



Rhos y Fedwen Primary School Safeguarding Policy

RHOS Y FEDWEN

Draft: November 2024

Agreed by Governing Body:

Review Date: Dec 2025



Rhos y Fedwen Primary School Safeguarding Policy

December 2024

This policy should be read in conjunction with the Blaenau Gwent LGES Safeguarding policy and associated appendices.



Safeguarding in
Education Policy June

1. Introduction

Rhos y Fedwen Primary School fully recognises the contribution it makes to safeguarding.

There are three main elements to our policy: -

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

Our 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 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 procedures as noted in this policy.

2. Prevention

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

The school will therefore: -

- Establish and maintain an ethos where children and adults at risk feel secure, are encouraged to talk and share their concerns and are listened to;
- Ensure that children and adults at risk know that there are adults in the education setting whom they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities for relationships and sexuality education 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 and adults at risk develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate.
- take a whole-school (setting) approach to well-being which will incorporate safeguarding and preventative measures to support children and families.

3. Procedures

At this school we will follow the Wales Safeguarding Procedures, which can be downloaded as an App, or accessed via <https://safeguarding.wales/> and other guidance and protocols that have been endorsed and agreed by Gwent Safeguarding www.gwentsafeguarding.org.uk.

The school will: -

- Ensure it has a designated senior person (DSP) and deputy for safeguarding, who have undertaken the appropriate training.
- Recognise the role of the designated senior person and arrange support and training. The school will look to Council's Safeguarding in Education Manager and Gwent Safeguarding for guidance and support in assisting the school's designated senior person.
- Ensure that all practitioners, along with every governor, know: -
 - the name and contact details of the DSP and their role, the local authority point of contact and the designated governor for safeguarding
 - that they have an individual responsibility for reporting children at risk and safeguarding concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board
 - how to take forward those concerns when the DSP is unavailable
 - that advice can be sought from the Social Services Information, Advice and Assistance (IAA), and /or the Safeguarding in Education Manager if necessary when a report is being considered. When out of hours, advice will be sought from the South East Wales Emergency Duty Team (SEWEDT)
- Ensure that all practitioners are aware of the need to be alert to signs of abuse and neglect and know how to respond to a learner who may disclose abuse or neglect.
- Ensure that staff members are aware of wider safeguarding concerns and report these to the DSP: staff will be made aware of the information on wider safeguarding issues contained in Keeping Learners Safe and Wales Safeguarding Procedures, including safeguarding responsibilities in specific circumstances, peer-on-peer abuse and harmful sexual behaviour and the suite of guidance on 'Rights, Respect, Equality' to help prevent and address bullying.
- Ensure that members of staff who are EWC registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council (see www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html) and the expectation within the Code that the registrant has regard to the safety and well-being of learners in their care and related content.
- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the school brochure and/or other forms of communication

- Provide safeguarding training for all practitioners, who will be expected to attend as arranged/directed by the school, so that they: -
 - Understand their personal responsibility;
 - Are cognisant of agreed local procedures and their duty to respond
 - Are aware of the need to be vigilant in identifying suspected cases of abuse; and
 - Know how to support a person who discloses abuse or neglect
 - Understand the role online behaviours may have in each of the above
- Notify Social Services if: -
 - a learner on the child protection register is excluded either for a fixed term or permanently; and
 - there is an unexplained absence of a learner on the child protection register of more than two days' duration from school (or one day following a weekend).
- 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 the submission of written reports to the conferences.
- 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.
- 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 MyConcern software package or using the Authority's agreed protocol and procedures for the 'Transfer of Sensitive Information' (Appendix5).
- Adhere to the procedures set out in the Welsh Government circular 002/2020, [Disciplinary and dismissal procedures for school staff | GOV.WALES](#)
- Ensure that all recruitment and selection procedures follow national and local guidance, the Council's Recruitment and Selection policy and, in the case of volunteers, the Council's Volunteer Guidance. Schools will seek advice and guidance from the Council's Organisational Development Department on recruitment and selection.
- 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 provide an annual report to the Governing Body on the school's safeguarding activities.
- Ensure the 'Keeping Learners Safe' safeguarding self-evaluation is shared with the Governing Body at least annually and provided to the Safeguarding in Education Manager during the first half of the Autumn Term.

4. Supporting those at Risk

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

This school may be the only stable, secure and predictable element in the lives of the children at risk. Nevertheless, their behaviour in the setting may be challenging and defiant or they may be withdrawn.

