

# Child Protection Policy

Reviewed	November 2019
Signed	
Date of next Review	November 2020

# **Child Protection & Safeguarding Policy for St Mary's Church in Wales School**

## **1. Introduction**

The school 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
- Procedures for identifying and reporting cases, or suspected cases of abuse. Because of our contact with children, school and education 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. It is the Governing Body approved policy. It is recognised by this school that all staff that come in to contact with children and vulnerable adults 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 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 and vulnerable adults 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 activities and in the curriculum, opportunities 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 activities and 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 this school we will follow the All Wales Child Protection Procedures (April 2008), Wales Interim Policy and Procedures for the protection of vulnerable adults from Abuse 2013, 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](http://www.gwentsafeguarding.org.uk) .

The school 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 will look to the South East Wales Safeguarding Children Board, Gwent Wide Adult Safeguarding Board and the Council's Safeguarding in Education 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 the designated governor responsible for safeguarding;
  - that it is the lead person and/or their deputy who have the responsibility for making referrals within timescales, by completing the agreed multi-agency form.
  - 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), when out of hours, the South East Wales Emergency Duty Team (SEWEDT) 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 person 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 setting and its staff for safeguarding by setting out their obligations in the school prospectus and/or other forms of communications as appropriate. 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 setting about a child.

G. Provide training for all staff so that they:-

- Understand their personal responsibility;
- Are cognizant 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 (noting date, event and action taken), even where there is no need to refer 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 of all records and should be able to access and produce them in times of need. It is the responsibility of the DSP to ensure that any transfer of records is conducted via the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information' (Appendix 5)

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

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

This 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 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 setting. All staff 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, (shared with parents /carers via points of communication) but that each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the 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 (Using the procedure outlined in appendix 5, 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 school has a behaviour policy which clear 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 PPA room.

## **6. Bullying**

The school's policy on Bullying has been set out in a separate document and this document is reviewed regularly by Governors and can be located in the PPA room.

## **7. Physical Intervention**

The school's policy on physical intervention has been set out in a separate document local authority approved document. It is reviewed regularly 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 in the PPA room.

## **8. Online Safety**

The school policy on Online Safety has been set out in a Policy in conjunction with the local authority. This policy can be located in the PPA room.

## **9. Children with Special Educational Needs (SEN)**

This school recognises that statistically children and young people with behavioural difficulties and disabilities are most vulnerable to abuse. 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 SEN can be located in the PPA room or from the SENCOs.

## **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 setting. Where we become aware of information involving identification of potential instances of extremism and radicalisation, we will refer to Children's in the same way as for all safeguarding concerns. The School 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

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

All staff and some Governors have received training on 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. All staff have completed training on VAWDASV.

The school is an Operation encompass School. All staff have received training on processes, actions and support as part of Operation Encompass.

Parents have been informed that we are an Operation Encompass School. As part of this work we actively support pupils who have witnessed or been the subject of domestic violence in partnership with Gwent Police and Children's Services.

## **13. Modern Day Slavery**

Modern day slavery encompasses slavery, sexual exploitation, human trafficking, and forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment. In March 2015, the Modern Day Slavery Bill consolidated and simplified existing offences into a single Act ensuring that perpetrators can receive suitably severe punishments. The Bill also introduces new powers for the courts to place restrictions on individuals to protect people from the harm caused by modern day slavery.

Modern day slavery is a hidden, pervasive crime targeted towards those individuals most vulnerable. The Council and BAWSO are first responding organisations to cases of slavery.

Training and victim support regarding Modern Day Slavery can be found at BAWSO, [www.bawso.org.uk](http://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 behavior. 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 5).

## **16. Out of Hours**

Procedures in relation to reporting concerns out of normal office hours is contained in a separate document linked to the setting. 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**

### **17.1 What to do if a person tells you they have been abused or harmed:**

A person may confide in any member of staff/volunteer. Staff/volunteers 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;
- 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;
- 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. (see note following this section for more details) 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 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 if possible it would be helpful to know if the adult at risk consents to the adult safeguarding process.

