Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council

BEAUFORT HILL PRIMARY SCHOOL

Safeguarding and Child Protection Policy

Considered by Beaufort Hill Staff – Autumn Term 2026
Considered and Approved by Governors – Autumn Term 2026

Child Protection Policy for Beaufort Hill Primary School

1. Introduction

The school/setting fully recognises the contribution it makes to safeguarding.

There are three main elements to our policy: -

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

This policy applies to all practitioners, (staff and volunteers) working in the school/education setting. In the case of schools, it is the Governing Body's policy. It is recognised by this school/setting that all practitioners that come into contact with children and adults at risk can often be the first point of disclosure. This first point of contact is an important part of the safeguarding process, and it is essential that all practitioners are aware of and implement the school's/ setting's procedures as noted in this policy.

2. Prevention

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

The school/setting will therefore: -

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

3. Procedures

At this school/setting we will follow the Wales Safeguarding Procedures 2019, https://safeguarding.wales/ and other guidance and protocols that have been

endorsed and agreed by the South East Wales Safeguarding Children Board. (SEWSCB), and the Gwent Wide Adult Safeguarding Board (GWASB) accessed via www.gwentsafeguarding.org.uk .

The school/ setting will: -

A. Ensure it has a designated senior person (DSP) and deputy for safeguarding, who have undertaken the appropriate training.
B. Recognise the role of the designated senior person and arrange support and training. The school/setting will look to Council's Safeguarding in Education Manager and Gwent Safeguarding for guidance and support in assisting the school's designated senior person.
C. Ensure that all practitioners, along with every governor, know: -

    - the name, contact details and role of the designated senior person (DSP), the deputy DSP and, in schools, the designated governor responsible for safeguarding;
    - in schools, that it is the lead person and/or their deputy who have the responsibility for making reports within timescales, by completing the agreed multi-agency referral form. In other settings, the reporting process will follow procedures agreed for that setting
    - that they have an individual responsibility for sharing concerns using the proper channels and within the timescales agreed.
    - how to take forward those concerns where the DSP is unavailable
    - that the DSP and deputy will seek advice from the Social Services Information, Advice and Assistance (IAA), and /or the Safeguarding in Education Manager if necessary when a report is being considered. When out of hours, advice will be sought from the South East Wales Emergency Duty Team (SEWEDT) Team; **if in doubt a report must be sent**.

D. Ensure that all practitioners are aware of the need to be alert to signs of abuse and know how to respond to a person who may disclose abuse.
E. Ensure that all practitioners will be offered and expected to attend appropriate training and updates as arranged/directed by the school/setting.
F. Ensure that parents have a clear understanding of the responsibility placed on the setting and its staff for safeguarding by setting out their obligations in the school prospectus and/or 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 report made by the setting about a child.
G. Provide training for all practitioners so that they: -

    - Understand their personal responsibility;

- Are cognisant of agreed local procedures
- Understand the need to be vigilant in identifying suspected cases of abuse; and
- Know how to support a person who discloses abuse, particularly the do's and don'ts

H. For schools, notify Social Services if: -
   - a pupil on the child protection register is excluded either for a fixed term or permanently; and
   - 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 safeguarding matters including attendance at initial and review child protection conferences and core groups and support these with the submission of written reports.
J. Keep written records of concerns about children and adults at risk (noting date, event and action taken), even where there is no need to report the matter to agencies immediately.
K. 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' (Appendix7)
L. Adhere to the procedures set out in the Welsh Government guidance circular 002/2013 'Disciplinary and Dismissal Procedures for School Staff'.
M. Ensure that all recruitment and selection procedures follow national and local guidance and the Council's Recruitment and Selection policy. Schools will seek advice and guidance from the Council's Organisational Development Department on recruitment and selection.
N. In schools, designate a governor for safeguarding who will oversee the school's policy and practice. This governor will feed back to the Governing Body on safeguarding matters as and when required, and will be required to write an annual report to the Governing Body on the school's safeguarding activities.

4. Supporting the person at Risk

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

At this education setting/school we will endeavour to be patient and supportive to the person at risk.

This education setting/school will endeavour to support people through: -

- The content of the activities and the curriculum to encourage self-esteem and self-motivation (see section 2 of this policy on Prevention);
- The ethos of the school/setting which: -
    - promotes a positive, supportive and secure environment; and
    - Gives pupils/adults at risk a sense of being valued (see section 2 on Prevention);
- The setting/school's behaviour policy which is aimed at supporting vulnerable pupils in the setting. All practitioners will agree a consistent approach which focuses on the behaviour of the offence 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, but that each individual is valued and not to be blamed for any abuse which has occurred
- 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/child on the child protection register leaves, we will transfer the sensitive information to the new school /setting immediately (Using the procedure outlined in appendix 7, Safeguarding File – Transfer of Records). The DSP will be central to this process, and if not already done, will inform Social Services of the move.

5. Behaviour

This setting/school has a behaviour policy which clearly 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 Policy Documentation on the secure drive.

6. Bullying

The setting/school's policy on Bullying has been set out in (a separate document/ the behaviour policy etc.) This policy/information is reviewed annually by Governors and can be located Policy Documentation on the secure drive.

7. Physical Intervention

The setting/school's policy on physical intervention has been set out in (a separate document/ the school's behaviour policy etc.) 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/information can be located Policy Documentation on the secure drive.

8. Keeping Safe Online

The school/setting's policy on Online Safety has been set out in (a separate document/ the setting/school IT policy etc.) It would be useful to note any guidance, support and training provided by the Authority within any documentation. This policy/information can be located in Policy Documentation on the secure drive.

9. Children with Additional Needs (ALN)

This school/setting recognises that statistically children and young people with behavioural difficulties and disabilities are most vulnerable to abuse. Practitioners 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 SEN has been set out in (A separate document). This policy/information can be located Policy Documentation on the secure drive.

