of domestic violence and abuse**.
- Provide continuous support to a learner who leaves the school and about whom there have been concerns by ensuring that appropriate information is confidentially forwarded to the new educational setting, including further education provisions.

**Record Keeping**

The Wales Safeguarding Procedures are only available electronically by visiting Wales Safeguarding Procedures or through an online application available from App Stores. All staff need to be aware of this and have this version of the procedures available to them.

- All records pertaining to child protection must be securely kept in a locked cupboard preferably located in the Head teachers' office.
- Concerns will be shared with relevant professionals involved with the child, but records will not be available without the authority of the DSP.
- All documents in relation to Child Protection will be retained for 35 years and those for Children in Need of Care and Support for 10 years.
- To enable a smooth transition between schools all Child Protection documents need to travel with the child. This will ensure that the receiving school is better informed of **all** the child's needs. (see **Appendix 9 Guidance on Transferring Child Protection Documents**)

**Role of the Nominated Governor for Child Protection**

This Governor will:

- Ensure that the Schools have a robust Child Safeguarding Policy in place which is consistent with the Wales Safeguarding Procedures, and is readily accessible to all members of staff, both teaching and non-teaching.
- Ensure that the implementation and effectiveness of the policy and any associated policies are reviewed annually by ensuring its inclusion as a standard item on the governing body's agenda. This will also ensure that account is taken of new guidance.

- Ensure that the Schools Induction booklet contains a section on the Child Safeguarding Policy in order to make parents aware of the school's responsibilities and duties.
- Ensure, in conjunction with the Headteacher and DSP, that Safeguarding retains a position of prominence within the school agenda/curriculum.
- Ensure that designated and other staff attend appropriate training and have oversight of the training record.

**Role of the Chair of Governors**

The Chair of the Governing body:

- Should ensure that all members of the governing body complete the relevant modules from Keeping Learners Safe which are found on Hwb.
- Should ensure that the Governor with responsibility for Safeguarding attends appropriate Governor training and be trained to Safeguarding Level 3 or BCBC equivalent.
- Attend **Managing Allegations against a Professional or Volunteer who work with Children at risk** in order to understand their role in relation to any referral of abuse in relation to the Headteacher.
- Liaise with the Local Authority Safeguarding Coordinator for Education in relation to any allegations of child abuse made against the Headteacher which may include attendance at any Professional Abuse Strategy meetings under Section 5 of the Wales Safeguarding Procedures**).** (Further information can be found here Responding to safeguarding concerns about individuals whose work brings them into contact with children and adults at risk)

- Will ensure that safe recruitment procedures are in place and that all appropriate checks, including the Disclosure and Barring Service checks are undertaken ~~and are up to date~~ for all staff and unsupervised volunteers who work with learners. (see **Appendix 11 BCBC Recruitment and Selection Protocol and guidelines**).

http://intranet.mtcbc.local/media/3121/hr-policy-for-schools-safer-recruitment.pdf

**Making a Referral**

All referrals, including verbal referrals should be followed up with a completed **C1 Referral Form** (RCT and Merthyr) or the **RFH- Request for Help Referral Form** (Bridgend) within **one working day** of the original contact. Please also refer to flow charts at **Appendix 1 (RCT), Appendix 2 (Merthyr) and Appendix 3 (Bridgend).**

| | **RCT** | **MT** | **Bridgend** |
|---|---|---|---|
| Telephone Referrals | 01443 743730 | 01443 743730 | 01656 642320 |
| Email | IAATeam@rctcbc.gov.uk | Childrens.Mash@merthyr.gov.uk | mashcentra@bridgend.gov.uk |
| Post | IAA<br>RCT Children's Services, Pontypridd Police Station, Berw Road, Pontypridd, CF37 2TR | MASH<br>Merthyr Tydfil Children's Services, Pontypridd Police Station, Berw Road, Pontypridd, CF37 2TR | MASH<br>Ravens Court<br>Brewery Lane<br>Bridgend<br>CF31 4AP |

| | | | |
|---|---|---|---|
| Local Authority Safeguarding Officer/Childre n's Services | Safeguarding Education Co-ordinator<br><br>Child Protection Coordinator<br>Telephone:01443 490120<br>ChildProtectionReviewingTeam@rctcbc.gov.uk | Principal Manager, Safeguarding<br><br>Telephone: 01685 724686/ 07515192134<br>Safeguarding@merthyr.gov.uk<br><br>Inclusion Manager-Lead Manager for Child Protection – Education<br>Telephone: 01685 725082/ 07912774903<br>Education.welfareteam@merthyr.gov.uk<br><br>Intake and Early Assessment<br>01685 724536 | Safeguarding Officer for Education<br><br>Education Engagement Team – Education and Family Support<br><br>Vulnerable Groups Manager<br>01656 815129 |

In the event of a referral being required in relation to a child placed out of county the Local Authority with case accountable should be the initial point of contact and where the referral should be directed. Following receipt of referral, discussions will take place between the Local Authority where the child resides and the case accountable Local Authority as to who is best placed to undertake the relevant enquiries.

## Local Authority Safeguarding Coordinator

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|---|
| Rhondda Cynon Taf<br>Safeguarding Coordinator for Education 01443 490120 |
| Child Protection Coordinator<br>01443 490120 |
| Merthyr Tydfil<br>Lead Managers for Child Protection in Social Services |
| Safeguarding Manager<br>01685 724686/ 07515192134 |
| Inclusion Manager-Lead Manager for Child Protection in Education Department<br>Telephone: 01685 725082/ 07912774903 |
| Bridgend County Borough Council<br>Group Manager - IAA & Safeguarding (IAAS) - IAA & Safeguarding Children's Services<br>1656 073 |

## Partnership with Parents

- The school will support parents to educate and keep children safe from harm, to support their welfare and is committed to working with parents positively, openly and honestly.
- The school will ensure that all parents are treated with respect, dignity and courtesy.
- The schools will ensure parents' rights to privacy and confidentiality are respected and sensitive information will not be shared without permission unless it is necessary to do so in order to protect a child.

In order to promote this ethos:

- Parents will be encouraged to discuss any concerns they may have with class teachers or the Headteacher.
- Parents will be made aware of the Child Safeguarding Policy on the school website at the start of their child's education within the school. It is vital that parents understand the role of the school in relation to its safeguarding responsibilities from the outset of the child's time at school.
- Parents will be made aware that they can view this policy on request. This policy will be made available on the school website.

## Responsibilities of All School Staff

- **Any concerns - whether about a child, young person, family, colleague or another professional, must be shared with the DSP.**
- All staff have a duty to assist in the assessment of possible child abuse by sharing information and reporting concerns as outlined in this policy. Staff may have the one key piece of information that will help Children's Services make the best decision about a child.
- **Doing nothing is not an option**.
- In the event of a disclosure, being made an immediate verbal referral to MASH/IAA is required. This must then be followed by a written referral within 24 hours.
- Never promise a child you will keep a secret, explain that if they tell you something you think may put them at risk of harm you will have to tell someone who can help keep them safe.
- It may be difficult or upsetting to report a concern and it is sometimes hard to accept that a child is being harmed, particularly if there is an existing relationship with the family or professional concerned. However, the needs of the child must always come first. It is the role of the DSP to support and listen to concerns.