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

*If an allegation of abuse is made against a member of staff/volunteer, this must be reported in accordance with the information below.*

*Where the allegation is made against a member of staff/volunteer, referrals to Children's are made in the same way as for all allegations of abuse*

Where an allegation is against a member of staff you should refer to the 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 4: Professional Allegations/Concerns).

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.

The matter must also be discussed with the Safeguarding in Education Manager. In the absence of the Safeguarding in Education Manager, 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, Lynette Jones Tel: 01495 355337/ 07775 701817 and the Strategic Safeguarding Lead (SSL) for the Education Directorate, Michelle Jones Tel: 01495 355823 mobile 07881815904. 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 member of staff in a school, the Head teacher (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.
- 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 referral under the safeguarding procedures

Pending the outcome of this process there may be a need to put in place interim safeguarding arrangements. This will require a risk assessment to be completed and documented by the Head teacher/Chair of Governors. 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 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 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 staff. Each establishment, organisation or service will keep and maintain records which detail allegations of abuse against any member of staff 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

### **17.3 Confidentiality**

The school and staff 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 member of staff if they feel that the information will not be divulged to anyone else. However education staff 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 member of staff deals with this sensitively. When responding, staff 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. Staff 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, 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 will be cognisant of national and local training requirements and guidance, which will include South East Wales Safeguarding Children Board's (SEWSCB) and Gwent Wide Adult Safeguarding Board (GWASB) 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. Designated teachers and Senior Members of staff responsible for safeguarding should attend training in multi-agency safeguarding procedures, and should undertake refresher training on a regular basis.

All staff 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 should also receive awareness raising training and the Chair of governors and the nominated governor for safeguarding will be offered opportunities for more specific training.

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

### **Right Respecting School**

As a school we are a Rights Respecting School and recognize the importance of children's rights. We regularly remind the children of the articles of the 'UN Convention Rights of the Child'. Pupils are reminded of the importance of these rights and they are made aware they have these rights no matter what. The Articles relevant to this policy are:- Articles 1, 2, 3, 4, 6, 9, 12, 13, 15, 16, 18, 19, 20, 21, 23, 28, 29, 30, and 31.

### **Key Information**

**The Designated Senior Person** for safeguarding at this school/setting is:-

Darren Jones

**The Deputy Designated Senior Person** for safeguarding at this school/setting is:-

Alison Chaplin

**The designated governor** for safeguarding at this school is:-

Graham Hill

**The Council's Safeguarding in Education Manager** is:-

**Sarah Dixon** and can be contacted by:-

Telephone - **07815 005241; 01495 356016**

Email- [Sarah.Dixon@blaenau-gwent.gov.uk](mailto:Sarah.Dixon@blaenau-gwent.gov.uk)

**Social Services** can be contacted as follows:-

Telephone- **01495-315700**

Out of hours number **0800 328 4432**

**This policy was updated on 9/2/19 by Darren Jones**

**This policy was presented and accepted by the Governing Body on 12/2/19.**

**This staff were made aware of this policy and or updates on 19/2/19**

**This policy will be reviewed in Feb 2020.**

## Associated Policies, Guidance and Advice

[www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

- All Wales Child Protection Procedures- April 2008
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. (January 2015)
- Education Records, School Reports and the Common Transfer System-circular 18/2006
- Safeguarding Children: Working Together Under the Children Act 2004-circular 12/2007
- Teaching Drama: guidance on Safeguarding Children and Child protection for managers and drama teachers- circular 23/2006
- Procedures for Whistle blowing in Schools and Model policy- circular 36/2007
- Reporting Cases of Misconduct or Professional Incompetence in the Education Service- circular 018/2009 (replaces no: 33/2005)
- Disciplinary and dismissal procedures for school staff- circular 002/2013 (replaces circular 007/2001)
- Safeguarding in Education: handling allegations of abuse against teachers and other staff – circular 009/2014 (April 2014)
- Information and Guidance on Domestic Abuse: Safeguarding Children and Young People 2010
- Children Missing from Education 2010
- Safe and effective intervention-use of reasonable force and searching for weapons, October 2010