10. Care Experienced Children

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

11. Community Cohesion – Preventing Extremism

This school/setting is committed to providing a safe environment for all of our students and practitioners. There is no place for extremist views of any kind in our setting. Where we become aware of information involving identification of potential instances of extremism and radicalisation, we will refer to Children's/Adult Services in the same way as for all safeguarding concerns. The Local Authority has 'Secure and Shelter' (Lockdown) procedures that may be activated in response to any number of situations and includes the requirement to carry out practice procedures (appendix 9).

Our policy statement for community cohesion is attached as appendix 8: Community Cohesion – Preventing Extremism.

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

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

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

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

The school/setting's policy on VAWDASV has been set out in (a separate document/ the schools VAWDASV policy etc.). This policy/information can be located Policy Documentation on the secure drive.

The school participates in Operation Encompass. The purpose of Operation Encompass is to safeguard and support these children and young people who have witnessed and/or been present at the time of a domestic abuse incident. Operation Encompass aims to ensure that appropriate practitioners are made aware at the earliest possible stage in order to provide relevant and tailored support to children and young people in a way that means they feel safe and included.

13. Modern Slavery

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

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

14. Safer Schools' Partnership

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

This is a multi-agency risk assessment approach. Specific advice on this can be sought from the Safeguarding in Education Manager.

15. Transfer of school 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. (See appendix 7).

16. Out of Hours

After 5pm and on weekends and bank holidays, the South East Wales Emergency Duty Team can be contacted on 0800 328 4432

17. Information for staff/volunteers

a) What to do if a person tells you they have been abused or harmed:

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

- Yours is a listening role, do not interrupt the when they are freely recalling events. Limit any questions to clarifying your understanding of what is being said. Any questions should be framed in an open manner so not to lead;
- In schools, you must report orally to the **Designated Senior Person (DSP) for safeguarding** immediately (or in their absence, their Deputy), to inform them of what has been disclosed. In the unlikelihood of both being absent, seek out the most senior person in the school;
- For other education settings, the process outlined in the setting's own procedures must be followed.
- Make a note of the discussion, as soon as is reasonably practical (but within 24 hours) to pass on to the DSP. The note which should be clear in its use of terminology, should record the time, date, place, and people who were present and should record answers/responses in exactly the way they were said as far as possible. This note will in most cases be the only written record of what has been disclosed, and as it is the initial contact, an important one in the process. Remember, your note of the discussion may be used in any subsequent formal investigation and/or court proceedings. It is advised that you retain a copy in a safe place;
- Do not give undertakings of absolute confidentiality. You will need to express this in age/developmental related ways as soon as appropriately possible during the disclosure. This may result in the person 'clamming up' and not completing the disclosure, but you will still be required to share the fact that they have a shared a concern with you to the DSP. Often what is initially shared is the tip of an iceberg;

- That a person may be waiting for a case to go to criminal court, may have to give evidence or in the case of a child, may be awaiting care proceedings.
- You may have a future role in terms of supporting or monitoring the person, for example, contributing to an assessment or in the case of a child, implementing child protection plans. You can ask the DSP for an update on concerns shared, 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.
- When making a report about an 'adult at risk', consent is not required to make the report, but it would be helpful to know if the adult at risk consents to the adult safeguarding process.

b) What to do if a person tells you they have been abused by a practitioner (including volunteers):

If an allegation of abuse is made against a practitioner, this must be reported in accordance with the information below.

Where the allegation is made against a practitioner, reports to Children's/adult services are made in the same way as for all allegations of abuse

Where an allegation is against a practitioner 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 and Welsh Government guidance circular 009/2014 Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff. (A summary of procedures is included in appendix 6: Professional Allegations/Concerns).

If an allegation of abuse is made against a practitioner this must be reported to the Head Teacher/ manager.

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

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

If there is an allegation against a Local Authority Officer then this must be communicated to the Corporate Director for Education Luisa Munro Morris Tel: 01495 355603/ 07917701383 or Jo Sims (07772755435), Jo Watts (07815005333), or Julie Sambrook (07929069328).

If the concern is about the SSL, 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 Chief Officer/Head of Paid Service.

Upon receipt of an allegation/concern about a practitioner in a school, the Head teacher/ manager (or where appropriate, the Chair of Governors), will:

- obtain details of the allegation in writing, signed and dated

- Keep a record of dates, times, location and names of potential witnesses.

- Not investigate the allegation, or interview pupils, or discuss the allegation with the member of staff, but should consider, in consultation with the Senior Officer, whether the allegation requires further investigation and if so by whom.

- inform the Chair of Governors / manager

- Contact the Safeguarding in Education Manager who, together with Children's Services will give urgent consideration as to whether or not there is sufficient substance to the allegation to warrant an investigation: The outcome will either be:

  i. without foundation
  ii. internal disciplinary procedures
  iii. a report under the safeguarding procedures

- In the case of adults at risk, further advice can be sought from the Protection of Adults at risk (POVA) Coordinator, Sarah Jones (01495 354613)

Pending the outcome of this process, interim safeguarding arrangements will be necessary. This will require a risk assessment to be completed and documented by the Head teacher/Chair of Governors/manager. This should ensure that there is no contact between the person who is the subject of the allegation and the person who has been accused of the allegation. Interim safeguarding measures should also be put in place regarding the contact that takes place between any other child(ren)/adult at risk and the person against whom the allegation has been made.

The sharing of information about an allegation must be handled sensitively and must be restricted to those who have a need to know in order to safeguard.