8.1 **If a child tells you something that causes you concern:**

- Listen to the child.
- Encourage the child to talk, but don't prompt, or put words into their mouths, and do not ask leading questions.
- Do not ask the child to repeat again and again.
- Explain what action you must take in a way that is age appropriate.
- As soon as you are able, write down what the child has told you. Use the child's exact words if possible**.** Record the date, time and place and any other people present at the time.
- Report concerns without delay to the DSP.
- Do not worry you may be mistaken; it is better to discuss your concerns with someone who has the experience and the responsibility to make an assessment.
- Do not confront an alleged abuser.
- Try to remain calm and not to appear shocked by what they are telling you.
- Be mindful to reassure the child that the abuse is not their fault and that they were "right to tell".
- A child, parent, caregiver or member of the public who tells staff their concerns about a child's welfare must never be expected to be asked to make a self-referral to social services or police.

- If you have concerns about the behaviour of another colleague, do not dismiss these concerns. Action should be taken in accordance with the appropriate school policies. It is very important not to ignore or dismiss suspicions about another professional or colleague but approach the Head teacher with your concerns.
- If a child discloses a matter of concern to you it can be very upsetting, try not to take these feelings home with you. Talk to the DSP- it is important not to ignore these feelings.

The NSPCC has developed a safeguarding resource, called "Let children know you're listening"; the importance of an adult's interpersonal skills in helping to improve a child's experiences of disclosure, to provide support to those working with children. NSPCC-Let Children Know you are listening

**Confidentiality**

- Staff must not keep a disclosure of abuse confidential and must refer the matter on to the DSP.
- Educational staff have a legal responsibility to share relevant information about the protection of children with the designated statutory agencies; S130 Social Care and Well Being Act 2014.
- All referrals should be made with the knowledge that during any subsequent investigation, the source (i.e. the school) will be made known to the family; staff cannot remain anonymous.
- Any disclosure should be dealt with sensitively and the child must be helped to understand that there is a need to inform the appropriate people who can help. Staff should be aware that any disclosure may have taken significant courage to voice and that there may be a variety of accompanying emotion such as guilt, embarrassment, disloyalty and hurt.
- Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person once a referral has been made. Information should only be shared on a strict need to know basis.
- Ensure that only those with a professional involvement e.g. the DSP have access to the child protection records. At all other times they should be kept securely locked and separate from the learner's main file.

**Allegations Against Staff and Volunteers**

The school acknowledges that a learner may make an allegation against a member of staff:

- Any allegation against the Headteacher should be directly referred to the Chair of Governors. It is the responsibility of the Chair of Governors to make the appropriate referral to the MASH/IAA.
- When an allegation is made against a member of staff, the member of staff to whom the allegation has been made known will immediately inform the Headteacher, or in absence of the Headteacher, the DSP.
- The actions that will be taken to safeguard children and adults in the school will be in line with guidance contained in the Wales Safeguarding Procedures and could potentially include risk management arrangements where appropriate.
- Any allegations against staff should be taken directly and as a matter of urgency to the Headteacher, or the Chair of Governors in the case of an allegation made against the

Headteacher, who will seek advice from the Local Authority Safeguarding Co-ordinator.

- The Headteacher should discuss the content of the allegation with the Local Authority Safeguarding Coordinator for Schools – refer to Section 6 of this Policy for detail of contacts. This discussion will consider the nature, content and context of the allegation and agree a course of action.

- The initial enquires should establish:
  - That an allegation has been made.
  - What is alleged to have occurred.
  - When and where the incident/s are alleged to have occurred.
  - Any other parties who may have been involved.
  - Any other persons present.
- It is important to establish as much of the above information as practical in order to assist with on-going enquires.
- False or malicious allegations will be dealt with in line with the school discipline policy.

CTMSB Responding Concerns about Individuals Whose Work Brings Them Into Contact With Children and Adults at Risk

Here is the link to the section in the new procedures:

Safeguarding Allegations/ Concerns about Practitioners and Those in Positions of Trust

**Whistleblowing**

- There is a recognition that learners cannot be expected to raise concerns in an environment where staff fail to do so.
- If concerns exist in relation to attitude or actions of colleagues, staff should be aware of their duty to raise these issues.

**Radicalisation**

All schools must have a Prevent Policy in place (**see Appendix 7**).
All schools must ensure that staff have attended appropriate Prevent training.

Schools must fulfil its Prevent duty, as detailed in the school's Prevent Policy, and have due regard for the need to safeguard individuals and prevent them from being drawn into terrorism and extremism. Any concerns of this nature **must** be referred to Counter Terrorism using the **online referral form for PREVENT at** https://digitalservices.south-wales.police.uk/en/all-wales-prevent-partners-referral-form/

In addition to the Prevent referral, a referral **must** also be submitted to the MASH/IAA using the C1 referral forms for Rhondda Cynon Taf and Merthyr Tydfil schools; and for Bridgend

schools, the RFH Request for Help Form should be submitted. This referral should make explicit that dual safeguarding and Prevent referrals have been made. This will ensure swift communication between safeguarding teams and Counter Terrorism and a co-ordinated approach to addressing the issue of concern.

**If there are immediate concerns around an individual, then the Police will need to be contacted via 999.**

- Guidance from the *Prevent* Counter Terrorism Strategy sets out the responsibilities for 'specified authorities' which includes schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. Due regard is defined as giving appropriate weight to the new duty taking into account the context of the school and its community. In fulfilling the duty, schools are required to demonstrate clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.
- The school's E-safety procedures will ensure that children are unable to access unsuitable material on school premises.
- School will counter extremism and promote community cohesion by teaching a broad and balanced curriculum that promotes the spiritual, cultural, physical and mental development of pupils and prepares them for the opportunities, responsibilities and experiences of life.
- Any visiting speakers will be assessed for suitability and will be appropriately supervised.
- School will ensure that all safeguards are appropriate and proportionate. There is a need for balance as it is important to allow learners the freedom to be different, experimental and have strong views and to challenge ideas with healthy debate. It is also important to keep learners safe from all forms of abuse and neglect, including exploitation, bullying, grooming, radicalisation, violent extremism, harassment, hate crime and violence.
- Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues (see **Appendix 6 Visitors and External Speakers Policy and Appendix 7 Prevent Policy**).

**<u>Safeguarding Learners On and Off the School Site</u>**

- The school is considered a safe and secure place in which to learn and develop.
- Access to the school site and building is strictly monitored and reviewed in line with the Local Authority guidance in relation to the Health and Safety of school premises.
- Visitors to the school premises will be subject to robust and relevant Risk Management processes. This will include governors, who are not subject to DBS checks, unless working with pupils unsupervised.
- See Appendix 5 for guidance relating to online learning.

## Educational Visits Outside of School Premises (including Foreign Exchange Visits)

- It is recognised that there will be occasions when there will be opportunity to expand educational and social development by learner participation in school activities that take place away from the usual school setting.
- There may or may not be a residential component to the activity.
- Schools should carry out Disclosure and Barring checks on adults providing care and accommodation. These visits differ to usual school trips as learners spend less time under the direct supervision of teachers.
- Whenever a trip is organised it is important that there is close communication over the arrangements to enable clarity as to the organisation of the learners' time; parents should be made aware of the schools Safeguarding Policy.
- Appropriate Risk Assessments should be carried out in conjunction with the Consortium using the Evolve System.

## Domestic Abuse

Violence against women, domestic abuse and sexual violence can have a huge impact on children and young people. It can affect their safety, health and wellbeing, educational attainment, family and peer relationships, and their ability to enjoy healthy, happy, respectful relationships in the future.

Witnessing domestic abuse is child abuse. It is important to understand that if a child is at risk, specific action must be taken.

In your school, there will be young people and staff who are experiencing or perpetrating violence against women, domestic abuse or sexual violence. (VAWDASV)
All school staff must be trained to the Group 1 National Training Framework (NTF).
As such, every school is responsible for making sure its learners and staff are safe and healthy (see **Appendix 8**).

