Education Service

Model Safeguarding Policy for Schools and Settings

Ysgol Bro Tawe

Adopted on: 4th December 2025

Chair of Governors

4th December 2025

Policy History			
Policy Date	**Summary of change**	**Contact**	**Review Date**
01.09.2020	None – initial version.	Education Service	01.09.2022
15.09.2023	Reviewed. Formatting changes made. References to child(ren) updated to child(ren) and adult(s) at risk where relevant. References to child protection amended to safeguarding where relevant. Update to section 14 to include Director. Appendices reviewed and updated. References added.	Education Service	01.08.2025
22.08.2025	Minor amendments to terminology. Minor amendments to sentence structures. Amendments to reflect changes in national training standards. Appendix C expanded.	Education Service	01.09.2028

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1.0 Introduction

1.1 The school fully recognises the contribution it makes to safeguarding.

1.2 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 day-to-day contact with learners, our staff are well placed to observe the outward signs of abuse; and
- Support to those learners who may have been abused.

1.3 This policy applies to all staff and volunteers working in the school and its governors. It is recognised by this school that all staff that come into contact with children or adults at risk can often be the first point of disclosure for that person. 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.

1.4 This policy refers at various points to:

- Children
- Learners
- Adults at risk

For the purposes of this policy, 'children' refers to all children and young people under the age of 18.

Children aged 16 and 17 gradually assume more rights and freedoms between 16 and 18 as they move towards adulthood.

'Adult at risk' is a specific term as defined in the Wales Safeguarding Procedures[1].

1.5 Schools must act to safeguard all learners, and some learners are no longer children (i.e. they are aged 18 and over). Professionals in Wales have a safeguarding duty towards both children and adults at risk of abuse and harm, regardless of the employment they hold.

2.0 Prevention

2.1 This school recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard learners at our school. The school will therefore:

- Establish and maintain an ethos where learners feel secure, are encouraged to talk and will be listened to;
- Ensure that learners know that all adults in this school can be approached if they are worried or in difficulty;

[1] Wales Safeguarding Procedures, Glossary. Available at https://safeguarding.wales/en/glossary/, accessed 22 August 2025

- Include in the curriculum, activities and opportunities for relationships and sexuality education and personal and social education which equip learners with the skills they need to stay safe from abuse and to know to whom to turn for help;
- Include in the curriculum material that will help learners 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; and
- Take a whole-school approach to well-being which will incorporate safeguarding and preventative measures to support learners and families.

3.0 Procedures

3.1 At this school we will follow the Wales Safeguarding Procedures (2019)[2] and other guidance and protocols that have been endorsed and agreed by the Mid and West Wales Safeguarding Board[3].

3.2 The school will:

3.2.1 Ensure it has a Designated Senior Person (DSP) and Deputy Designated Senior Person (Deputy DSP) for Safeguarding, who have undertaken the appropriate training.

3.2.2 Recognise the role of the DSP and arrange support and training. The school will look to the Mid and West Wales Safeguarding Board and the Local Authority's Designated Safeguarding Lead for Education for guidance and support in assisting the school's DSP.

3.2.3 Ensure that all members of staff – including permanent, part time and agency staff – and volunteers, along with every governor, know:

- the name, contact details and role of the DSP, the Deputy DSP and designated governor responsible for safeguarding;
- that it is the DSP and / or their deputy who have the responsibility for making safeguarding reports within Mid and West Wales Safeguarding Board timescales, by completing the agreed multi-agency report form;
- that they have an individual responsibility for reporting children and adults at risk and protection concerns using the proper channels and within the timescales agreed with the Safeguarding Board;
- how to take forward those concerns when the DSP is unavailable;
- that the DSP and Deputy DSP will seek advice from Powys Front Door Team and / or the Designated Lead for Safeguarding in Education if

[2] Wales Safeguarding Procedures 2019. Welsh Government. https://safeguarding.wales/en/, accessed on 22 August 2025

[3] Mid and West Wales Regional Safeguarding Board. https://www.cysur.wales/, accessed on 22 August 2025

necessary when a referral is being considered; if in doubt a referral must be sent.