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

The matter must be treated confidentially and will not be discussed with practitioners.
Each establishment, organisation or service will keep and maintain records which detail allegations of abuse against any practitioner working for them, whether in a paid or voluntary capacity, whatever the outcome. There are clear requirements of when this information is to be shared with legal or statutory organisations such as DBS and the Education Workforce Council (EWC). Advice and guidance for the sharing of this specific information **must** be sought from Organisational Development

c) Confidentiality

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

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

Remember the pastoral responsibility of the Education Service. Ensure that only those with a professional involvement, i.e. the DSP and Head teacher/Manager, have access to safeguarding records. At all other times, they should be kept secure and separate from the person's main file.

18. Training

The school/setting will ensure that the designated senior person and deputy will have received initial training when starting their role and continued professional updates as required. Specific updates as suggested by national and local requirements will be central to the DSP/deputy DSP development.

Designated teachers and senior members of staff responsible for safeguarding must attend training in multi-agency safeguarding procedures, and must undertake refresher training on a regular basis not exceeding three years.

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

Members of school governing bodies must also receive awareness raising training and the Chair of governors and the nominated governor for safeguarding will be offered opportunities for more specific training.

In addition to the safeguarding Children and/or adults training, all staff must complete Group 1 training on Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) as outlined in the National Training Framework and training on Preventing Extremism. Links to online PREVENT training are contained in Appendix 8.

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

The Designated Senior Person for safeguarding at this school/setting is:-
BrookmanP@bgcbcshools.wales- **07891512127**

The Deputy Designated Senior Person for safeguarding at this school/setting is:-
Mrs. Natalie Greenland – GreenlandN@bgcbcschools.wales **0779233176**

The designated governor for safeguarding at this school is:

Mrs. Gemma Davies – gemmaharvey15@yahoo.co.uk **07800931984**

The Council's Safeguarding in Education Manager is:-

Sarah.Dixon@blaenau-gwent.gov.uk **07815 005241; 01495 356016**

Social Services can be contacted as follows:-

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

This policy was updated on 9th September 2026 **by** P.T. Brookman

This policy was presented and accepted by the Governing Body on 16th September 2026
This staff were made aware of this policy and or updates on 21st September 2026

This policy will be reviewed in September 27

APPENDIX 1

All practitioners should be aware of the definitions of abuse and neglect in the Social Services and Well-being Act (Wales) 2014, as well as the signs and indicators of abuse and neglect. This is essential in order to communicate concerns about harm in a meaningful way.

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

S.130 (4) of the Social Services and Well-being (Wales) Act 2014 defines a **child at risk** as a child who:

1. Is experiencing or is at risk of abuse, neglect or other kinds of harm;
2. Has needs for care and support (whether or not the authority is meeting any of those needs).

The Social Services and Well-being (Wales) Act states that an 'adult at risk' is an adult who:

- is experiencing or is at risk of abuse or neglect;
- has needs for care and support (whether or not the authority is meeting any of those needs;
- as a result of those needs, is unable to protect him/herself against the abuse or neglect or the risk of it.

Types of Harm

- **Physical abuse** - hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions;
- **emotional/psychological abuse** - threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others**;**
- **sexual abuse** - 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, including: physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways;
- **financial abuse** - this category will be less prevalent for a child but indicators could be: not meeting their needs for care and support which are provided through direct payments; or complaints that personal property is missing.
- **neglect** - failure to meet basic physical, emotional or psychological needs which is likely to result in impairment of health or development.

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

APPENDIX 2

CONFIDENTIAL INTERVIEWS WITH CHILDREN

If a child or young person approaches an adult in the school or educational establishment and discloses details/allegations of abuse or neglect whether on behalf of themselves or another pupil the adult should:

- Listen to the child or young person but do not make any promise to maintain confidentiality. Adults should explain that any concerns may have to be relayed to others (this could include the designated member of staff, social services and the police).
- If possible the adult should seek the child's agreement to referring the case to the appropriate agencies.
- The adult should make a written record of the discussion immediately afterwards.
- The adult should then follow the course of action outlined in this policy.

Make no promise of confidentiality. If necessary, say something (to a young child) along the lines of, *"If it's a good secret, then of course, I'll keep it, but if what you tell me makes me afraid or worry about you, then I'll have to tell someone else who can help us".*

If possible, have an appropriate witness present.

Continue the conversation in a quiet place, where you will not be disturbed or overheard. Ask 'open-ended' questions, such as "What happened next ?", not leading questions such as "Was it ... who did this to you ?" One useful technique is simply to repeat what the child has said with a question mark in your voice. Maintain an attitude of calm, kindly interest and do all you can to inspire trust. Show concern and attentiveness. Feelings of anger, disgust and upset will be unhelpful.

If there is any indication that the child has been abused, prepare the child to the fact that a social worker will have to be informed and make a full written record of the conversation immediately.

N.B.

Gather enough information to establish whether or not there is cause for concern but do not carry out an investigation.

Safeguarding

If you have a concern that a young person may be at risk of harm (e.g their safety or welfare), but are not in immediate danger or at significant risk then this

has to be noted and passed onto your line manager. This may be something that you have heard, seen or had disclosed to you. These cases can be difficult to judge and therefore should be discussed with your line manager, as soon as possible, with action to be taken within the next 24 hours.

Child Protection

If you have a concern, or a young person has made a disclosure that makes you believe that an individual may be at risk of significant or immediate harm you must respond urgently to secure their safety and inform your line manager as soon as possible to inform them of your course of action.