Safeguarding children affected by Domestic Abuse

## Other Policies

- The school will give regard to safeguarding principles when developing other policies.
- Schools must abide by Welsh Government and Local authority Guidance in the case of a school full/partial; closures as a result of Covid 19.
- Information in respect of further guidance and polices referred to within this document can be found at the start of this Policy. Further information in relation to Guidance and Circulars can also be accessed as a Useful Document.

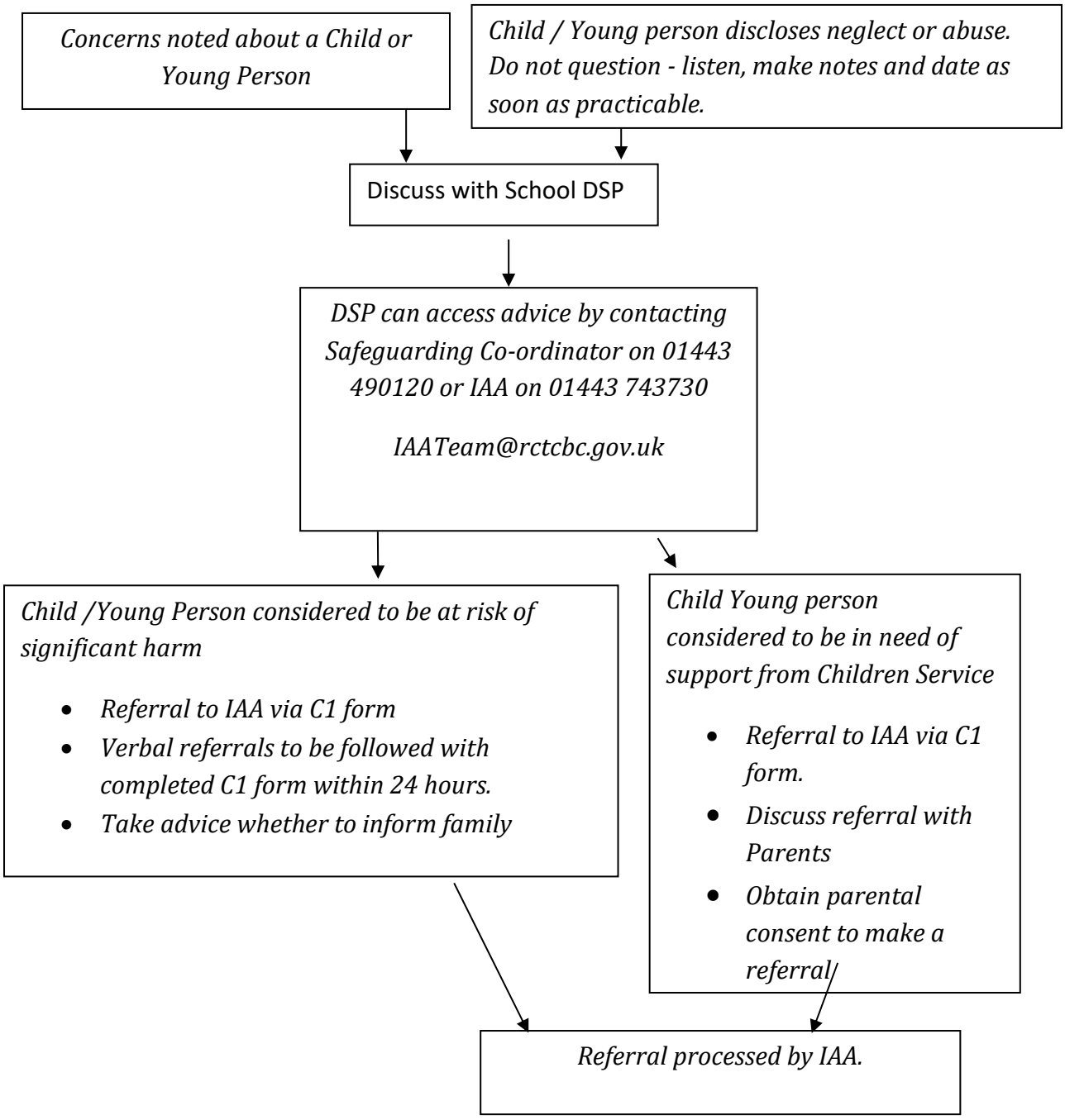
**APPENDIX 1**

## Flow Chart - RCT Schools

Emergency Duty Out of Hours referrals - 01443 743665

SocialWorkEmergencyDutyTeam@rctcbc.gov.uk

**If there is an emergency and you believe the child to be in immediate danger then ring the Police on 999**




This flow chart is intended as a guide. If you are unsure if a referral to Children's Services is indicated, additional assistance for RCT schools can be sought from
Debbie Davies
01443 743730 option 4

Debbie.L.Davies@rctcbc.gov.uk

If MASH Education representative is not available, please escalate in line with Agency process

Daniel Williams
Daniel.Williams@rctcbc.gov.uk

In addition, please refer to School Child Safeguarding Policy and to the Wales Safeguarding Procedures. Please note that if concerns relate to a child or young person being drawn into terrorism, a joint referral to Counter Terrorism must be made using the Prevent on-line referral form.

**APPENDIX 2**

# Flow Chart – Merthyr Tydfil Schools

**What to do if you are worried a child/young person is being abused or neglected**
**If there is an emergency and you believe the child to be in immediate danger, then ring the Police on 999**

Member of staff has concerns about a child's/young person's welfare

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Where a child/young person discloses abuse or neglect, they (and the alleged abuser) SHOULD NOT be questioned further, but listened to non-judgementally, carefully, respectfully and ***records be made of what has been said.*** However, details in regards to circumstances, timeline etc may need to be sought when gathering further information/circumstances.

Consider seeking information from parents/carers.
Discuss concerns with Designated Senior Person (DSP) for Child Protection in your school and/or /Inclusion Manager (Sarah Bowen 01685 725082/ 07912774903)
You may also wish to discuss informally with the children's MASH TEAM on 01443 743730
and/or request an urgent call back. Intake and Early Assessment Team may also be able to help on 01685 724536

Still have concerns, refer to MASH using C1 form

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Contact Children's Services

8.30 – 5.00 Monday – Thursday (Friday 4.30) on (01443) 743730

childrens.mash@merthyr.gov.uk

**Send referral to above email address, copy of which is to be sent to Inclusion Manager or Principal Education Welfare Officer.**

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Telephone referrals should be followed up in writing to the MASH Team within 24 hours.

01443 743730 MASH

Out of Hours

Contact Emergency Duty Team on

**01443 743665**

**SocialWorkEmergencyDutyTeam@rctcbc.gov.uk**

No longer have concerns

↓

No further child protection action

↓

Is this child in need of other support? Consider with family (consent required) Early Help Hub

↓

Social Worker and Manager

1. Acknowledge receipt of referral
2. Decide on next course of action (within one working day)
3. Feedback to referrer for all new referrals within 7 working days.