3.2.4 Ensure that all members of staff, including volunteers, 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.

3.2.5 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*[4] 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.

3.2.6 Ensure that parents/carers have a clear understanding of the responsibility placed on the school and its staff for safeguarding and child protection by setting out the obligations in the school prospectus and other forms of communication. In particular, there is a clear obligation that 'the welfare of the child is paramount' and in some circumstances this may mean that the parents are not initially informed of a referral made by the school. This circumstance is in line with Wales Safeguarding Procedures guidance.

3.2.7 Provide training for all staff and volunteers so that they:

- understand their personal responsibility;
- know the agreed local procedures (Mid and West Wales Safeguarding Board and Powys local procedures) and their duty to respond;
- are aware of the need to be vigilant in identifying suspected cases of abuse and neglect;
- know how to support a child or adult at risk who discloses abuse or neglect; and
- understand the role online behaviours may have in each of the above.

3.2.8 Training for staff and volunteers must adhere to the standards laid out in national guidance[5]. The governing body must ensure that governors also undertake safeguarding training.

3.2.9 Notify Children's Services if:

- a learner on the child protection register is excluded either for a fixed term or permanently; or

[4] Code of Professional Conduct and Practice. Education Workforce Council. https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice, accessed on 22 August 2025

[5] About the national safeguarding training, learning and development standards, Social Care Wales. https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-standards/safeguarding-standards-about, accessed on 22 August 2025

- 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).

3.2.10 Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child and adult protection matters including attendance at initial and review child protection conferences and core groups; and support these with the submission of written reports.

3.2.11 Keep written records of concerns about children and adults at risk (noting date, event and action taken), even where there is no need to refer the matter to agencies immediately.

3.2.12 Ensure that all records and files are kept secure and in locked locations (whether physical or electronic). 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.

3.2.13 Adhere to the procedures set out in Welsh Government Guidance Circular 002/2020 '*Disciplinary and Dismissal Procedures for School Staff: Revised guidance for governing bodies*'[6].

3.2.14 Ensure that all recruitment and selection procedures are made in accordance with Welsh Government guidance *'Keeping Learners Safe'*[7] and local guidance. The school will seek advice and guidance from the Authority's Recruitment Team on recruitment and selection (recruitment@powys.gov.uk).

3.2.15 Designate a governor for safeguarding who will oversee the school's safeguarding policy and practice. This governor will feed back to the governing body on safeguarding matters as and when required, including reporting back to the full governing body on the school's safeguarding activities (by presenting the school's safeguarding audit – see 3.2.16).

3.2.16 Ensure that the DSP and nominated governor complete an annual safeguarding audit which will be reported back to the Local Authority via the Designated Safeguarding Lead for Education.

4.0 Supporting the learner at risk

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

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[6] Disciplinary and dismissal procedures for school staff: revised guidance for governing bodies. Welsh Government 002/2020. February 2020. https://www.gov.wales/disciplinary-and-dismissal-procedures-school-staff, accessed on 22 August 2025

[7] Keeping learners safe: the role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002. Welsh Government 283/2022. March 2022. https://www.gov.wales/keeping-learners-safe, accessed on 22 August 2025

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

4.3 The school will endeavour to support the learner through:

- The content of the curriculum to encourage self-esteem and self-motivation (see section 2 of this policy on Prevention);
- The school ethos which:
  - promotes a positive, supportive and secure environment; and
  - gives learners a sense of being valued (see section 2 on Prevention);
- The school's behaviour policy which is aimed at supporting vulnerable learners in the school. All staff will agree a consistent approach which focuses on the behaviour outcome of the learner but does not damage the learner's sense of self-worth. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable (shared with parents/carers via school brochures and other points of communication), but that each individual is valued and not to be blamed for any abuse which has occurred. Staff should read the school's behaviour policy in conjunction with this and other named policies noted in this policy.
- Liaison with other agencies who support the child/young person such as Children's Services, Child and Adolescent Mental Health services, the Educational Psychology Service, Education Welfare Service and advocacy services; and
- Keeping records and notifying Children's Services or Adult Services as soon as there is a recurrence of a concern with the individual.