Safeguarding Young People and Staff

(*taken from the Wales Safeguarding Procedures 2019)*

The Social Services and Well-being (Wales Act 2014, specifies the duty to report both adults and children at risk or where there is reasonable cause to suspect are at risk of harm. You have a duty to report concerns, suspicions, observations or disclosures made to you regarding safeguarding/child protection which involves a member of staff. Note the date, time, location and who was present and report to your line manager. Notes should also be kept of meetings/discussions with clear agreement about what action is to be taken and by whom. If the decision is made that no further action is to be taken, this should also be recorded with the reasons for the decision. These notes should be kept in a confidential file should they be required at a later date. Should there be serious concerns, agencies must not make their own internal decisions about whether it is a disciplinary issue or a child protection matter. These complex considerations should only take place with the involvement of social services and the police. The police have the statutory powers and responsibility for determining whether a criminal investigation is to be undertaken.

Informing Young People

As a youth worker it is important to let young people know, where possible before they make a disclosure, that if you have concerns for their wellbeing that you may need to pass that information on to ensure that they are kept safe from harm. Should a concern need to be referred on, be open and honest with the young person, keeping them informed, as much as possible, of the process and steps taken to secure their safety and/or wellbeing.

Informing Parents/Carers

Where possible parents should be informed that a report to Social Services is being made. Consent should be given by the parent/carer for this to happen. If the parent does not consent, yet the concern is still of enough significant for a report to Social Services then a report should still be submitted. It should be made clear on the form the reasons for consent not being given or reasons that parents could not be contacted to inform them of the report.

Sharing Information Among Professionals

A failure to share information is a common finding of practice reviews.

Effective sharing and exchange of information between professionals is essential in order to safeguard children and young people.

The law is rarely a barrier to disclosure of information. There is no restriction in the Data Protection Act or any other legislation that prevents concerns regarding individuals being highlighted and shared between agencies for the purpose of protecting children. The Bichard and Carlile reports both confirm the need to be aware that concerns from a number of sources, which individually may not be of any significance, can build up a picture which may suggest a child is suffering or at risk of suffering significant harm and therefore requires professionals to act to protect them.

Whenever possible, consent should be obtained before sharing personal information with third parties, but in the public interest in child protection always overrides the public interest in maintaining confidentiality or obtaining consent from families. A child's safety is the paramount consideration in weighing these interests.

Any discussion relating to a young person's welfare should be noted. Note the date, time and who was present at the meeting/discussion. At the end of the meeting/discussion there should be a clear agreement about what action is to be taken and by whom. If the decision is made that no further action is to be taken, this should also be recorded with the reasons for the decision. All concerns about a child or young person's welfare should be documented whether or not further action is taken. These notes should be kept in a confidential file should they be required at a later date.
Pointers for Practice: Seven Golden Rules for Information-Sharing
https://safeguarding.wales/chi/cp/c3p.p5.html?highlight=information-sharing
https://safeguarding.wales/adu/ap/a3pt1p.p7.html?highlight=information-sharing

Supervision

In addition to regular supervision for staff, where there is a safeguarding/child protection concern, line managers should make additional provision for staff to ensure that procedures have been followed and that support and guidance is given to the referring member/s of staff.

Training

All staff will be expected to keep up to date with child protection policies and procedures. Where this necessitates training then staff will be required to attend. Training in respect of safeguarding and child protection will be ongoing

and identified by the youth service. Staff will be informed of when this will take place and will be expected to treat this as a diary priority.

Youth Work Staff Located Offsite

All staff should adhere to the Child Protection/Safeguarding procedures of the youth service. Where a youth provision is based within another setting e.g. schools, then staff should obtain and familiarise themselves with the child protection procedures of that setting and have available the name and contact details of the designated safeguarding person. Should a safeguarding/child protection issue be raised, staff should firstly seek advice from their line manager. Following this, the designated safeguarding person at the setting should be informed of the concern and any action taken.

Youth Work Staff Working in Out of Hours Provision

Staff working out of hours should adhere to the Child Protection/safeguarding procedures of the youth service. Where concerns are raised then the procedures for Out of Hours Service should be followed.

Protection of Adults at risk (PoVA)

As youth workers we provide services to young people aged 11-25 years. This means that we may come into contact with adults who may need intervention from Social Services. Just as with safeguarding/child protection, we have the same duty of care for adults at risk. This means that staff should act if they:-

- Witness abuse;
- Receive information about abuse, suspected abuse or concerns about the care or treatment of a vulnerable adult;
- Have concerns or suspicions about possible abuse or inappropriate care

As with younger aged young people, adults at risk have the same rights to be fully informed and involved in the safeguarding process and make decisions about their safety and welfare. Adults at risk, if they have the mental capacity, should also have their wishes respected if they seem able to make an informed decision about action and/or intervention unless:

- There is a statutory duty to intervene e.g. a crime has been committed or may well be
- It is in the public interest e.g. another person/s are being put at risk
- It is suspected that they are under the undue influence or someone else

Who are Adults at Risk?

The Social Services and Well-being (Wales) Act states that an ‘adult at risk’ is an adult who:

- is experiencing or is at risk of abuse or neglect;

- has needs for care and support (whether or not the authority is meeting any of those needs;
- as a result of those needs, is unable to protect him/herself against the abuse or neglect or the risk of it.

This definition may include a person who:

- Has learning disabilities
- Has mental health problems
- Is an older person with support/care needs
- Is physically frail or has a chronic illness
- Has a physical or sensory disability
- Misuses drugs or alcohol
- Has social or emotional problems
- Has an autistic spectrum disorder

Abuse can be physical, sexual, psychological, emotional or financial (includes theft, fraud, pressure about money, misuse of money. It can take place in any setting, whether in a private dwelling, an institution or any other place.

Neglect describes a failure to meet a person's basic needs which is likely to result in an impairment of the person well-being. It can take place in a range of settings, such as private dwelling, residential or day care provision.