**This document is intended for use as a guide. In addition, please refer to Wales Safeguarding Procedures**.

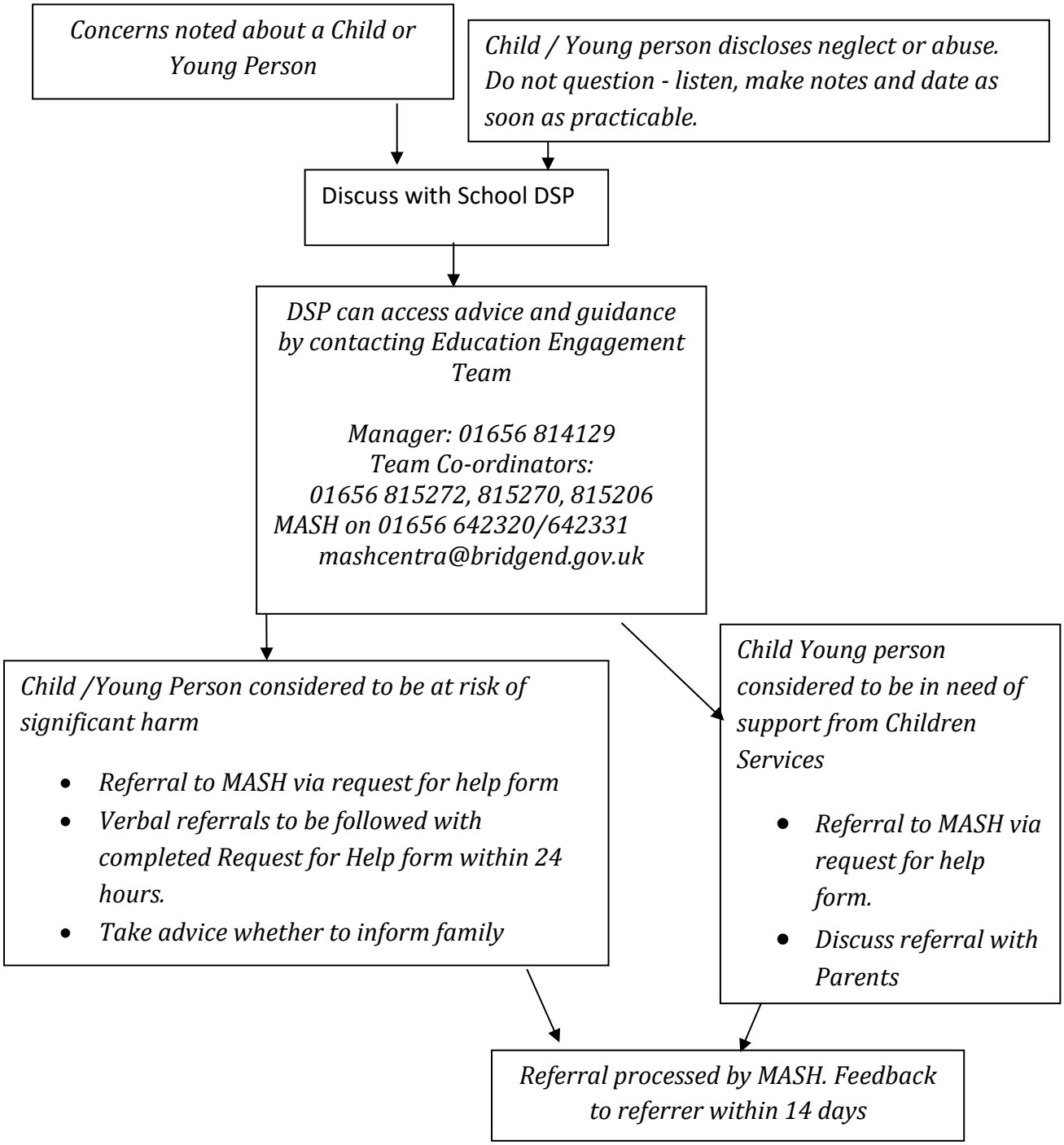
Please note that if concerns relate to a child or young person being drawn into terrorism, a joint referral to Counter Terrorism **must** also be made using the Prevent on-line referral form.

**APPENDIX 3**

## Flow Chart - BCBC Schools

Emergency Duty Out of Hours referrals - 01443 743665
mashcentra@bridgend.gov.uk

**If there is an emergency and you believe the child to be in immediate danger, then ring the Police on 999**




This document is intended as a guide. In addition, please refer to School Child Safeguarding Policy and to the Wales Safeguarding Procedures. Please note that if concerns relate to a child or young person being drawn into terrorism, a joint referral to Counter Terrorism **must** also be made using the Prevent on-line referral form.

**APPENDIX 4**

# Types of Abuse

## 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 feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after. This situation may be described as fabricated or induces illness by carer.

## Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectation being imposed on children. It may involve 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 ill treatment of a child, though it may 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 or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, or encouraging children to behave is sexually inappropriate ways.

## 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 medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Safeguarding children from child neglect

## Financial Abuse

Financial or material abuse, including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits. This will normally only be applicable to adults at risk but may apply to a child in circumstances such as a parent using a child's inheritance or compensation in a way that does not contribute to the child's well-being.

## Online Abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children, young people and adults at risk may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children and adults at risk can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming) or it may be that the abuse only happens online (for example persuading children to take

part in sexual activity online). Children and adults at risk can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.
Safeguarding children from Online Abuse

**APPENDIX 5**

## The Keeping Learners Safe Document (WG, 2020) highlighted specific issues in relation to Safeguarding Learners (Please See Specific Guidance Wales Safeguarding Procedures).

### Abuse by children and young people, including sexual abuse (harmful sexual behaviour)

Cadw dysgwyr yn ddiogel | LLYW.CYMRU

Keeping learners safe | GOV.WALES

Children can be a threat to other children. Sometimes relationships between children can be coercive, inappropriate or exploitative. **All** children in these situations need their child protection needs and their care and support needs met. The Brook Advisory Traffic Light tool can help you to recognise and define Harmful Sexual behaviour.

Brook Advisory Traffic Light Tool –

Safeguarding children where there are concerns about Harmful Sexual Behaviour

### Asylum-seeking and refugee children

These children and young people should be seen as children first and migrants second. Children can come into the country as part of a family, with an adult carer, or even alone, which makes them more vulnerable. They may have witnessed or experienced traumatic events, suffered loss or have communication or language barriers.

### Black and Minority Ethnic (BME) children

There are cultural differences in raising children, but 'culture' is no excuse for harming a child. There is a need to be clear about differences between culturally specific practice that is not harmful, and incidents of abuse that may be linked to cultural or religious beliefs.

### Bullying

Everyone has the right to learn, free from the fear of bullying, whatever form that bullying may take. Cyber-bullying is on the increase and includes texting, social media comments or sending malicious e-mails. It is important that schools have a culture where everyone is safe and included and that they step in quickly to stop bullying.

### Child abuse images and the internet

Knowing whom children are in contact with on the internet is important. In some cases, abusers use the Internet to 'groom' children for inappropriate relationships, which may include persuading them to send inappropriate images or videos of themselves. As part of their role in stopping abuse and neglect, schools should consider activities to raise awareness about safe internet use in school and at home. See Hwb online safety zone.

Please find below guidance from WG in respect of livestreaming.

Stay Safe. Stay Learning: supporting the education system - https://gov.wales/stay-safe-stay-learning-supporting-education-system

Live-streaming safeguarding principles and practice for education practitioners
https://hwb.gov.wales/zones/online-safety/live-streaming-safeguarding-principles-and-practice-for-education-practitioners/

Developing approaches to support distance learning - https://hwb.gov.wales/distance-learning/developing-approaches-to-support-distance-learning/

Schools should make full use of the internet and to know how to use it safely. See HWB safer internet zone use of 360 toolkit.

Hwb Online Safety

**Sexting Guidance**

Sexting in Schools Wales Guidance Nov 2017

**Child abuse linked to witchcraft or other spiritual beliefs**

Belief in possession and witchcraft happens in many different countries, cultures and religions but there is never justification for harming a child.

Safeguarding children from abuse related to cultural and religious beliefs

**Children living away from home**

Children are seen as living away from home if they are in foster care; residential care; secure units; residential schools; independent accommodation. Sometimes this accommodation is temporary which can be unsettling and makes them vulnerable.