4.4 When a learner on the child protection register leaves the school, we will transfer the sensitive information to the new school immediately (using the procedure outlined in **Appendix D Safeguarding File – Transfer of Records**). The DSP will be central to this process and, if not already done, will inform Children's Services of the move. The school will retain a copy of these records for the purposes of potential future enquiries (until the date of the learner's twenty-fifth birthday).

5.0 Behaviour

5.1 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 and can be located on the school website.

6.0 Anti-bullying

6.1 The school's policy on anti-bullying is set out in *our Anti-Bullying Policy* and is reviewed annually by governors. It can be located *on the school website.*

7.0 Physical Intervention

7.1 The school's policy on physical intervention has been set out in the school's behaviour and discipline policy. 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*. It can be located on the school's website.

8.0 e-Safety

8.1 The school's policy on e-Safety has been set out in a separate document. It can be located *on the school website.*

9.0 Children and Adult learners with Additional Learning Needs

9.1 This school recognises that statistically children with additional learning needs are most at risk of abuse. Staff who work with children with an additional learning needs, such as profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems need to be particularly sensitive to signs of abuse. The school's policy on ALN has been set out *in the school's ALN and Inclusion Policy*. It can be located *on the school's website.*

10.0 Children who enter the care system

10.1 This school recognises that children who enter the care system (commonly referred to as Children Looked After) are often the most vulnerable and in need of support. Advice and guidance on educational support can be sought from the Local Authority's Virtual School virtual.school@powys.gov.uk.

11.0 Community cohesion – Preventing Extremism

11.1 This 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. Our policy for community cohesion is attached as **Appendix E: Community Cohesion – Preventing Extremism.**

12.0 Transfer of records

12.1 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 the Safeguarding File – Transfer of Records Proforma (see **Appendix D**).

13.0 Training

13.1 The school will comply with national safeguarding training requirements, as laid out in the national standards[8] and national framework[9]. The framework applies to staff, volunteers and governors.

13.2 In addition, the school will comply with statutory training requirements in relation to domestic violence. The VAWDASV training framework[10] applies to staff and governors.

13.3 The school will adopt the Powys Volunteering in Schools policy[11] which outlines training requirements for volunteers.

13.4 The school will ensure that the DSP and Deputy DSP receive initial training when starting their role and continued professional updates as required, in line with Group C of the national standards[12] and framework[13]. 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 promoted.

13.5 All staff will be regularly updated on safeguarding practice and policy changes during the year, as appropriate, by the DSP.

13.6 All staff must refresh their training within a 3-year period, as outlined in the national standards and framework: staff will be trained to the requirements of

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[8] National safeguarding training, learning and development standards, Social Care Wales. https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-standards, accessed on 22 August 2025

[9] National safeguarding training, learning and development standards, Social Care Wales. https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework, accessed on 22 August 2025

[10] National Training Framework on violence against women, domestic abuse and sexual violence, Welsh Government. https://www.gov.wales/national-training-framework-violence-against-women-domestic-abuse-and-sexual-violence, accessed on 22 August 2025

[11] Volunteering in Schools, Powys County Council. https://sites.google.com/hwbcymru.net/adnoddau-powys-resources/home/policies/gov-policies-2, accessed on 22 August 2025

[12] National safeguarding training, learning and development standards, Social Care Wales. Safeguarding standards group C. https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-standards/safeguarding-standards-group-c, accessed on 22 August 2025

[13] National safeguarding training, learning and development framework, Social Care Wales. Group C. https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/group-c, accessed on 22 August 2025

Group A[14] [15] or Group B[16] [17]. The school may identify staff additional to the DSP and Deputy DSP who require Group C training.

