GWNEUD, MAKE, DO

SAFEGUARDING POLICY
JUNE 2022

Review June 2023

1. Introduction

Gwneud, Make, Do fully recognises the contribution it makes to child protection.

There are three main elements to our policy:-

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

This policy applies to all staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come in to contact with children can often be the first point of disclosure for a child. This first point of contact is an important part of the child protection process, and it is essential that all staff are aware of and implement the school's procedures as noted in this policy.

2. Prevention

This school recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard children at our school.

The school will therefore:-

- Establish and maintain an ethos where children feel secure, are encouraged to talk and share their concerns and will be listened to;
- Ensure that children know that all adults in this school can be approached if they are worried or concerned about matters that concern them or their siblings or friends.
- Include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

3. Procedures

At Gwneud, Make, Do we will follow the All Wales Child Protection Procedures (April 2008) and other guidance and protocols that have been agreed endorsed and agreed by the South East Wales Safeguarding Children Board. (SEWSCB)

The school will:-

A. Ensure it has a designated senior person and deputies for child protection, who have undertaken the appropriate training.
B. Recognise the role of the designated senior person and arrange support and training. The school will look to the Council's Education Safeguarding Manager for guidance and support in assisting the school's designated senior person.
C. Ensure that all members of staff, including permanent, part time and adult volunteers, along with every governor know:-

- the name, contact details and role of the designated senior person (DSP), the deputy DSP and designated governor (Beverley Randall) responsible for child protection;
- that it is the lead person and/or their deputy who have the responsibility for making child protection referrals within SEWSCB timescales, by completing the agreed multi-agency form.
- that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Safeguarding Children Board.
- how to take forward those concerns where the DSP is unavailable
- that the DSP and deputy will seek advice from the Social Services Duty and Assessment Team and /or the Safeguarding in Education Manager if necessary when a referral is being considered; **if in doubt a referral must be sent**.

D. Ensure that all members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse.
E. Ensure that all members of staff will be offered and expected to attend appropriate training and updates as arranged by the school.
F. Ensure that parents have a clear understanding of the responsibility placed on the school and its staff for child protection by setting out their obligations in the school prospectus and other forms of communications. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with All Wales Child Protection Procedures guidance.
G. Provide training for all staff so that they know:-

- their personal responsibility;
- the agreed local procedures
- the need to be vigilant in identifying suspected cases of abuse; and
- how to support a child who discloses abuse, particularly the do's and don'ts

H. Notify Social Services if:-
   - a pupil on the child protection register is excluded either for a fixed term or permanently; and
   - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend).

I. Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial and review child protection conferences and core groups; and support these with the submission of written reports.
J. Ensure that all records and files are kept secure and in locked locations. The DSP is responsible for the security, compilation and storage or 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 via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information'.
K. Adhere to the procedures set out in the Welsh Government guidance circular 002/2013 'Disciplinary and Dismissal Procedures for School Staff'.
L. Ensure that all recruitment and selection procedures are made in accordance with Welsh Government Guidance, 'Keeping Learners Safe' and local guidance. The school will seek advice and guidance from the Authority's Organisational Development Department on recruitment and selection using the BG Safer Recruitment Policy.
M. Designate a governor for child protection will oversee the school's child protection policy and practice. This governor will feed back to the Governing Body on child protection matters as and when required, and will be required to write an annual report to the Governing Body on the school's child protection activities.

4. Supporting the pupil at Risk

At this school we recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless when at school, their behaviour may be challenging and defiant or they may be withdrawn. At this school we will endeavour to be patient and supportive to the children at risk.

The school will endeavour to support the pupil through:-

- The content of the curriculum to encourage self-esteem and self-motivation (see section 2 of this policy on Prevention);
- The school ethos which:-

    - Promotes a positive, supportive and secure environment; and
    - Gives pupils a sense of being valued (see section 2 on Prevention);

- The school's behaviour policy which is aimed at supporting vulnerable pupils in the school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable (shared with parents/carers via school brochures and other points of communication) but that each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's behaviour Policy in conjunction with this and other named policies noted in this policy.
- Liaison with other agencies who support the student such as Social services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services; and
- Keeping records and notifying Social Services if there is a recurrence of a concern with the individual.

When a pupil on the child protection register leaves, we will transfer the sensitive information to the new school immediately. The DSP will be central to this process, and if not already done, will inform Social Services of the move.

5. Behaviour

This school has a behaviour policy which cleary states our values and expectations. This is a separate policy which is reviewed on a regular basis by the Governing Body and can be located in the Policies folder in school.

6. Bullying

The school's policy on Bullying has been set out in the school's Anti-bullying Policy and Anti-bullying Toolkit, in line with the Local Authority guidance. This policy is reviewed annually by Governors and can be located in the Policies folder in school.

7. Physical Intervention

The school has adopted the Blaenau Gwent local authority policy on physical intervention. It is reviewed annually 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. This policy can be located in the Policies folder in school. At The River Centre staff have been trained in Team Teach to safeguard pupils if they are hurting themselves, hurting others or to prevent damage to property.

8. E Safety

The school has adopted the 360 Degree Safe Cymru policy on E Safety. This policy/ information can be located in the Policies folder in school.

9. Children with ALN

This school recognises that statistically children and young people with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out in the ALN (Additional Learning Needs) Policy. This policy/information can be located in the Policies folder in school.

10. Children who enter the Looked after System

This school recognises that children who enter the Looked after System are often the most vulnerable and needy. Advice and guidance can be sought from the Local Authority's Looked After Children's Education Coordinator.