**Child Sexual Exploitation (CSE)**

Children do not volunteer to be sexually exploited and cannot consent to their own abuse. They are forced or coerced. CSE includes:

- the exchange of sexual activity for payment;
- the production of indecent images;
- grooming;
- trafficking.

Raising awareness with children and young people is an important part of educating them to stay safe and speak up; it should form part pf Sex and relationships education. Exploitation can be online or offline. The welsh Government guidance on Sexual Abuse can assist with concerns. In RCT and Merthyr CBC we continue to use The SERAF as a tool to initial gauge CSE remembering it is a tool that, aids decisions but any child at risk of CSE is a child at risk under the Wales Safeguarding procedures and therefore any risk should be managed according to those procedures.

Guidance is here:

Child Sexual Exploitation Guidance

## Trafficking

Child trafficking is child abuse. Children who are trafficked may be used for:

- sexual exploitation,
- domestic service,
- exploitative labour,
- criminal activity, and
- forced marriage.

Safeguarding Children Who May Be Trafficked

Concerns that a child/ren may be trafficked should be reported to IAA/ MASH. In addition, a referral should be made to Barnardos Independent Child Guardians Advocates Services.

Trafficked children

The role of Guardians is outlined in s.48 of the Modern Slavery Act 2015 and within the following Home Office interim guidance 2017

## County Lines/ Criminal exploitation

The UK Government defines county lines as:

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and adults at risk to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons (Criminal Exploitation of children and Adults at risk: County Lines Guidance; Home Office 2017). If you suspect a child is subject to County Lines you should phone 101 and make a safeguarding referral. Criminal exploitation toolkits are below.

Safeguarding children from Criminal Exploitation guide

Safeguarding children from Child Criminal Exploitation

Toolkit criminal exploitation and county lines

Criminal exploitation of children and vulnerable adults: county lines

## Female Genital Mutilation (FGM)

The All Wales Child Protocol on Female Genital Mutilation provides advice and guidance on safeguarding girls from FGM. Female genital mutilation: guidance for professionals

The Home Office has also produced multi-agency guidelines that outline the actions that should be taken by front-line professionals, such as teachers, health professionals, police officers and social workers, to protect girls and women and offer them the support they need. Reporting incidents of FGM is a mandatory duty as set out in the FGM Act 2003.

In the UK, all forms of FGM[5] are illegal under the Female Genital Mutilation Act 2003. It is an offence (regardless of their nationality and residence status) to:

- perform FGM in the UK;
- assist the carrying out of FGM in the UK;

- assist a girl to carry out FGM on herself in the UK;
- assist from the UK, a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

The Act also makes it an offence, for the first time, for UK nationals or permanent UK residents to:

- perform FGM abroad;
- assist FGM carried out abroad by a UK national or permanent UK;
- resident – this includes taking a girl abroad to be subjected to FGM;
- assist from outside the UK for FGM to be carried out abroad by a non-UK person on a girl or woman who is a UK national or permanent UK;
- resident – this includes taking a girl abroad to be subjected to FGM;
- assist a girl to perform FGM on herself outside the UK, even in countries;
- where the practice is legal.

Any information or concern that a child is at immediate risk of, or has undergone, FGM should result in an immediate child protection referral.

If you have concerns that a girl or young woman may be taken overseas for FGM then you should also contact the Foreign and Commonwealth Office. FORWARD is a UK organisation which provides support, counselling and safe space for girls and women to talk about their experiences. They can also educate and work with families to prevent FGM happening to any other girls in the family.

The NSPCC has a 24-hour helpline for anyone who is worried a child is at risk of or has had FGM. You can call 0800 028 3550 or you can email fgmhelp@nspcc.org.uk

Safeguarding children from abuse related to cultural and religious beliefs

**APPENDIX 6**

# Visitors and External Speakers Policy

## 1. Introduction

Schools have a legal duty of care for the health, safety, security and wellbeing of their pupils and staff at all times. This duty of care incorporates the duty to safeguard all pupils from subjection to any form of harm, abuse or nuisance. It is the responsibility of the Governing Body and Senior Leaders to ensure that this duty is uncompromised at all times.

Schools therefore require that all visitors comply with the following policy and procedures.

## 2. Policy Responsibility

The Headteacher is responsible for the implementation, coordination and review of this policy. This person will also be responsible for liaising with the designated Child Protection lead in the school as appropriate.

## 3. Aim

To safeguard all children under the school's responsibility both during school hours and during out of school activities which are arranged by the school. The ultimate aim is to ensure that pupils can learn and enjoy extracurricular experiences in an environment where they are safe from harm.

## 4. Objectives

To have in place a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, governors, visitors and parents which conforms to child protection and safeguarding guidelines.

## 5. Where and to whom the policy applies

The school has control and responsibility for its pupils anywhere on the school site during normal school hours, during after school activities and on school organised (and supervised) off-site activities.

The policy applies to:

- All staff and non-teaching staff employed by the school;
- All external visitors entering the school site during the school day or for after school activities;
- All governors;
- All parents and volunteers;
- All pupils;
- Other education related personnel (LA Advisory staff, Inspectors);
- Building & maintenance and all other independent contractors visiting the school premises; and
- Independent contractors who may transport students on minibuses or in taxis.

## 6. Visitors to the School

Before a visitor is invited to the school, the Headteacher or a member of the senior leadership team must be informed, with a clear explanation as to the relevance and purpose of the visit and intended date and time of the visit. Permission must be granted by a member of the senior leadership team before a visitor is asked to come into school. The Headteacher will advise of the level of supervision and pre visit checks required.

- Visitors must report to reception first. No visitor is permitted to enter the school via any other entrance.
- At reception, all visitors must state the purpose of their visit and who has invited them. This will be verified by the receiving member of staff.
- All visitors will be asked to sign the Visitors Record system (foyer of the main reception) which is kept in reception at all times.
- All visitors, including contractors will be required to wear an identification badge. The evacuation procedures must be given to the visitor.
- Please ensure that visitors abide by the non-smoking policy throughout the school site.
- All accidents must be reported to the school office where an Accident Report Form can be completed.
- Visitors will be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. It is not currently LA policy for all school visitors to be DBS checked, however, this is deemed as best practice.

## 7. Visitors Departure from the School

On departing the school, visitors should leave via reception and:

- Sign out their departure on the Visitors Record system;
- Return identification badge to reception;
- A member of staff should ensure the visitor leaves the school site (ensuring the visitor does not re-enter the school site, potentially breaching security).

## 8. Unknown/Uninvited Visitors to the School

Any visitor to the school site who is not wearing an identity badge should be challenged politely to enquire who they are and their business on the school site.

They should then be escorted to reception to sign in using the visitor's record system and be issued with an identity badge. The procedures under "Visitors to the School" above will then apply.

In the event that the visitor refuses to comply, they should be asked to leave the site immediately and the Headteacher (or Designated Senior Person) if neither is available) should be informed promptly.

The Head or DSP will consider the situation and decide if it is necessary to inform the police.

If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for.

## 9. Staff Development

As part of their induction, new staff will always be made conversant with this policy for External Visitors and asked to ensure compliance with its procedures.

This policy will be available to all staff and parents on the website and included as part of the Staff Corporate Induction.

## 10. Approved Visitor List

The school will hold an approved visitor list for visitors who frequently visit the school site to undertake work within the school (including contractors and supply and peripatetic staff). To qualify for this list the visitor must have demonstrated, prior to the visit that:

- They have a current clear enhanced DBS check and a copy of this has been registered on the School's Central Record; and
- A current clear DBS children's barred check has been undertaken; and
- Visitors on the Approved List MUST follow the same procedures on entry to the premises (i.e. come to reception and sign in the visitor's book).