13.7 The governing body must undertake appropriate safeguarding training. For most governors, this will be Group F training[18] [19] (basic safeguarding training and safeguarding training for governors provided by the local authority). Safeguarding governors should undertake DSP training (Group C). Chairs of governors should undertake governor safeguarding training (Group F) but are encouraged to also undertake DSP training.

13.8 The school and governors will also comply with local and regional training requirements and guidance, which will include Powys County Council and Mid and West Wales Safeguarding Board training opportunities. School staff and governors will complete the Keeping Learners Safe Modules on Hwb.

13.9 As appropriate, staff, volunteers and governors will also access any other relevant safeguarding training provided by other organisations.

14.0 Guidance for Staff

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

14.1.1 Where the allegation is against a member of staff you should refer to the Authority's guidance (**Appendix C: Professional Allegations/Concerns**). This provides and overview of (but does not replace) the Welsh Government's guidance circular *002/2020 Disciplinary and Dismissal Procedures for School Staff*[20] and Welsh Government guidance circular 009/2014 *Safeguarding Children in Education: Handling allegations of abuse against teachers and*

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[14] National safeguarding training, learning and development standards, Social Care Wales. Safeguarding standards group A. https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-standards/safeguarding-standards-group-a, accessed on 22 August 2025

[15] National safeguarding training, learning and development framework, Social Care Wales. Group A. https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/group-a, accessed on 22 August 2025

[16] National safeguarding training, learning and development standards, Social Care Wales. Safeguarding standards group B. https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-standards/safeguarding-standards-group-b, accessed on 22 August 2025

[17] National safeguarding training, learning and development framework, Social Care Wales. Group B. https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/group-b, accessed on 22 August 2025

[18] National safeguarding training, learning and development standards, Social Care Wales. Safeguarding standards group F. https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-standards/safeguarding-standards-group-f, accessed on 22 August 2025

[19] National safeguarding training, learning and development framework, Social Care Wales. Group F. https://socialcare.wales/resources-guidance/safeguarding-list/national-safeguarding-training-learning-and-development-framework/group-f, accessed on 22 August 2025

[20] Disciplinary and dismissal procedures for school staff: revised guidance for governing bodies. Welsh Government 002/2020. February 2020. https://www.gov.wales/disciplinary-and-dismissal-procedures-school-staff, accessed on 22 August 2025

other staff[21]. Local contacts and support (such as Powys Front Door, HR support, etc) are referenced in the LA guidance.

14.1.2 If an allegation of abuse is made against a member of staff this must be reported to the Headteacher. If the concern is about the Headteacher this must be reported to the Chair of Governors. If in doubt you should contact the Designated Lead for Safeguarding in Education or the Powys Front Door Team for guidance and advice.

14.1.3 If there is an allegation against a Local Authority officer then this must be communicated to the Designated Safeguarding Lead for Education.

14.1.4 If the concern is about the Designated Safeguarding Lead for Education then the Head of Service should be contacted. If there is a concern about a Head of Service, then this should be referred to the Director for Education. If there is a concern about the Director, this should be referred to the Chief Executive Officer.

14.2 What to do if a child or adult at risk tells you they have been abused by someone other than a member of staff

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

- You have a listening role: do not interrupt the learner when they are freely recalling events. Limit any questions to clarifying your understanding of what the learner is saying. Any questions should be framed in an open manner so as not to lead the child or adult at risk;
- You must report verbally to the school's 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, using the school's electronic reporting system, 'My Concern' as soon as is reasonably practical (but within 24 hours) to pass on to the school's Designated Senior Person. The note, which should be clear in its use of terminology, must record the time, date, place, and people who were present and should record the learner's 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 safeguarding process. Remember, your note of the discussion may be used in any subsequent formal investigation and/or court proceedings;
- Do not give undertakings of absolute confidentiality (see note following this section for more details). You will need to express this in ways appropriate to the age or understanding of the child or adult at risk as soon as appropriately possible during the disclosure. This may result in the learner