The following behaviours could place the adult at risk of abuse or neglect (this list is **not** exhaustive):

- Violence against women, domestic abuse and sexual violence (VAWDASV)
- Modern Slavery
- Domestic abuse and violence against men
- Criminal exploitation
- Financial abuse
- Institutional abuse
- Discrimination and hate crime e.g. racial, homophobic, disability
- Forced marriage
- Abuse by another vulnerable adult
- Abuse by children

Pointers for Practice: Signs and Indicators of Possible Abuse and Neglect in an Adult at risk https://safeguarding.wales/adu/ap/a1p.p2.html?highlight=pointers

When making the decision to report an adult at risk, you should apply the same procedures as safeguarding/child protection and may need to refer to **the Wales Safeguarding Procedures**. **It is the responsibility of all staff to familiarise yourself with these procedures and how to access them, https://safeguarding.wales/**

The referral numbers for adults at risk are the same as Child Protection. Links to the relevant forms are found here:

https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx

https://www.gwentsafeguarding.org.uk/en/Adults/Report/Report-an-adult-at-risk.aspx

Full time provision - Safeguarding/Child Protection Procedures

Flow chart

You have a concern about the safety or welfare of a young person (this maybe something you have seen, heard or had disclosed to you) You need to inform the young person (ideally before they disclose) that you may need to pass on any information they disclose regarding their safety.

↓

Note exactly what you have seen, or heard recording as much information as possible. If it is a disclosure – always use the young person's own words, never try to interpret what is being said, only ask questions for clarification. Never ask leading or probing questions.

↓

Contact your line manager, or next appropriate manager to inform them of your concerns

↓

Safeguarding concern

↓

ACT WITHIN 24 HOURS
Complete the appropriate referral form (Appendices 1 & 2) and send to your line manage/other manager for forwarding to Duty Team. Keep a log of times and who you contacted with your notes. A copy should be sent to your designated safeguarding person for information.

↓

Child Protection/PoVA Issue

↓

ACT IMMEDIATELY
Contact Social Services out of hours service or Police. Keep a log of times and who you contacted with your notes. This should be followed with a referral to Social Service as soon as possible via your line manager/other manager with a copy sent to the designated safeguarding person for information

Useful Numbers

Joanne Sims 01495 357866 07772 755435	Youth Service Manager	
Claire Madden 01495 357863	Youth Service Development Officer/ Designated Child Protection Officer	07581 628601
Ben Arnold	NEETS Projects Manager	01495 357864 07791 443612
Greg Morgan	Detached Youth Development Officer	01495355674 07970 208727
Julia Swallow-Edwards	Inspire 2 Achieve Team Lead	01495 355690 07817 760771

Liam Thomas	Engagement and Progression Coordinator	01495 355690 07854 937489

Social Service Referral Telephone Number	01495 315700
Out of Hours Social Services Telephone Numbers	0800 3284432 01495 767045
Police	01633 838111
NSPCC Helpline (for professional advice)	0808 800 5000

Types of Harm

All practitioners should be aware of the definitions of abuse and neglect in the Social Services and Well-being Act (Wales) 2014, as well as the signs and indicators of abuse and neglect. This is essential in order to communicate concerns about harm in a meaningful way.

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

S.130 (4) of the Social Services and Well-being (Wales) Act 2014 defines a **child at risk** as a child who:

3. Is experiencing or is at risk of abuse, neglect or other kinds of harm;
4. Has needs for care and support (whether or not the authority is meeting any of those needs).

The Social Services and Well-being (Wales) Act states that an 'adult at risk' is an adult who:

- is experiencing or is at risk of abuse or neglect;
- has needs for care and support (whether or not the authority is meeting any of those needs;
- as a result of those needs, is unable to protect him/herself against the abuse or neglect or the risk of it.

Types of Harm

- **Physical abuse** - hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions;
- **emotional/psychological abuse** - threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others**;**
- **sexual abuse** - 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, including: physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching

sexual activities or encouraging children to behave in sexually inappropriate ways;

- **financial abuse** - this category will be less prevalent for a child but indicators could be: not meeting their needs for care and support which are provided through direct payments; or complaints that personal property is missing.
- **neglect** - failure to meet basic physical, emotional or psychological needs which is likely to result in impairment of health or development.

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

How to make a Report

LISTEN

If you are concerned because of something a child or adult at risk is saying, you should not attempt to take any action directly but **you should**:

- Stay calm
- Listen carefully, do not directly question him or her, instead use open questions; what, where, when, who?
- Never stop them talking if they are freely recalling significant events
- Tell them what you will do next and who you will inform (see below)
- Never promise to keep what you have been told secret or confidential
- Make a note of the discussion, taking care to record what was said, when and where it happened and who else was present

SHARE

Any safeguarding concerns should be discussed with the Designated Safeguarding Person in the respective service area. With the support of the Designated Safeguarding Person the decision to report a concern to Social Services will be made and responsibility for reporting will be agreed i.e. the staff member or the Designated Safeguarding Person will make the report.

Should the concerns relate to a professional, the same procedure will apply. Educational settings must also contact the safeguarding in education manager

Reports in relation to a concern about a child, young person or adult should be made to Social Services as soon as possible and certainly **within 24 hours.**

Social Services Information, Advice and Assistance Service can be contacted on:

01495 315700

Outside office hours, reports should be made to the South East Wales Emergency Duty Team or if there is immediate risk, to the Police.

The Emergency Duty Team can be contacted on: **0800 328 4432**

Practitioners and providers should be aware that they **cannot remain anonymous** when making a report.

The Duty Worker taking the report should be given as much information as possible if it is available to the reporter. This will include the following:

- Full name of the subject of the concern
- Their date of birth or age
- Their address
- The nature of the concern
- Who may be responsible
- Their name and relationship (if any)
- What happened
- When and where
- What has been done in response
- Whether or not the Police have been informed
- The names and relationship of those with caring responsibility
- The names and ages of any other adults living in the household
- The names of any professionals known to be involved e.g. school, GP
- Any information affecting the potential safety of staff
- The allocated social worker or team if known/if applicable

RECORD

All telephone reports should be confirmed in writing within two working days.