A copy of the approved visitor list will always be kept behind reception.

## 11. External Speakers

All schools are required by law to teach a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Schools recognise the important contribution and value that can be gained from allowing visitors and external organisations into the school to support this.

**New Guidance from the *Prevent* Counter Terrorism Strategy which came into effect from July 1st, 2015 sets out the responsibilities for 'specified authorities' which includes schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. In fulfilling the new duty, schools are required to demonstrate clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.**

Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These

duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996.

Schools will have to make decisions concerning the appropriateness or suitability of external speakers. On occasion schools may be required to vet or undertake background checks for external speakers. If schools are having difficulty in this area, then the school should contact the LA's Inclusion Manager for advice and support.

## 12. Specific guidance for members of staff organising visits from external agencies and speakers.

The following procedures should be followed by all school staff involved in organising visits from external agencies and speakers.

- Prior to the visit, the organiser must discuss with the visitor how their session will add value to the pupils' learning experience.
- Ensure the visitor/external agency learning outcomes complement school's planned programmes or schemes of work and are in line with school policies.
- Be confident that the visitor/external agency has the required expertise in the subject they are delivering together with the necessary experience and skills to deliver sessions that are age appropriate and factually accurate.
- Discuss and agree the aims/desired learning outcomes of the session, professional boundaries, including responsibility for classroom discipline.
- Inform each visitor/external agency of all information to ensure the inclusion of all pupils. This may include the age and ratio of pupils, background, ethnicity and culture of pupils and special education needs (if applicable).
- Provide each visitor with a named school contact.
- Ensure the activity meets Health and Safety guidelines. If appropriate, carry out a risk assessment of the activity/session.
- Staff must ensure such visitors are aware of the school's safeguarding procedures and allow access to such policies as Child Protection, Safeguarding, and Risk Assessments.
- All staff must inform the relevant school staff of the intended visit and remit of the visitor, e.g. Headteacher, office staff.
- Ensure the relevant staff members, e.g. class teacher, is present during the session as they are responsible for class discipline, monitoring and evaluation.
- Ensure the pupils are given time to reflect on what they have learned.

External speakers and visitors must ensure that they comply with UK legislation. This means speakers and visitors must ensure that in the views or ideas, they put forward - or in the manner in which they express these views or ideas - they do not infringe the rights of others or discriminate against them. Their speech or the manner of its expression must not constitute a criminal offence, a threat to public order, a threat to the health and safety of individuals, incite others to commit criminal acts, or be contrary to the civil and human rights

of individuals. **It is a criminal offence to 'stir up hatred' against other people on religious or racial grounds.**

All speakers will be made aware of their responsibility to abide by the law, and the school's various policies, including that:

- They must not contravene fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.
- They must not incite hatred, violence or call for the breaking of the law.
- They are not permitted to encourage, glorify, or promote any acts of terrorism including individuals, groups or organisations that support such act; and
- They must not spread extremism, radicalisation, hatred or intolerance in the school community and thus aid in disrupting social and community harmony.

If an external speaker or external visitor contravenes this guidance, the school reserves the right to immediately shut down an event and to ban that speaker or visitor from the site.

**The decision to grant of refuse permission for any speaker ultimately rests with each school.**

## 13. Prayer Rooms

There is no requirement to offer any separate facilities for religious observance, but many schools recognise that it is good practice to provide a facility that caters for pupils and staff of a particular religion or belief. In doing so schools demonstrate awareness of and respect for the diverse communities they serve.

All previous advice about external speakers will apply and schools should ensure that they know what goes on in prayer rooms. Staff members should always be available to supervise activity in prayer rooms.

Any signage or posters linked to prayers or religion should only be displayed in English and Welsh.

## 14. Local Authority Advice

The school is encouraged to contact the Local Authority's Inclusion Manager should there be any concerns about external speakers. Please allow sufficient time for checks to be undertaken.

In light of recent events, the **Channel** process has been established as part of the **'Prevent' element of the Governments Counter Terrorism 'Contest' Strategy.**

Channel provides a mechanism to:

- Identify individuals and groups at risk of being drawn into violent extremism.
- Assess the nature and extent of that risk and vulnerability.
- Refer cases to a multi-agency panel to develop the most appropriate support package to safeguard those at risk.

**However, if any member of staff believes that a child (ren) is in immediate danger then they need to contact the Police on 999. If you believe that a child(ren) is at risk of**

**significant harm, then a C1 form needs to completed and sent to the MASH/IAA as per the process outlined in the Schools Child Safeguarding policy. In addition, a dual referral to Counter Terrorism is required using the on-line Prevent referral form referenced in section 12 of the model Cwm Taf Morgannwg Safeguarding Board School Safeguarding Policy.**

This is in relation to all causes for concern including children and young people.

## 15. Linked policies

This policy and procedures should be read in conjunction with other related school policies, including:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Merthyr Tydfil Council DBS Policy and Safer Recruitment Policy
- RCT Council DBS Policy and Safer Recruitment Policy.

**APPENDIX 7**

# Schools' Exemplar PREVENT Policy

## 1. Preventing Violent Radicalisation / Extremism

The school is aware of its responsibilities under Section 26 of the Counter Terrorism and Security Act 2015 and the accompanying Prevent Duty Guidance under Section 29 of the Act[1] to safeguard pupils at risk of radicalisation.

Within a formal educational context, the Prevent Duty objectives can best be translated to apply to:

- safeguarding and wellbeing processes and protocols;

- the enhancement of respect and resilience through shared British values/core values supported by challenge, debate, critical thinking and safe spaces.

The school does this by:

- Providing a safe environment for pupils to talk about issues that may concern them, including sensitive topics such as terrorism and extremist ideology.
- Identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism.
- Knowing how to complete a Prevent referral and how to seek support for the child/young person.
- Ensuring all staff receive appropriate training, at least the Home Office basic Workshop to Raise Awareness of Prevent (WRAP version 3, 2014).
- Ensure staff have the knowledge and confidence to identify pupils at risk of being drawn into violent extremism and challenge extremist ideas.
- Ensuring children are safe from terrorist and extremist material when accessing the Internet at school, including having in place appropriate levels of filtering, which are controlled by RCT, MTCBC and BCBC.
- Ensuring that the Welsh Government 'Respect and resilience – developing community cohesion Self-assessment tool 2016'[2] has been completed. This assessment will provide a whole school needs analysis and highlight best practice.
- Sharing this policy annex with the Governing Body, with consideration for the child protection Governor to jointly complete the self-assessment toolkit with the schools Designated Safeguarding Lead.
- Ensuring that all staff are aware of Estyn Safeguarding Guidelines, Annex 5 (2015)[3].
- Secondary School Sector consider curriculum-based interventions (such as the Getting on Together Project)[4].

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[1] https://www.gov.uk/government/publications/prevent-duty-guidance

[2] Welsh Government 12/01/2016
http://gov.wales/topics/educationandskills/publications/guidance/respect-and-resilience-2015/?lang=en

[3] Estyn Safeguarding Supplementary Annex 5 (2015)
https://www.estyn.gov.wales

[4] WJEC Accredited for Pre-16 Delivered through the National Curriculum; live for secondary school sector from 11/01/2016
www.got.uk.net

## 2. Definitions

- **'Extremism'**[5] is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- **'Non-violent extremism'** is extremism, as defined above, which is not accompanied by violence.
- **'Prevention'** in the context of this document means reducing or eliminating the risk of individuals becoming involved in terrorism. *Prevent* includes but is not confined to the identification and referral of those at risk of being drawn into terrorism into appropriate interventions. These interventions aim to divert vulnerable people from radicalisation.
- **'Radicalisation'** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **'Reciprocal Radicalisation'** or **'cumulative extremism'** refers to the reinforcement of an ongoing cycle of blame, a connectivity between extremisms or simply as an escalating spiral of tension.