### Other documents from other sources

- Sexual Offences (Amendment) Act 2000: Chapter 44- Sections 1-7, Her Majesty's Stationary Office and Queen's Printer of Acts of Parliament.
- Safeguarding Children and Safer recruitment in Education (Came in to force 1st January 2007 in England) Every Child Matters: Change for Children.
- The Children Act 2004
- The Education Act 2002
- The Education Act 2011
- The Human Rights Act 1998
- The Data Protection Act 1998
- The Children Act 1989
- Social Services and Well-being (Wales) Act 2014

**Hyperlinks to websites that have important links to Safeguarding, and in particular Child Protection (This is not an exhaustive list)**

- [www.wales.gov.uk](http://www.wales.gov.uk)
- [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk) (Use this for Disclosure and Baring Service)
- [www.ewc.wales](http://www.ewc.wales)
- [www.ico.gov.uk](http://www.ico.gov.uk)
- [www.governorswales.org.uk](http://www.governorswales.org.uk)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.everychildmatters.co.uk](http://www.everychildmatters.co.uk)
- [www.wales.gov.uk/domesticabuse](http://www.wales.gov.uk/domesticabuse)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

**SEWSCB documents can be found on their website: [www.sewsc.org.uk](http://www.sewsc.org.uk)**

## Definitions of Child Abuse and Neglect

A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

### Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child who they are looking after.

### Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

### Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

### Identifying significant harm

The Children Act 1989 introduced **the concept of significant harm** as the threshold that justifies compulsory intervention in family life in order to protect children. Significant harm is defined in the legislation as ill treatment or the impairment of health and development. It describes the effects of sexual, physical, emotional abuse or neglect, or a combination of different types. Local authorities have a statutory duty under *the Children Act 1989* section 47 (1) (b) to make