- For Children, a Multi-Agency Referral Form (MARF) should be used:

https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx

- For an Adult, a Duty to Report form should be used.

https://www.gwentsafeguarding.org.uk/en/Adults/Report/Report-an-adult-at-risk.aspx

LISTEN, SHARE, RECORD

PROFESSIONAL CONCERNS/ALLEGATIONS

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

Professional Concerns/Allegations
Child Protection Process

↓

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

↓

Detailed note made immediately of concerns & circumstances

↓

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

↓

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

↓

Risk assessment to be completed and interim safeguarding measures implemented during

↓

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

Professional Strategy Meeting?

YES

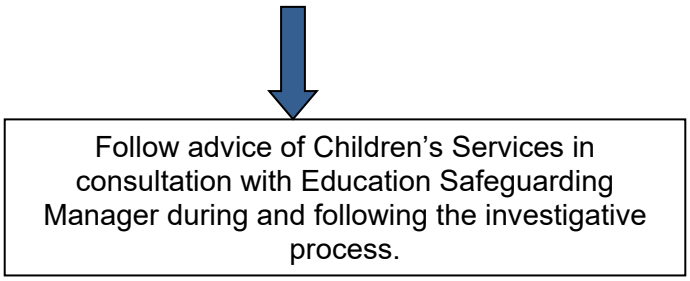
↓

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

NO

↓

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



Safeguarding File - Transfer of Records

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

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

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

Child Name	
DOB	

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

Name of DSP sending records	
Date file sent	

File passed to (name):	

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

Receiving School/setting	
Signed	
Print name and position	
Date	

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

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

Community Cohesion – Preventing Extremism

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

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

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

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

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

We have a clear safeguarding framework on how to manage and respond to issues where a pupil develops or expresses extreme views and ideologies, which are considered inflammatory and against the community cohesion ethos of our school.
Where such cases are identified a Multi-Agency Referral Form is to be completed and submitted to Children's Services. The Local Authority Lead Officer for PREVENT should also be contacted.

Safeguarding Channel Panel

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

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

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

Training

We are committed to ensuring that all staff in our school have access to 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

…… School's/Setting's Safeguarding Lead

Helena Hunt
Prevent Lead for Blaenau Gwent County Borough Council
Email: Helena.hunt@blaenau-gwent.gov.uk Tel: 07791 875737

Reference Material

Respect and Resilience – Developing Community Cohesion
https://gov.wales/sites/default/files/publications/2018-03/respect-and-resilience-developing-community-cohesion.pdf

Respect and Resilience – Developing Community Cohesion: Assessment tool:
https://gov.wales/respect-and-resilience-self-assessment-tool-schools

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

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

E-learning training on:
PREVENT Awareness:
https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html

PREVENT Referrals:
https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals

Channel Awareness:
https://www.elearning.prevent.homeoffice.gov.uk/channelawareness

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

Secure and Shelter Procedure *(example)*

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

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

BEAUFORT HILL PRIMARY SCHOOL

Secure and Shelter Procedure 2026-2027

- **3 consecutive whistles to line up quickly.**
- **Buzzer to alert staff.**
- **All staff return to classrooms and close and lock all windows.**
- **Panic alarm checked and Miss Lewis or Mrs. Amos to inform staff members on other yard.**
- **Staff on duty to bring children in through normal entrances.**
- **Duty staff to ensure doors are locked behind them.**
- **Teachers to check all children are present using the fire register.**
- **SLT to check hall doors and windows, Digi den and STEM room.**
- **Nursery staff to take children in and ensure all windows and doors are closed. Children to be taken to the cosy cwtch sensory room.**

Lunch time procedure

- **3 consecutive whistles to line up quickly.**
- **SLT members to go to yards.**
- **Press alarm to alert staff.**
- **All other staff to classes.**
- **Check all windows and doors are closed.**
- **All children checked using fire register.**

Actions - dependent upon the cause of the activation of Safe and Secure

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

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

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

All Clear

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

Emergency Services

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

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

Safe and Secure Drill

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

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

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

Associated Policies, Guidance and Advice

- Wales Safeguarding Procedures – 2019
  https://safeguarding.wales/
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. (January 2015)
- https://gov.wales/keeping-learners-safe
- Recruitment and selection policy
  http://intranet/organisational-development-(hr)/schools-hr/recruitment.aspx
- Violence against Women, Domestic Abuse and Sexual Violence (VAWDASV) education toolkit
  https://gov.wales/violence-against-women-domestic-abuse-and-sexual-violence-vawdasv-educational-toolkit
  https://gov.wales/violence-against-women-domestic-abuse-and-sexual-violence-guidance-governors-0
- Safeguarding in Education: handling allegations of abuse against teachers and other staff – circular 009/2014 (April 2014)
- https://gov.wales/handling-allegations-abuse-against-teachers-and-staff
- Disciplinary and dismissal procedures for school staff- circular 002/2013 (replaces circular 007/2001)
  https://gov.wales/disciplinary-and-dismissal-procedures-school-staff
- Blaenau Gwent Corporate Safeguarding Policy