If there are concerns of a child protection nature the usual child protection procedure should be followed and advice sought from the Safeguarding team in conjunction with advice from the Prevent Team.

## 3. Channel Multi-Agency Partnership[6]

Referral to Prevent can result in a further referral by Counter Terrorism to the Channel multi-agency partnership where appropriate.

There is a Channel multi agency partnership within each local authority area, chaired by the local authority. The aims of this partnership are:

- Identifying individuals at risk of becoming vulnerable to violent extremism;
- Assessing the nature and extent of that vulnerability;
- Developing the most appropriate support plan for the individuals concerned.

**Prevent referrals can be made via the online referral form:**
All Wales Partners Prevent Referral Form
https://digitalservices.south-wales.police.uk/en/all-wales-prevent-partners-referral-form/

## 4. Contacts

**Rhondda Cynon Taf Local Authority Prevent Lead**
Rhondda Cynon Taf Community Safety Department
Ty Elai
Dinas Isaf East
Williamstown
Tonypandy
Telephone: 01443 425640

**Merthyr Tydfil Local Authority Prevent Lead**
Merthyr Tydfil Local Authority Prevent Lead

[5] HM Governments Prevent Strategy (2011)

[6] HM Government's 'Channel Duty Guidance - Protecting Vulnerable People From Being Drawn Into Terrorism. Statutory Guidance For Channel Panel Members & Partners of Local Panels' (2015) https://www.gov.uk/government/publications/channel-guidance

Merthyr Tydfil Local Resilience Unit
Room 415
Civic Centre
Merthyr Tydfil CF47 8AN
Telephone: 01685 725162

Mobile:07800708522

**South Wales Police Prevent Team**
Cardiff Bay Police Station
CF10 5EW
Tel: 02920 527356 / Mob: 07584771011
E-mail: jonathan.clemens@south-wales.pnn.police.uk

**BCBC Prevent Lead**
AST Adult Safeguarding and Quality Manager
MASH
Ravens Court
Brewery Lane
Bridgend
CF31 4AP
Tel: 01656 642476
E-mail: Terri.Warrilow@bridgend.gov.uk

The above contacts are available for any queries and questions.

This policy annex is to be reviewed annually.

Please see below for a link to the new PREVENT Referral form and an E-learning module

https://digitalservices.south-wales.police.uk/en/all-wales-prevent-partners-referral-form/

**APPENDIX 8**

## A Whole Education approach to Violence against Women, Domestic Abuse and Sexual Violence in Wales- a Good Practice Guide (as produced by Welsh Government)

Good Practice Guide – A Whole Education Approach to Violence against Women, Domestic Abuse & Sexual Violence in Wales Violence against women, domestic abuse and sexual violence can have a huge impact on children and young people. It can affect their safety, health and wellbeing, educational attainment, family and peer relationships, and their ability to enjoy healthy, happy, respectful relationships in the future.

In your school there will be young people and staff who are experiencing or perpetrating violence against women, domestic abuse or sexual violence. (VAWDASV). Therefore, every school is responsible for making sure its learners and staff are safe and healthy.

### What is a whole school education approach?

*A whole school approach means carrying out work in different spaces across the school - including within the curriculum, extra-curricular activities, teacher training and engaging the community. It also means doing this in a coordinated way that links to an overarching vision or purpose for your global citizenship work.'*

The good practice guide aims to:

- outline the key elements of a whole education approach to violence against women, domestic abuse and sexual violence;
- provide a guide for schools and FEIs on how to develop, embed and successfully deliver a whole education approach to promoting gender equality and respect and to challenging violence against women, domestic abuse and sexual violence; and
- Identify examples of effective practice being delivered in Wales and the UK.

The guide is based around the nine key elements of the Whole Education Approach, with each section exploring the types of activity which could be taken under each element. The guide suggests a range of practical ideas and is illustrated with case studies throughout.

To ensure a comprehensive 'whole education' approach then all the key elements need to be in place. These are: -

1. Children and young people learn about VAWDASV,
2. Staff learn about VAWDASV,
3. Parents, caregivers and family learn about VAWDASV,
4. Monitoring and evaluation systems are in place to measure impact of this work,
5. Measures are in place to support people who experience forms of VAWDASV,
6. Active participation of children and young people, staff and parents/caregivers to prevent VAWDASV,
7. Taking action to prevent VAWDASV in the wider community,
8. Working in partnership with relevant local experts, and
9. Embedding a comprehensive prevention programme.

For further information contact Cwm Taf Regional Adviser, Domestic Abuse and Sexual Violence, tel. 01685 353999

Guidance on Domestic Abuse Safeguarding children affected by domestic abuse

Providing help and advice about violence against women, domestic abuse and sexual violence

**APPENDIX 9**

## Guidance on Transferring Child Protection Documents

To enable a smooth transition between schools all Child Protection documents need to travel with the child. This will ensure that the receiving school is better informed of **all** of the child's needs.

*'Where children leave the establishment ensure the child protection [safeguarding] file is copied for the new establishment as soon as possible but transferred separately from the main pupil file, ensuring a secure transit and confirmation of receipt should be obtained.' (Annex B: Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges –July 2015)*

### Introduction

The statutory guidance in relation to Part 7 (safeguarding) of the Social Services and Wellbeing (Wales) Act 2014 states that "…keeping children …safe is everyone's responsibility. A local authority must make arrangements to promote co-operation between the relevant officers…, this will include education."

Brandon *et al* (2013), conducted a study into 'New Learning from Serious Case Reviews: a two-year report 2009-11' in which the 'Importance of full, accurate and accessible information was a frequent theme across agencies. The need for better information sharing both between and within agencies was central to many of the recommendations made.'

The Data Protection Act 1998 is not a barrier to information sharing but provides a framework to ensure that personal information about living persons is shared appropriately.

Well-kept records are essential to good safeguarding and child protection practice. All staff should be clear about the need to record and report concerns about a child or children within the school or educational setting. The Designated Safeguarding Person (DSP) is responsible for such records and, ultimately, the child protection/safeguarding file. At times of transition, it is an opportunity for careful, proactive planning and sharing of information that, if conducted sensitively, can ensure a successful transition at any stage.

### What should be in a Child Protection/Safeguarding File?

A child protection /safeguarding file is the record kept by the DSP of any concerns about a child's welfare. These concerns should be factual and not have opinions attached. This file may only have one concern in it or it may be a large file with extensive history. It is the record of all safeguarding concerns. Regardless of its size, the file must be passed on, in its entirety, to the next educational setting.

It is the responsibility of the DSP to ensure that the file is kept up to date and a chronology is maintained in each case. A chronology is the brief overview of the schools concerns and highlights all the significant events for the child. It should not contain details, just a brief one-sentence statement of what has occurred, who was involved and what happened as an outcome.
The contents of the file can include -

- Basic details
- Chronology
- Cause for Concern forms
- Referrals to First Response e.g. C1 referrals
- Outcomes of referrals made
- Domestic abuse information e.g. police notifications

- MARAC information
- Child Protection Conference minutes/ school contribution/ core group minutes
- Any CYPS assessments
- Relevant assessments frameworks for the for the MIA and TAF process (parental permission is required)
- Multi-Agency meetings minutes.

Should third party reports be included, then the owner of such reports should be aware that it will be included in the child protection/ safeguarding file.