[21] Safeguarding children in education: handling allegations of abuse against teachers and other staff. Welsh Government 009/2014. April 2014. https://www.gov.wales/handling-allegations-abuse-against-teachers-and-staff, accessed on 22 August 2025

‘clamming up’ and not completing the disclosure, but you will still be required to share the fact that they have shared / wanted to share a concern with you to the DSP. Often what is initially shared is the tip of an iceberg;

- That a child or adult at risk may be waiting for a case to go to criminal court, may have to give evidence or may be awaiting care proceedings;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child/young person, contributing to an assessment or implementing child protection plans. You can ask the DSP for an update but they are restricted by procedures and confidentiality and may be limited in their response. The level of feedback will be on a need-to-know basis, but whatever is shared is strictly confidential.

14.3 Confidentiality

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

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

14.3.3 Remember the pastoral responsibility of Education. Ensure that only those with a professional involvement i.e. the DSP and Headteacher, have access to safeguarding records. Safeguarding concerns made by staff are stored securely on our electronic system, ‘My Concern’ At all other times, records should be kept securely locked and separate from the learner’s main file or Additional Learning Needs file.

14.4 Key contacts

14.4.1 The Designated Senior Person for Safeguarding at this school is:

BETHAN EVANS

14.4.2 The Deputy Designated Senior Persons for Safeguarding at this school is:

LOWRI MORGAN and JEMMA WILLIAMS

14.4.3 The Designated Governor for Safeguarding at this school is:

KIRSTY IRVINE

14.4.4 The Education Safeguarding Team, can be contacted at:

E-mail – safeguarding.education@powys.gov.uk

14.4.5 The Designated Safeguarding Lead for Education is Michael Gedrim, who can be contacted using the above email.

14.4.6 Children's and Adults Services can be contacted via Powys Front Door Team (Children) or ASSIST (Adults):

Children's Services – Front Door

Report Child Abuse - Powys County Council

Telephone – 01597 827666

Out of hours – 0845 054 4847

Adult Services – ASSIST

Telephone 0345 602 7050

How to report abuse (A Safeguarding Concern) - Powys County Council

15.0 Tracking and ratification

15.1	This policy was updated on	20th November 2025
	by	Bethan Evans
15.2	This policy was presented to and accepted by the Governing Body on	4th December 2025
15.3	The school staff were made aware of this policy and/or updates on	5th January 2026
15.4	This policy will be reviewed on	Autumn Term 2026

APPENDICES

Appendix A - Associated Policies, Guidance and Advice

- Care Inspectorate Wales – Providing a Care Service https://www.careinspectorate.wales/providing-care-service
- Disciplinary and dismissal procedures for school staff – WG Circular 002/2020 https://www.gov.wales/disciplinary-and-dismissal-procedures-school-staff
- Educational records, school reports and the common transfer system: guidance for schools and local authorities https://www.gov.wales/educational-records-school-reports-and-common-transfer-system-guidance-schools-and-local
- Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 WG Circular 283/2022 https://www.gov.wales/keeping-learners-safe
- Reporting Cases of Misconduct or Professional Incompetence in the Education Service https://www.gov.wales/procedures-reporting-misconduct-and-incompetence-education-workforce
- Safe and effective intervention - use of reasonable force and searching for weapons WG Circular 097/2013 https://www.gov.wales/safe-and-effective-intervention-guidance-schools-and-local-authorities
- Safeguarding in Education: handling allegations of abuse against teachers and other staff – WG Circular 009/2014 https://www.gov.wales/handling-allegations-abuse-against-teachers-and-staff
- Statutory guidance to help prevent children and young people from missing education - WG Circular 002/2017 https://www.gov.wales/statutory-guidance-help-prevent-children-and-young-people-missing-education
- Wales Safeguarding Procedures – November 2019 https://safeguarding.wales/en/
- Welsh Government https://www.gov.wales/education-skills
- Whistleblowing in schools: guidance https://www.gov.wales/whistleblowing-schools-guidance
- Working together to safeguard people: code of safeguarding practice https://www.gov.wales/working-together-safeguard-people-code-safeguarding-practice