http://intranet/media/130044/Corporate_Safeguarding_Policy_May_2017docxv3.pdf

- Procedures for Whistle blowing in Schools and Model policy- circular 036/2007
  https://gov.wales/whistleblowing-schools-guidance-governors
  Blaenau Gwent Whistleblowing policy
  http://intranet/media/92682/Whistleblowing-Policy-for-School-based-staff.pdf
- Safeguarding Children: Working Together Under the Children Act 2004
  https://www.basw.co.uk/system/files/resources/basw_14350-5_0.pdf
- Procedures for reporting misconduct and incompetence in the education workforce in Wales-Welsh Government 168/2015 (replaces 018/2009)
  http://dera.ioe.ac.uk/23182/1/150608-reporting-misconduct-en.pdf
- Safe and effective intervention-use of reasonable force and searching for weapons, Welsh Government circular 097/2013 (replaces 041/2010).
  https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf
- Children Missing from Education WG circular 002/2017 (replaces circular 006/2010)
  https://gov.wales/children-missing-education
- Education Records, School Reports and the Common Transfer System - Circular 18/2006
  https://gov.wales/sites/default/files/publications/2018-03/educational-records-school-reports-and-the-common-transfer-system-the-keeping-disposal-disclosure-and-transfer-of-pupil-information.pdf
- Teaching Drama: guidance on Safeguarding Children and Child protection for managers and drama teachers- National Assembly for Wales circular 23/2006
  http://dera.ioe.ac.uk/7299/1/clwych-drama-guidance-e.pdf%3Flang%3Den
- The Control of School Premises (Wales) Regulations 2008
  http://www.legislation.gov.uk/wsi/2008/136/made
  http://www.legislation.gov.uk/wsi/2008/136/note/made

Gwent Safeguarding:

https://www.gwentsafeguarding.org.uk/en/Home.aspx

Services for people from Black and Ethnic Minority (BME) backgrounds:

- BAWSO http://www.bawso.org.uk/

Domestic Abuse:

- https://gov.wales/live-fear-free
- https://www.gwentsafeguarding.org.uk/en/VAWDASV/VAWDASV.aspx
- info@phoenixdas.co.uk

Modern Slavery
https://gov.wales/live-fear-free/slavery

Keeping Safe Online
https://hwb.gov.wales/zones/online-safety/key-information/

Blaenau Gwent County Borough Council
Safeguarding Data Protocol

Introduction

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

The Council provides governing bodies with support through strategic support services that help to create a level of common policy planning and practices that schools share. As part of this, support is provided through the commissioned service known as the South East Wales Education Achievement Service (SEWEAS).

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

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

Background
This protocol sets out good practice for the exchange of safeguarding information between schools and the local authority in the discharge of statutory functions
Principles
The Council has a dedicated Safeguarding in Education Manager who will manage the information and the return of the data from schools. Data is to be returned twice a year and a timetable will be established and shared with schools at the start of the Autumn term.

Protocol
The information required is detailed below. The request for information will be generated by a member of Business Support and all information will be sent to the Business Support officer using the return email address Timothy.Griffiths@blaenau-gwent.gov.uk by the dates specified.

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

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

Training:	*Dates of safeguarding training that have taken place since the previous data submission for the following:* • Whole school staff training – individual staff names to be confirmed • Designated and Deputy Designated Senior Person, including title of course • Chair of governors and lead governor for safeguarding • Individual governors *Date of PREVENT training and who received this training.* *Date of VAWDASV training and who received this training*
Policy adoption:	*Policy adoption dates will be required only where polices have been reviewed and distributed to schools since the previous adoption date:* Safeguarding policy Online Safety Policy Internet and Social Networking policy Appropriate use of the internet Anti-bullying policy Physical Intervention Safer recruitment policy Volunteer Guidance Whistle Blowing Policy Time-out policy Strategic Equity Plan Partnership Agreement
Governors	*Confirmation of DBS certificate number and issue date* *Date of safeguarding training*
Volunteers:	*Confirmation of DBS certificate number and issue date* *Reference details* *Date of safeguarding training*

Training

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

Safeguarding Data Reporting Timeframe for 2026/2027 academic year

Date	Start	Half Term Starts	Half Term Ends	Term Ends	Data returned by
Autumn	01/09/2026	27/10/2026	31/10/2026	19/12/2026	**13/11/2026**
Spring	05/01/2027	16/02/2027	20/02/2027	27/03/2027	N/A
Summer	13/04/2027	25/05/2027	29/05/2027	20/07/2027	**26/4/2027**

Example: Covid 19 Child Protection Policy Annex: to be read in conjunction with the school's safeguarding/child protection policy.

Introduction

At this time when the landscape is changing day to day, we must all remember we still have a duty to safeguard children.

The purpose of this policy annex is to reflect the different ways in which we are working and to reinforce the procedures that remain in place to safeguard children.

Whilst acknowledging the pressure that schools and colleges are under during the lockdown period, it remains essential that they continue to be safe places for children. The '**Keeping learners safe**' guidance continues to apply to school or college settings.

- the best interests of children must always continue to come first
- if anyone in the school has a safeguarding concern about any child they should continue to act immediately
- a designated safeguarding person (DSP) should be available and easily identified
- unsuitable people must not enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online
- schools should, as far as possible, take a whole setting approach to safeguarding. This will ensure that any new policies and processes in response to coronavirus are not weakening their approach to safeguarding or undermining their child protection policy.

Procedures

During the **COVID 19** outbreak the Information, Advice and Assistance Team (IAA) continue to be fully operational, the office hours remain as 9am - 5pm Monday – Friday.

The IAA Team will be able to offer advice if you have concerns for a child. They can be contacted on:

- **01495 315700**

Referrals can continue to be made to Blaenau Gwent Children's Services using a multi-agency referral form (MARF). This form can be found on the Gwent Safeguarding website: https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx

The MARF should be sent to:

- **DutyTeam@blaenau-gwent.gov.uk**

After 5pm, on weekends and bank holidays, contact the South East Wales Emergency Duty Team (EDT) to report any safeguarding concerns:

- **0800 328 4432**

If you think a child or young person is in immediate danger, contact the Police on 999.