This school will endeavour to support learners through: -

- The content of activities and the curriculum to encourage self-esteem and self-motivation,
- The ethos of the school which:-
 - promotes a positive, supportive and secure environment; and
 - Gives pupils/adults at risk a sense of being valued
- The school's behaviour policy, which is aimed at supporting vulnerable pupils in the setting. All practitioners will agree on a consistent approach that focuses on the behavioural outcome of the child but does not damage the individual's sense of self-worth. The setting will endeavour to ensure that the learner knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred,
- Liaison with other agencies who support the learner, such as the Educational Psychology Service, Education Welfare Service, Child and Adolescent Mental Health services, Social Services, and advocacy services; and
- Keeping records and notifying Social Services as soon as there is a safeguarding or recurrence of a concern.

When a learner on the child protection register leaves, we will transfer information to the new school immediately and inform Social Services. Transfer of information will take place using MyConcern (where MyConcern is not used in both settings, the Safeguarding File – Transfer of records proforma will be used, following the procedure outlined in appendix 5, Safeguarding File – Transfer of Records). The DSP will be central to this process.

5. Behaviour

This 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.

6. Rights, Respect, Equality

The school's policy on Rights, Respect, Equality, to prevent and challenge bullying, has been set out in (a separate document/ the behaviour policy etc.) This policy/information is reviewed annually by the governing body.

7. Physical Intervention

The school's policy on physical intervention has been set out in a separate document. 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.

8. Keeping Safe Online

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

9. Children with Additional Learning Needs (ALN)

This school recognises that statistically children and young people with additional learning needs 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 ALN has been set out in a separate document.

10. Care Experienced Children

This school 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 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 Services in the same way as for all safeguarding concerns.

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

The Local Authority has 'Secure and Shelter' (Lockdown) procedures that may be activated in response to any number of situations and includes the requirement to carry out practice procedures (appendix 7 and 8).

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.

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

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.

The school access support from SPECTRUM. A practitioner from the agency comes into year 2 and 5 to teach two sessions in a school year. As we have mixed aged classes, these sessions

cover multiple year groups. The year groups that do not have the in-person visit, access the resources on the SPECTRUM website.

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

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/Strategic Safeguarding Lead for Education.

15. Transfer of school records

Where children are transferred to or from this school, we will ensure appropriate record keeping of the transfer of safeguarding records through the use of My Concern software package. Where My Concern is not used in both settings, the Safeguarding File – Transfer of records proforma will be used. (See appendix 5).

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 Practitioners (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 them 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, staff should always speak to the DSP in the first instance, or in their absence, the Deputy DSP. In the event that both are absent, do not delay - anyone can contact the local authority children's social services to raise a concern at any time (Information, Advice

and Assistance (IAA) team). Staff members should always act in the best interests of the child.

- For other education settings, the process outlined in the setting's own procedures must be followed;
- 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 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 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 may be limited in their response. The level of feedback will be on a need to know, but whatever is shared is confidential and not for sharing 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 a practitioner concern (including volunteers):

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

Where there is a practitioner concern, reports to children's/adult services are made in the same way as for all safeguarding concerns

Where there is an allegation/concern about a practitioner, you should refer to the Wales Safeguarding Procedures and the Welsh Government guidance circular 009/2014 Safeguarding Children in Education: Handling allegations of abuse against teachers and other staff. (A summary of procedures is included in appendix 6: Practitioner Allegations/Concerns).

If a safeguarding allegation/concern about a practitioner is made, 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 Morris Munro** Tel: 01495 355603 / 07772379795 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 Executive.

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 consult with the Safeguarding in Education Manager/IAA Service.
- 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 Information, Advice and Assistance team in Adult services.

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

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.

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

will consult with the Headteacher and chair of governors to discuss next steps ([Handling allegations of abuse against teachers and staff | GOV.WALES](#))

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

It is important that each practitioner deals with this sensitively. 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.

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 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.

DSP training will be inter-agency training and refresher training will take place on a regular basis, not exceeding a three-year period.

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

Members of school governing bodies should also receive safeguarding training and the Chair of governors and the nominated governor for safeguarding should undertake training in inter-agency working that is provided by or to the standards agreed by the Safeguarding Children Board.

In addition to the safeguarding Children and/or adults training, all staff must complete Group 1 training on Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) as outlined in the National Training Framework and should also be trained through the Home Office

Workshop to Raise Awareness (WRAP) of the Prevent programme. Links to online PREVENT training are contained in Appendix 9.