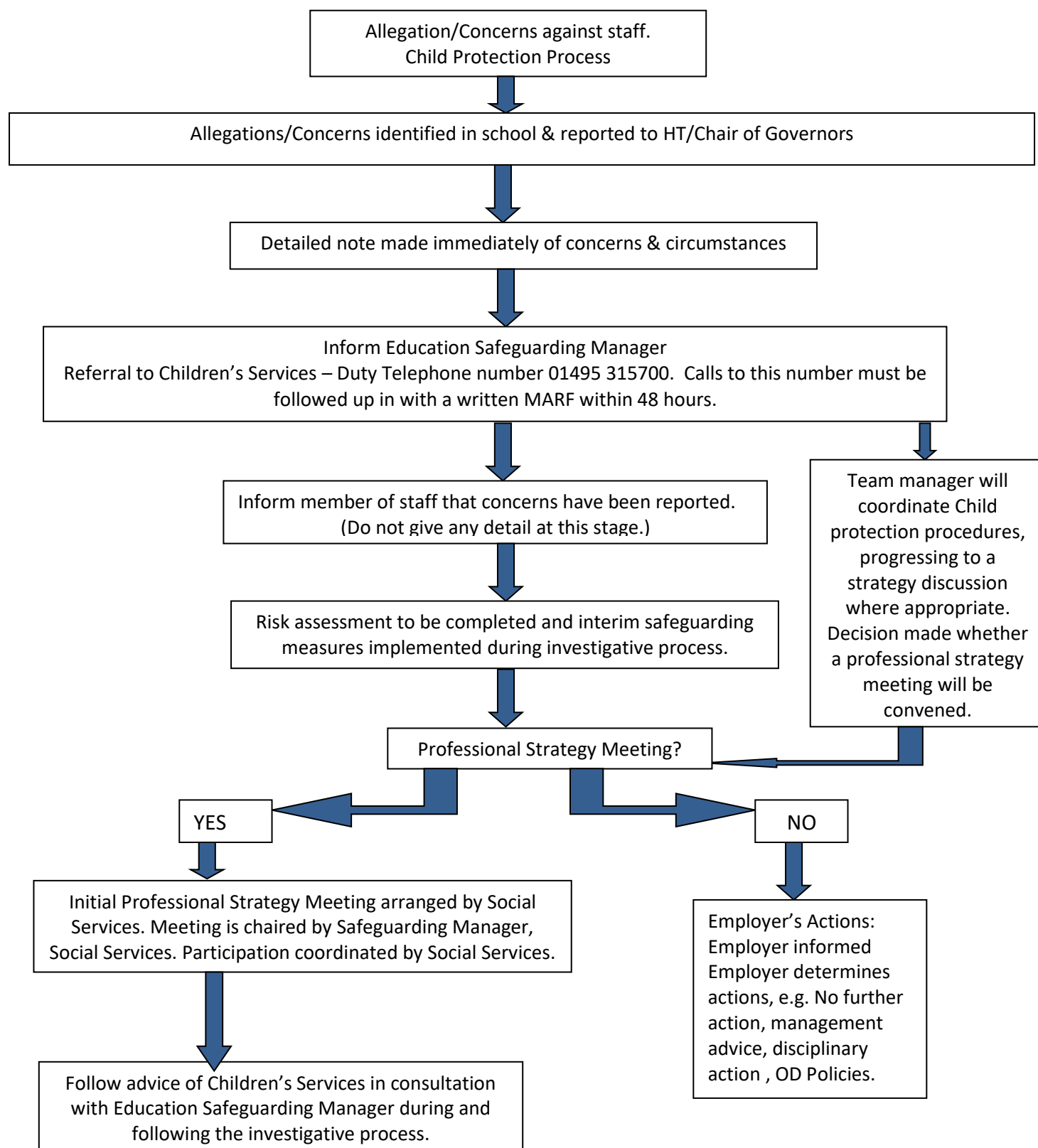


enquiries, or cause enquiries to be made, where they have reasonable cause to suspect that a child who lives, or is found in their area is suffering, or likely to suffer, significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. A single, serious event of abuse, such as an incident of sexual abuse or violent assault, might be the cause of significant harm to a child. However, more frequently significant harm occurs as a result of a long-standing compilation of events, which interrupt, change or damage a child's physical and psychological development. The significant harm resulting from the corrosive effect of long-term abuse is likely to have a profound impact on the future outcomes for the child.

## PROFESSIONAL ALLEGATIONS/CONCERNS

**This Flowchart should be used as a brief checklist of procedure for allegations/concerns against a professional in school.**  
 Detailed procedures are outlined in All Wales Child Protection Procedures 2008, Section 4.  
 Also refer to Safeguarding Children In Education: Handling Allegations of abuse against teachers and other staff 009/2014



## 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.

<b>Child Name</b>	
<b>DOB</b>	
<b>UPN</b>	

<b>Name of school moving from:</b>		
<b>Date record ended at this school (pupil end date):</b>		
<b>School moving to</b>		
<b>Date of contact with new school</b>		
<b>Has sensitive and urgent information been shared with new school?</b>	<b>Yes / No</b>	<b>If No, why not?</b>

<b>Name of school and DSP sending records</b>	
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<b>Date file sent</b>	
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This section to be completed by the receiving school if file delivered by hand.

<b>Receiving School</b>	
<b>Signed</b>	
<b>Print name and position</b>	
<b>Date</b>	

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

<b>Reference number of postage receipt</b>	
<b>Name and address of recipient</b>	
<b>Date of postage</b>	

## **Policy Statement**

### **Community Cohesion – Preventing Extremism**

Our 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.

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 will receive 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**

St Mary's Church in Wales School's Safeguarding Lead – Darren Jones

### **Helena Hunt**

Prevent Lead for Blaenau Gwent County Borough Council

Email: [Helena.hunt@blaenau-gwent.gov.uk](mailto:Helena.hunt@blaenau-gwent.gov.uk) Tel: 07791 875737

## **Reference Material**

*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>

E-learning training on PREVENT: <https://elearning.prevent.homeoffice.gov.uk/>

Free online resource: [http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)

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

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

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>