The Legal Framework

The Social Services and Well-being (Wales) Act 2014 specifies the ***duty*** placed on practitioners and partners under s.162 of the Act to report both adults and children including unborn children where they have reasonable cause to suspect the criteria regarding risk of harm is met.

A report ***must*** be made whenever a professional has concerns about a child under the age of 18 years.

If any person has knowledge, concerns or suspicions that a child is suffering has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are reported to social services or the police who have statutory duties and powers to make enquiries and intervene when necessary

It is important that practitioners and partners do not ignore or dismiss suspicions as everybody has a responsibility to safeguard children.

The Social Services and Well-being (Wales) Act 2014 defines a **child at risk** as a child who:

1. Is experiencing or is at risk of abuse, neglect or other kinds of harm;

The Act provides definitions of abuse and neglect as follows:

Abuse means physical, sexual, psychological, emotional or financial abuse (and includes abuse taking place in any setting, whether in a private dwelling, an institution or any other place), and 'financial abuse' includes theft, fraud, pressure about money or misuse of money

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

Harm means abuse or the impairment of (a) physical or mental health, or (b) physical, intellectual, emotional, social or behavioural development, (including that suffered from seeing or hearing another person suffer ill treatment).

Identifying and reporting Concerns

During this period of lockdown and self-isolation there have been increased risks for those living at home with someone who may display abusive behaviours. It may be more difficult to report concerns.

Limited numbers of children have been attending settings during the lockdown period. As schools re-open to all learners, all staff need to be alert to the signs of abuse and know how to respond to a person who may disclose abuse. Practitioners may identify new safeguarding concerns about individual children as they start to see them in person.

Whether safeguarding concerns are identified regarding a pupil attending the school site or through continued contact arrangements by school staff with students, the school continues to have a legal duty to report all safeguarding concerns.

Whether a child is attending the setting or accessing learning from home, school continues to be a support to pupils and parent/carers who are concerned about harm or abuse. Any pupils, parents/carers who are concerned about harm or abuse, should contact their class or form teacher or another adult in the school to share their concerns.

During the COVID restrictions, multi-agency meetings have been held using remote ways of working. Education Staff will continue to work with children's social workers and contribute to safeguarding meetings in this way.

Safeguarding and supporting children during the COVID 19 period continues to be a priority. To report concerns, follow the procedures set out in this annex.

Concerns about a staff member/volunteer who may pose a safeguarding risk to children**:** any concerns within the setting must be reporting to the Headteacher. If the concern relates to the Headteacher, contact the Safeguarding in Education Manager. Safeguarding concerns about a member of staff/volunteer must be reported to the IAA

The Safeguarding in Education Manager must be contacted for all concerns about a member of staff/volunteer. Sarah.Dixon@blaenau-gwent.gov.uk 07815 005241. If not available, contact the IAA

Designated Safeguarding Person (DSP)

The Designated Safeguarding Person (DSP) for the setting is: Phillip Brookman

The Deputy DSP is: Kerry Eccles

Contact arrangements for the DSP/Deputy DSP will be displayed around the building and communicated to all staff/volunteers. If the DPS/deputy is off site, then they will be available via remote means, for example, by telephone or video conference, or an alternative named member of staff will be designated for contact for safeguarding matters. This information will also be communicated to staff who are working in any alternative buildings, if the school uses any off-site buildings.

Any changes to these arrangements will be communicated to all staff/volunteers.

WG designated-safegua

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The Safeguarding in Education Manager for Blaenau Gwent is Sarah.Dixon@blaenau.gwent.gov.uk

Operation Encompass

Operation Encompass continues to operate during the lockdown period.

The purpose of Operation Encompass is to safeguard and support these children and young people who have witnessed and/or been present at the time of a domestic abuse incident.

The Live Fear Free helpline is available 24 hours a day, 7 days a week, for free advice and support or to talk through options:
0808 80 10 800 info@livefearfreehelpline.wales
https://gov.wales/live-fear-free/staying-safe-during-coronavirus-emergency

Keeping Safe Online

During the COVID restrictions, children and young people are likely to spend more time online, whether for entertainment, to stay in touch with friends and family or to support their home learning. There are clearly many benefits to staying connected, however, increased time online may also increase the risk of encountering online safety issues.

Useful links for staying safe online:

Keeping safe online guidance from Welsh Government
https://hwb.gov.wales/zones/online-safety/key-information/

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

Reporting harmful content found online https://reportharmfulcontent.com/

Online safety playlist for parents https://hwb.gov.wales/zones/online-safety/news/articles/21e491a7-e417-4570-92dd-12bd7ba05747

Wales Safeguarding Procedures

This setting follows the Wales Safeguarding Procedures 2019 and also policies, protocols and guidance documents that have been endorsed by Gwent Safeguarding

Detailed information on safeguarding procedures, a glossary of terms and All Wales Practice Guides can be found in these procedures https://safeguarding.wales/

Gwent Safeguarding links

https://www.gwentsafeguarding.org.uk/en/Children/Protocols-and-Procedures/Protocols-and-Procedures.aspx.

https://www.gwentsafeguarding.org.uk/en/Children/Professionals/Professionals.aspx

https://www.gwentsafeguarding.org.uk/en/Children/Parents-and-Carers/Parents-and-Carers.aspx

https://www.gwentsafeguarding.org.uk/en/Children/Children-and-Young-People/Children-and-Young-People.aspx

Communication protocol for contacting families during lockdown

During the school re-purposing period, schools continued to contact families. A protocol for communication was implemented and can continue to be used during the school re-opening phase.

Communication_protocol_V4_-_4.5.20.c

Welsh Government Guidance:

This guide aims to assist practitioners in accessing information and advice on identifying abuse and/or supporting disclosure and reporting concerns

https://gov.wales/keeping-children-and-young-people-safe-non-statutory-guide-practitioners