Other documents

- General Data Protection Regulations 2018
- Social Services and Well-being (Wales) Act 2014
- The Children Act 1989
- The Children Act 2004
- The Education Act 1996
- The Education Act 2002
- The Human Rights Act 1998

Hyperlinks to websites that have important links to Safeguarding (this is not an exhaustive list):

- Disclosure and Barring Service https://www.gov.uk/government/organisations/disclosure-and-barring-service
- Education Workforce Council www.ewc.wales
- Information Commissioner's Office https://ico.org.uk/
- Mid and West Wales Regional Safeguarding Board www.cysur.wales
- Prevent - Home Office https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised
- The National Crime Agency's CEOP (Child Exploitation and Online Protection) Education Team https://www.thinkuknow.co.uk/
- Welsh Government https://www.gov.wales/
- Welsh Government – Domestic Abuse (Live Fear Free website) https://www.gov.wales/live-fear-free/domestic-abuse-wales
- Welsh Government - Violence Against Women, Domestic Abuse and Sexual Violence https://www.gov.wales/violence-against-women-domestic-abuse

Powys County Council Schools Service provides a range of policies to schools and settings. These are available on the Powys Resources section of the Mid Wales Education Partnership Hwb site https://sites.google.com/hwbcymru.net/adnoddau-powys-resources/home/governors-policies/gov-policies-2

Appendix B - Definitions of Abuse and Neglect

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 child

The Social Services and Well-being (Wales) Act 2014 and accompanying Guidance define a 'child' as a person who is aged under 18.

A child at risk

Section130 (4) of the Social Services and Well-being (Wales) Act 2014 defines a child at risk as a child who:

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

An adult at risk

Section 126(1) of the Social Services and Well-being (Wales) Act 2014 defines an adult at risk as 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), and
- As a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

It is important to note:

- The use of the term 'at risk' means that actual abuse or neglect does not need to occur, rather early interventions to protect a child at risk should be considered to prevent actual harm, abuse and neglect;
- The two conditions necessary to demonstrate a child is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who also require actions to secure their safety in the future;
- the three conditions necessary to demonstrate an adult is at risk of abuse or neglect ensures that protection is provided to those with care and support needs who also require actions to secure the individual's safety in the future because they are unable to protect themselves;
- that the abuse of adults deemed to be 'at risk' is often linked to their circumstances rather than the characteristics of the people experiencing harm;
- Risk of abuse or neglect may be the consequence of one concern or a result of cumulative factors.

Types of harm

Physical abuse

Physical abuse may involve hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions.

Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child or adult at risk who they are looking after.

Emotional abuse

Emotional or psychological abuse is the persistent emotional ill treatment of a child or adult at risk such as to cause severe and persistent adverse effects on the child's or adult's emotional development. It may involve 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

Sexual abuse involves forcing or enticing a child or young person or adult at risk 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 or adult at risk's basic physical and/or psychological needs, likely to result in the serious impairment of the child or adult ar risk's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child or adult at risk 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 or adult at risk's basic emotional needs. In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

Financial abuse

Financial abuse includes theft, fraud, pressure about money, misuse of money. It 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.