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



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

Sarah Helm

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

Christian Bishop

Lorna Phillips

The designated governor for safeguarding at this school is:-

Jo Tauati

The Council's Safeguarding in Education Manager is:-

Sarah.Dixon@blaenau-gwent.gov.uk

Social Services can be contacted as follows:-

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

This policy was updated on 6th June 2025 by Lorna Phillips (SLT).

This policy was presented and accepted by the Governing Body on

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

This policy will be reviewed on June 2026

Contact Information:

Safeguarding in Education Manager (Safeguarding and Quality Assurance team, Children's Services)	Sarah.Dixon@blaenau-gwent.gov.uk
Safeguarding Manager (Safeguarding and Quality Assurance team, Children's Services)	Leanne.Tetley@blaenau-gwent.gov.uk
PREVENT Lead	Helena.hunt@blaenau-gwent.gov.uk
Strategic Safeguarding Lead (SSL) for Education Directorate	
Information, Advice and Assistance (IAA) Service, Social Services	01495 315700 Children - DutyTeam@blaenau-gwent.gov.uk Adults - DutyTeamAdults@blaenau-gwent.gov.uk
South East Wales Emergency Duty Team (SEWEDT) - after 5pm, weekends and Bank Holidays.	0800 328 4432

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:

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>

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

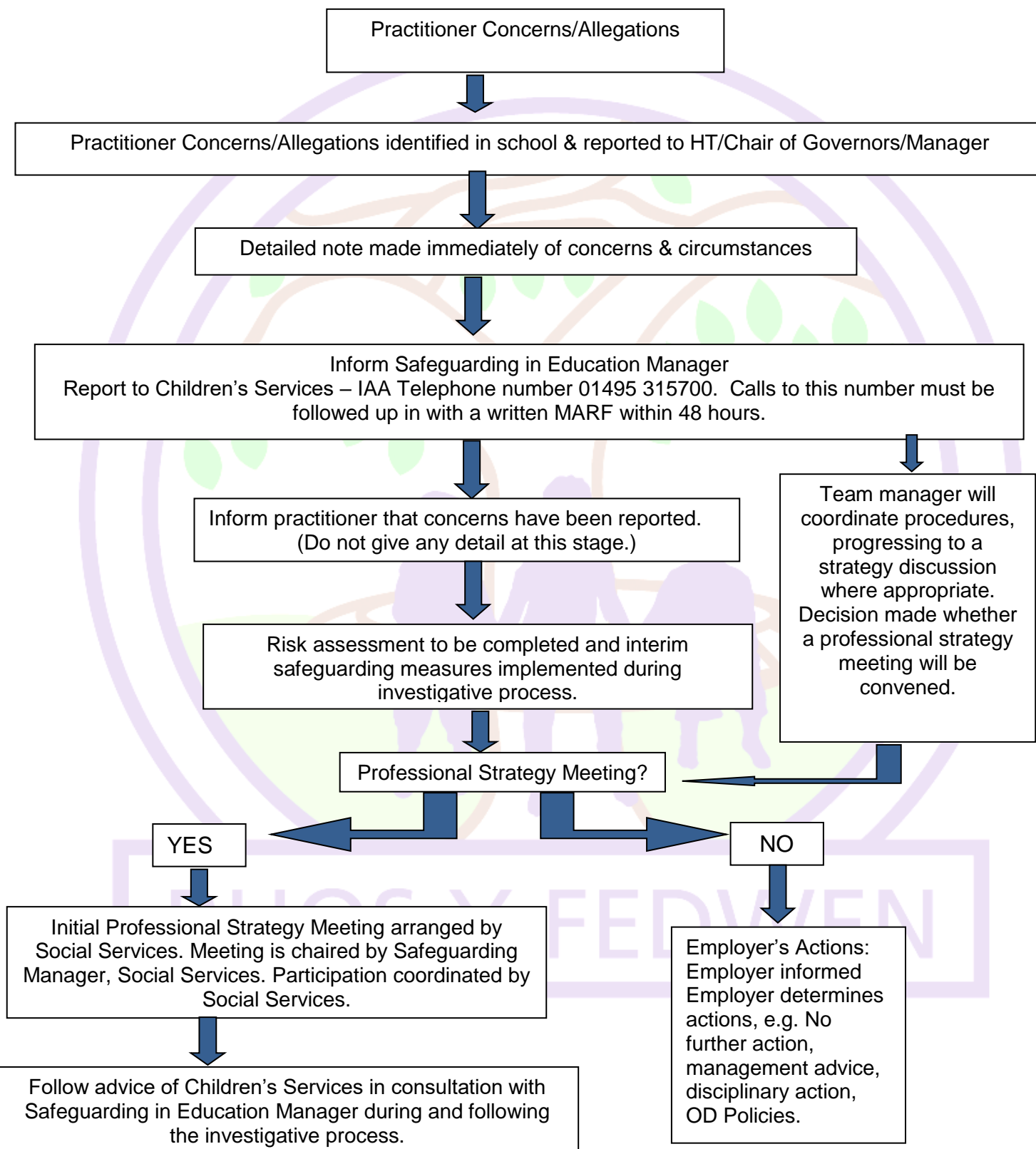
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PRACTITIONER CONCERNS/ALLEGATIONS AND MANAGING COMMUNICATION