11. Community Cohesion – Preventing Extremism

This school is committed to providing a safe environment for all of our students, staff and any visitors. There is no place for extremist views of any kind in our school. Staff were trained in the Workshop to Raise Awareness of the Prevent strategy training in Summer Term 2019 and December 2022.

Community Cohesion – Preventing Extremism

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 Multi-Agency Referral Form is to be completed and submitted to the Duty Referral Team.

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 will attend the Workshop to Raise Awareness of Prevent (WRAP) and are encouraged to make use of other counter-terrorism related training modules and the reference material below.

Key Points of Contact

(Designated Safeguarding Person)
(Deputy Designated Safeguarding Persons)

Reference Material

Channel Guidance: https://www.gov.uk/government/publications/channel-guidance
Prevent Duty Guidance: https://www.gov.uk/government/publications/prevent-duty-guidance
Free online resource: http://course.ncalt.com/Channel_General_Awareness
Website: http://educateagainsthate.com Resources for parents and teachers

Tackling Hate Crimes and Incidents: A Framework for Action
http://gov.wales/docs/dsjlg/publications/equality/140512-hate-crime-framework-en.pdf
Respect and resilience - Developing Community Cohesion - A Common Understanding for Schools and their Communities
http://gov.wales/docs/dcells/publications/110209respecten.pdf

Respect and Resilience – Developing Community Cohesion (updated January 2016, 196/2016)
http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf
Respect and Resilience – Developing Community Cohesion: Assessment tool:
http://gov.wales/docs/dcells/publications/160112-respect-and-resilience-self-assessment-tool-en.pdf

Context

The 'Counter-Terrorism and Security Act' 2015 introduced a new duty on the local authority, education establishments and other specified authorities. The new 'Prevent' duty came into force on 1/07/15 and stated that the specific authorities must have 'due regard to the need to prevent people from being drawn into terrorism'; further they must provide support for people vulnerable to be drawn into terrorism through a multi-agency process we call 'Channel Panel'.

Staff Duty

To avoid radicalization and to uphold our duty to safeguard children, staff will be vigilant and encouraged to –

- Notice
- Check
- Share

If there are any significant changes in behavior or work output, these concerns should be passed on to the Inclusion Manager or an SLT member.

It may be nothing but if you see it or suspect it – report it – let's safeguard together.

- In the case of an emergency – 999
- Submit a MARF form to your local Safeguarding Team
- Or discuss your concerns with Helena.Hunt@blaenau-gwent.gov.uk
  Tel: 07791875737

12. Transfer of records

Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of child protection records through the use of the Safeguarding File – Transfer of records proforma.

13. Training

The school will be cognisant of national and local training requirements and guidance, which will include South East Wales Safeguarding Children Board's (SEWSCB) guidance, advice and training opportunities. The school 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's development. The deputy will be initially supported by the DSP and consideration for joint opportunities for training with the DSP will be considered.

All staff will be regularly updated during the year as appropriate from the DSP, but will receive specific awareness raising training within a 2 year period.

It will be a recommendation that the governing body will also receive awareness raising training and the nominated governor will be offered opportunities for more specific training.

14. Guidance for Staff

What to do if a child tells you they have been abused by a member of staff (including volunteers):

Where the allegation is against a member of staff you should refer to authority's guidance which takes into account the Welsh Government's guidance circular 002/2013 Disciplinary and Dismissal Procedures for School Staff which replaces circular 007/2011 and Welsh Government guidance circular 009/2014 Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff.

If an allegation of abuse is made against a member of staff this must be reported to the Head Teacher. If the concern is about the Head Teacher this must be reported to the Chair of Governors. If in doubt you can contact the Council's Safeguarding in Education Manager for guidance and advice and the Social Services Duty and Assessment Team.

If the concern is about the lead officer then the Corporate Director for Education is to be contacted. If there is a concern about the Corporate Director for Education, then this should be referred to the Managing Director.

What to do if a child tells you they have been abused by someone other than a member of staff:

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:-

- Yours is a listening role, do not interrupt the child when they are freely recalling events. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so not to lead the child;
- You must report orally to the school's **Designated Senior Person for child protection** to inform them of what has been disclosed. In the unlikelihood of both being absent seek out the most senior person in the school;
- Following your conversation with senior safeguarding staff, complete a comprehensive account of your concern using the 'my concern' software. The time, date, place, concern, location and action must be completed in detail. This log will be the intial contact, an important one in the child protection process. Remember, this log may be used in any subsequent formal investigation and or court proceedings.
- Do not give undertakings of absolute confidentiality. You will need to express this in age-related ways to the child as soon as appropriately possible during the disclosure. This may result in the child '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;
- That a child may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings.
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans. You can ask the DSP for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is strictly confidential and not for general consumption with others.

Confidentiality

The school and staff are fully aware of confidentiality issues if a child divulges that they are or have been abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff (that is all staff at this school) have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff should reassure the child and tell them that their situation will not be common knowledge within the school. Be aware that it may well have taken significant courage on the part of the child 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.

Remember the pastoral responsibility of the Education Service. Ensure that only those with a professional involvement, i.e. the DSP and Headteacher, have access to child protection records. At all other times, they should be kept securely locked and separate from the child's main file.

The Designated Senior Person for child protection at this school is:-

The Deputy Designated Senior Persons for child protection at this school is:-

The designated governor for child protection at this school is:-

The Council's Safeguarding in Education Manager is:-

Social Services can be contacted as follows:-

Telephone
Out of hours number

This policy was updated on 12/09/2023 by Faith Buckley (Designated Safeguarding consultant)

This policy is to be presented and accepted by the Governing Body on

This staff were made aware of this policy and or updates in

This policy will be reviewed on September 2024