## How to transfer the Child Protection/Safeguarding File

When a child transfers to another school, the DSP should inform the receiving school within five school days that a child protection/safeguarding file exists. The receiving school should routinely ask the previous school if a child protection/safeguarding file exists, for all transfers. The original child protection/ safeguarding file must be passed on either by hand or sent recorded delivery, separate from the child's main school file, within five school days from notification. Care must be taken to ensure confidentiality is maintained and the transfer process is as safe as possible. Parents should never be used as couriers for such files.

Schools should keep a copy of the file themselves; this will provide the school with evidence of what the school knew and the actions they took to safeguard and promote the welfare of the child.

Whether child protection/safeguarding files are passed on by hand or sent recorded delivery, there should be written evidence of the transfer (such as a form or slip of paper signed and dated by the member of staff at the receiving school) this receipt should be retained by the originating school.

## Electronic Child Protection Records

Electronic records must be password protected with access strictly controlled in the same way as paper records. They should be in the same format as paper records (i.e. with well-maintained chronologies etc.) so that they are up to date if/when printed, if necessary, E.g. for court. Electronic files should only be transferred electronically to other schools/Post 16 providers if there is a secure system in place. When the receipt has been returned to confirm that the file has been received at the new school, it should be retained by the originating school with the file of the child.

Child protection/safeguarding records may also be recorded on SIMS (School Information Management Systems). All schools have to record whether a child is subject to a Care and Support Protection Plan or if they are a Looked after Child. Additional information can be stored on SIMS but requires schools to use SIMS software to enable them to scan and attach documents onto SIMS. Schools must ensure they make this information confidential by ticking/applying the appropriate privacy settings. An up-to-date chronology is still required.

## Elective Home Education

If the pupil is removed from the roll to be electively home educated EHE), for the requisite period, the school must retain the child protection/safeguarding file Unless the child transfers to another school and then this file would transfer to the new school as per the process described above.

**EHE is not of itself a safeguarding concern, however, if there are any other concerns about a child which being EHE may exacerbate, then this may warrant a Safeguarding referral.**

**Elective home education**

**Children Missing Education**

If a pupil with a Child Protection Record leaves the school without a forwarding address and no contact if received from a new school within 10 school days, the DSP should inform the Senior Education Welfare Officer in Merthyr Tydfil or the Senior Attendance and Wellbeing Office in Rhondda- Cynon-Taf or the Lead Education Welfare Officer in Bridgend. The Welsh Government has published statutory guidance to help prevent children and young people from missing education. It provides a practical toolkit to identify children and young people missing education.

Children missing from education

**Keeping Learners Safe Safeguarding Toolkit:**

Keeping learners safe | GOV.WALES

As **effective practice,** it is expected that the Designated Senior Person ensure that the safeguarding audit tool is completed on an ongoing basis. The tool supports education settings to review its safeguarding arrangements and identify strengths and weaknesses to ensure they are exercising their legal safeguarding obligations in line with this guidance. The tool has been developed with input from Estyn and meets the requirements expected by Estyn during inspection. However, it is not designed to be completed for inspection purposes only; the tool should be used as a continuous assessment of meeting legal requirements. Each authority may have their own additions to the original toolkit RCT's includes a list of recommended policies schools should have in place.

**APPENDIX 10**

## Guidance and Legislation

This Policy recognises and reflects roles, responsibilities and duties highlighted within the following:

- The Education Act 2002
  The Education Act 2002
- The Human Rights Act 1998
  The Human Rights Act 1998
- The Data Protection Act 1998
  The Data Protection Act 1998
- The Children Act 1989
  The Children Act 1989
- Working together to Safeguard People
  Working Together to Safeguard People
- The Children Act 2004
  The Children Act 2004
- Equality Act 2010
  Equality Act 2010Female Genital Mutilation Act 2003
  Female Genital Mutilation Act 2003
  Guidance on Female Genital Mutilation
- Social Services and Well Being Act (Wales) 2014
  The Social Services and wellbeing Act 2014
- Wales Safeguarding Procedures 2019
  Wales Safeguarding Procedures
  Children and Young People at Risk of Harm (Children specifically)
- Children and Young People- Rights to Action The UN Convention on the Rights of the Child
  UNRC
- Keeping Learners Safe 2020
- Safeguarding and Protecting Children and Young People: A Guide and good practice exemplification for awarding bodies- ACCAC/QCA/CEA 2006
- Inclusion and Pupil Support- circular 47/2006
  Guidance Inclusion and Pupil Support
- Exclusion form Schools and Pupil Referral Units- circular 171/2015
  Exclusion from schools and pupil referral units (PRU)
- Community Focussed Schools-circular 34/2003
  Community Focussed Schools
  Becoming a Qualified Teacher Handbook 2009

- Educational Records, School Reports and the Common Transfer System- circular 13/2006.
  Educational Records, School Reports and the Common Transfer System- circular 13/2006.
- Reporting Cases of Misconduct or Professional Incompetence in the Education Service I replaced by Keeping learners safe 2015

https://gov.wales/sites/default/files/publications/2018-03/10-staffing.pdf

- Disciplinary and dismissal procedures for school staff (WG, 2013)
  Disciplinary and dismissal procedures for school staff (WG, 2013)
- Respecting Others: Anti-bullying Guidance -circular 2019
  - **Rights, respect, equality: guide for children**
  - https://gov.wales/rights-respect-equality-guide-children
  - **Rights, respect, equality: guide for young people**
  - https://gov.wales/rights-respect-equality-guide-young-people
  - **Rights, respect, equality: guidance for parents and carers**
  - https://gov.wales/rights-respect-equality-guidance-parents-and-carers
- Safe and Effective Intervention
  Safe and effective intervention – use of reasonable force and searching for weapons Guidance document no: 097/2013
- Supporting Learners with Health Care Needs 2017
  Supporting Learners with Health Care Needs March 2018
- Elective home education guidance 202/2016
  Elective Home Education
- Guidance on the Education of Children Looked After by Local Authorities- circular 01/2001
  https://gov.wales/sites/default/files/publications/2018-11/making-a-difference-a-guide-for-the-designated-person-for-looked-after-children-in-schools.pdf
- Staff Disciplinary Procedures in Schools-
  Disciplinary and Dismissal Procedures for School Staff Revised Guidance for Governing Bodies
- School Governing Bodies Complaint Procedures- circular 03/2004
  School Governing Bodies Complaint Procedures- circular 03/2004
- Shared Planning for Better Outcomes- circular 31/200
  Shared Planning for Better Outcomes
- Think You Know-an Education Initiative from the CEOP on line Thinkuknow
- Safeguarding Children and Young People from Sexual exploitation Child Sexual Exploitation Guidance
- All Wales Practice Guidance for Safeguarding Children who may have been trafficked
  Safeguarding Children Who May Be Trafficked
- Wales Safeguarding guidance, Children and Young People affected by Domestic Violence
  Safeguarding children affected by domestic abuse
  Providing help and advice about violence against women, domestic abuse and sexual violence
- The Violence against Women, domestic Abuse and Sexual Violence (Wales) Act
  Violence Against Women and Domestic Abuse Act
- Multi Agency Guidance-Handling cases of Forced Marriage-
  Forced Marriage Guidance
- Tackling Hate Crimes and Incidents - Framework for Action Tackling Hate Crimes and Incidents - Framework for Action
- Prevent Counter Terrorism Duty July 2015
  Revised Prevent Duty Guidance for England and Wales April 2019
- Respect and Resilience 196/2016 and Self – Assessment tool 2016
  Respect And Resilience

- Modern Slavery Act 2015 Modern Slavery Act
- COVID 19 guidance
  https://gov.wales/guidance-educational-settings-about-covid-19

## APPENDIX 11

Recruitment and
Selection Protocol.doc

Recruitment and
Selection Guidelines f