This Flowchart should be used as a brief checklist of procedure for practitioner concerns/allegations

Detailed procedures are outlined in Wales Safeguarding Procedures, section 5

Also refer to Safeguarding Children in Education: Handling Allegations of abuse against teachers and other staff
009/2014



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

The following communication considerations must be made when handling any allegation/concerns about education practitioners

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

Communication - the following factors need to be considered:

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

<ul style="list-style-type: none"> • Communication over <i>these</i> periods to be <i>discussed and mutually pre-agreed</i> with practitioner. • <i>Agreement reached to be documented in risk management plan</i> 	<i>Record dates/times</i>
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Review schedule

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

Date of review:

Summary of any amendments to the communication schedule:

Date of review:

Summary of any amendments to the communication schedule:

Date of review:

Summary of any amendments to the communication schedule:

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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?

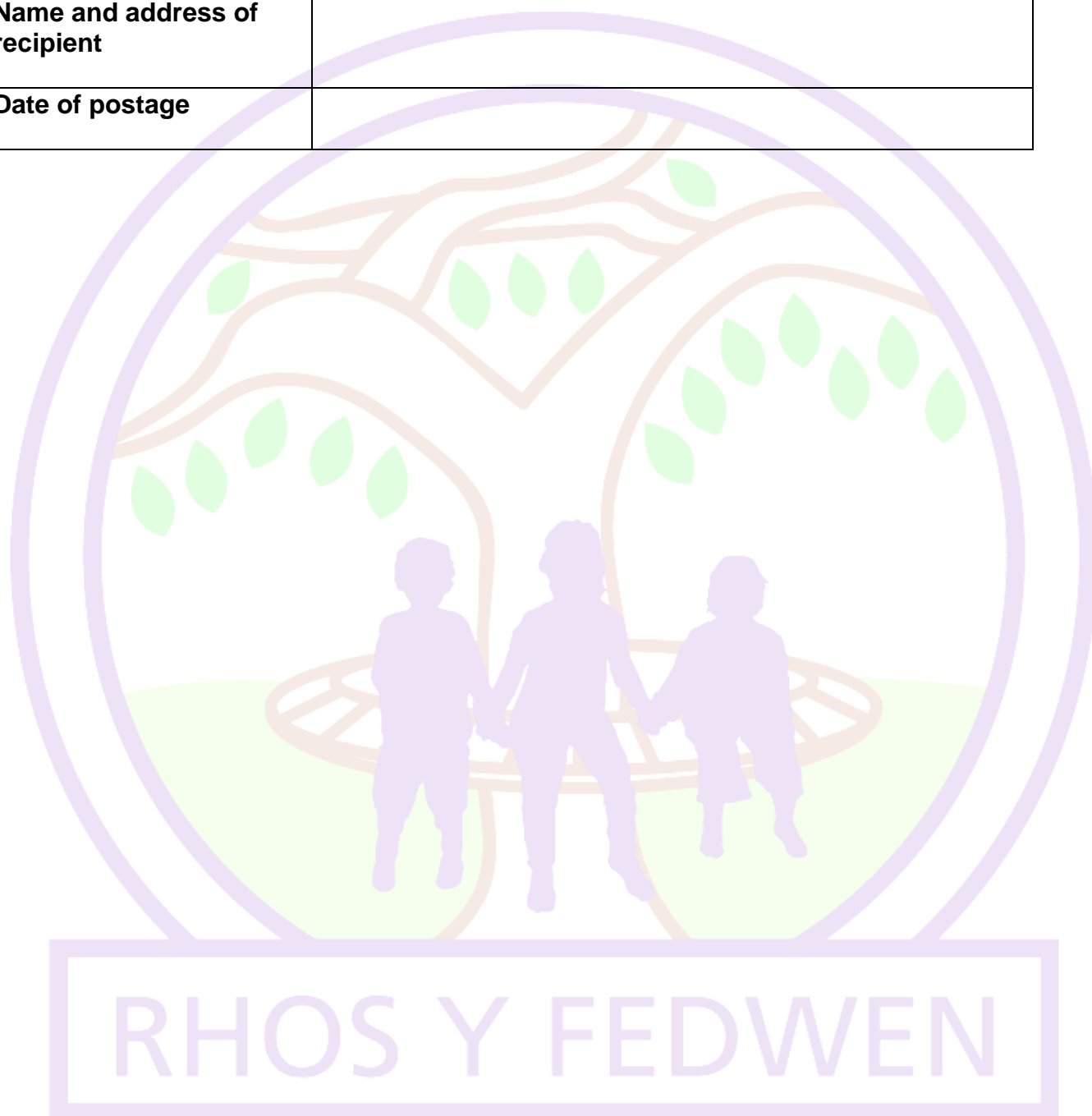
Name of DSP sending records	
Date file sent	
File passed to (name):	

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

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

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

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

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

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

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

Safeguarding Channel Panel

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

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

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

Training

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

Key Points of Contact

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

Helena Hunt, Prevent Lead for Blaenau Gwent County Borough Council

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

Reference Material

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

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

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

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

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

E-learning training on PREVENT:

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

PREVENT Referrals:

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

Channel Awareness:

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

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

RHOS Y FEDWEN

Secure and Shelter Procedure

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

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

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

Signal for secure and shelter	Three short blasts of the whistle- short blasts repeatedly Walkietalkie in staff room, to share the 'Secure and Shelter' message if occurring at dinner time
Signal for all clear	Headteacher to inform all teachers

The staff member activating the secure and shelter procedure should ring or delegate ringing 999

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

Any adult who witnesses/is made aware of a potential threat to safety outside of the school building will raise the alarm by repeatedly blowing short blasts on a whistle or alerting a staff member.

- **Pupils who are outside of the school buildings** are brought inside as quickly as possible and return to the safe rooms- Gwyrdd classroom for PS 1 and 2; Glas for progression step 3) (outside staff will be informed by a senior member of staff). Office staff to proceed to Porffor.
- **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 and secured (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 by informing any available adult and instigate an immediate search for anyone missing
- Staff should encourage the pupils to keep calm
- The school office will establish communication with the Emergency Services
- If it is necessary to evacuate the building, the fire alarm will be sounded and the usual fire evacuation procedure will then take place
- Parents will be notified as soon as it is practicable via Parentmail and the website (only when appropriate via guidance from Emergency Services)
- Pupils will not be released to parents during a safe and secure situation.

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

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

All Clear

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

Emergency Services

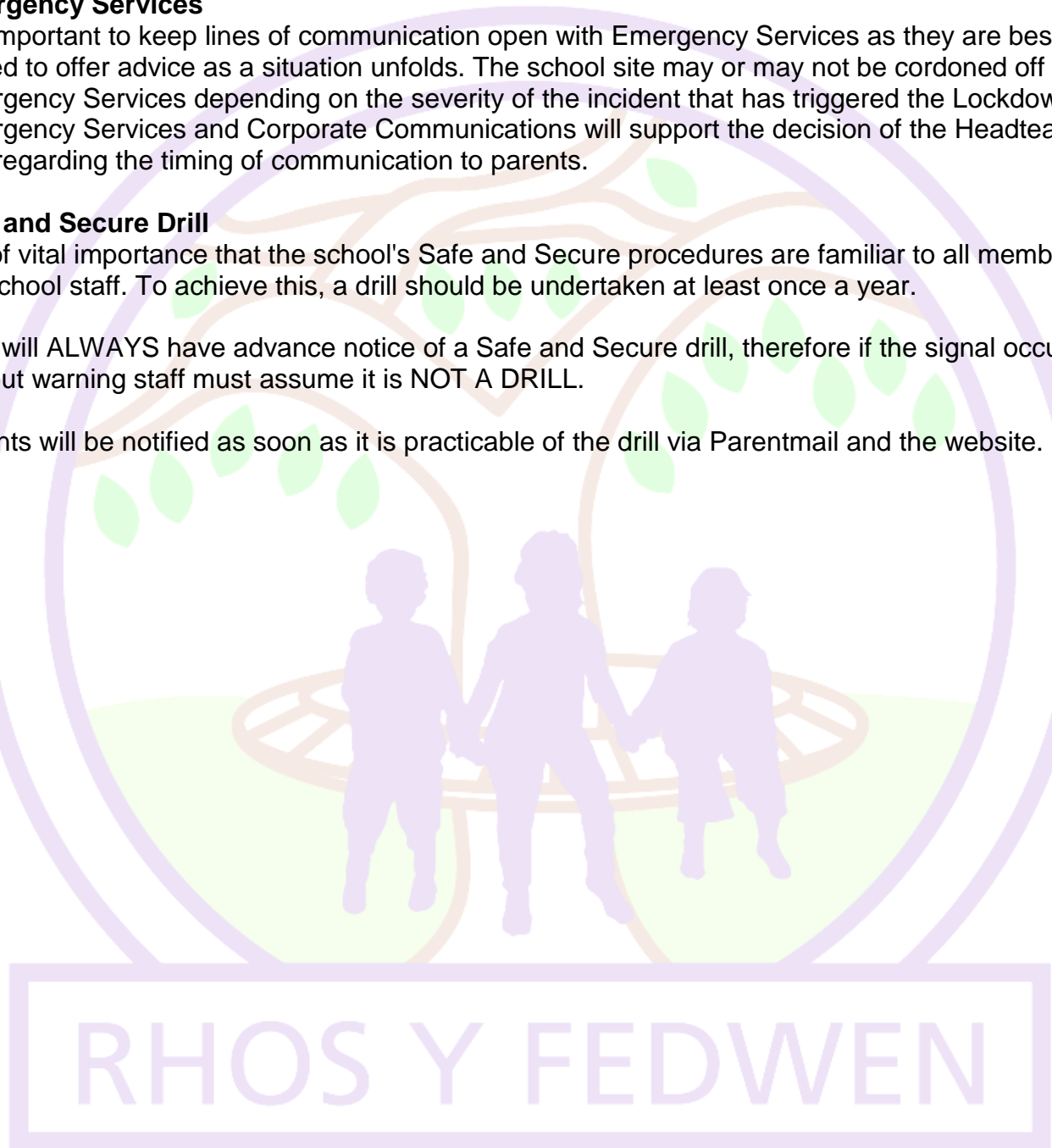
It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the Lockdown. Emergency Services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



SECURE AND SHELTER PROCEDURES

In the event of an emergency, the following measures must be taken. Staff remain in contact via walkie talkies including with Acorns Nursery.

The staff member activating the secure and shelter procedure should ring or delegate ringing 999.

When children are outside

1. Staff member to raise the alarm (using 3 blasts on the whistle repeatedly)
2. Children enter the building at the nearest entrance where it is safe to do so.
3. Children entering upstairs go directly to Glas classroom and secure nearest exits if safe to do so.
4. Children entering downstairs go directly into Melyn classroom and the internal door is locked if deemed necessary.

When children are inside

1. Staff member to raise the alarm (using 3 blasts on the whistle repeatedly)
2. Children sit down on the classroom floor away from windows and doors.
3. The adult checks the toilets then locks the classroom door
4. External doors and windows are close and secured. The blinds should be drawn.
5. Office staff to proceed to Dosbarth Porffor
6. No-one is to leave the classrooms until told to do so by Headteacher and/or Police.
7. This procedure will be rehearsed annually.

Associated Policies, Guidance and Advice

APPENDIX 9

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

Gwent Safeguarding:

- [Welcome to the Gwent Safeguarding website - Gwent Safeguarding](#)

BAWSO:

- [Bawso | Supporting ethnic minorities affected by violence and exploitation](#)

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

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

Modern Slavery:

- [Live Fear Free: Slavery campaign | GOV.WALES](#)

Keeping safe online:

- [Keeping safe online - Hwb \(gov.wales\)](#)

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

- <https://gov.wales/sites/default/files/publications/2020-10/guidance-for-education-settings-on-peer-sexual-abuse-exploitation-and-harmful-sexual-behaviour.pdf>
- [Incidence of peer-on-peer sexual harassment among secondary school pupils in Wales: government response \[HTML\] | GOV.WALES](#)
- [We don't tell our teachers - Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales | Estyn \(gov.wales\)](#)
- [Experiences of peer-on-peer sexual harassment among secondary school pupils in Wales - Supporting resources \(gov.wales\)](#)
- [Everybody's affected \(senedd.wales\)](#)