Identifying significant harm

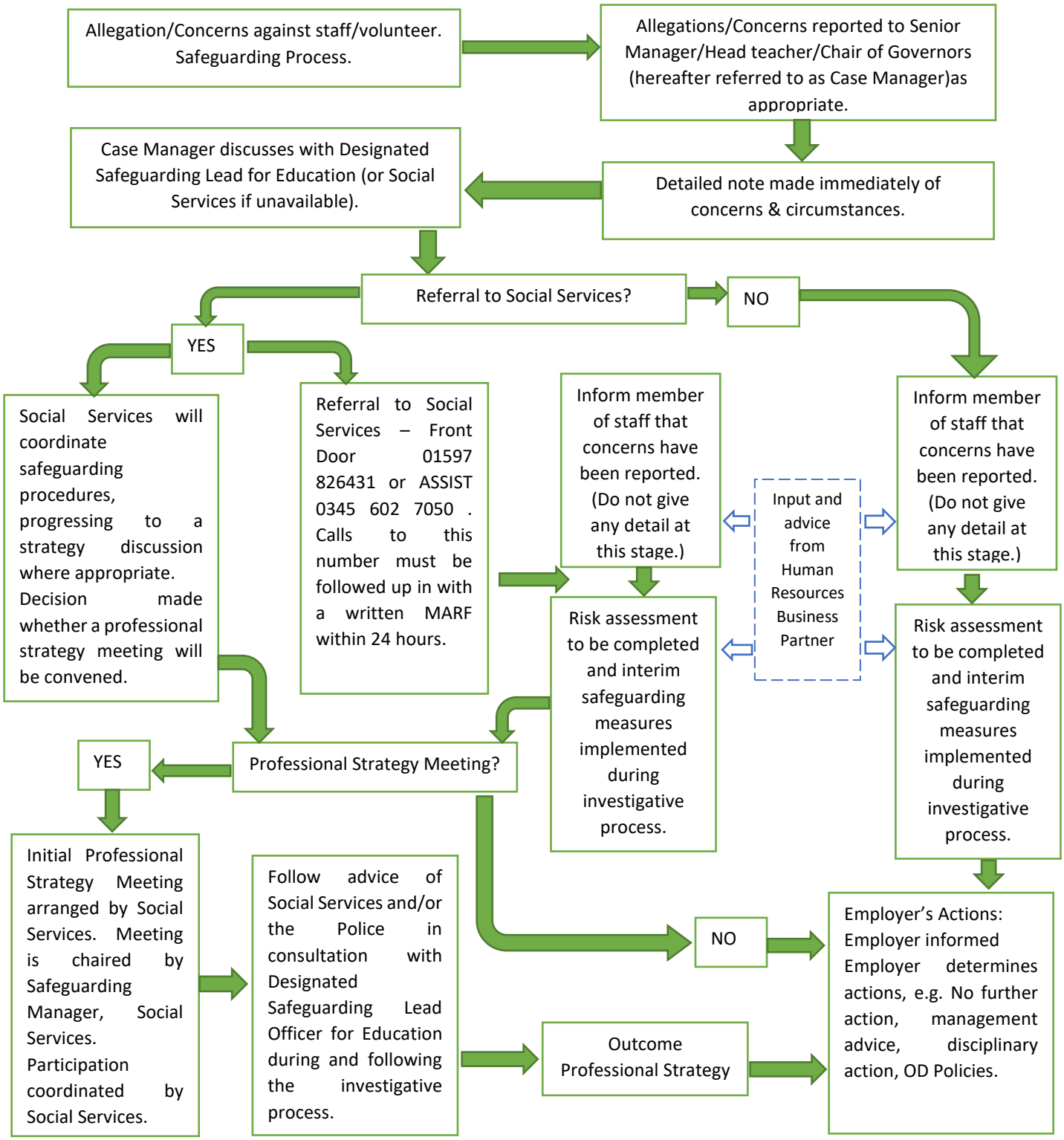
The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in order to protect children (via Section 47 of the Act). Section 31(9) of the Act states that:

> "Where the question of whether harm is significant turns on the child's health or development, the child's health or development is to be compared with that which could reasonably be expected of a similar child."

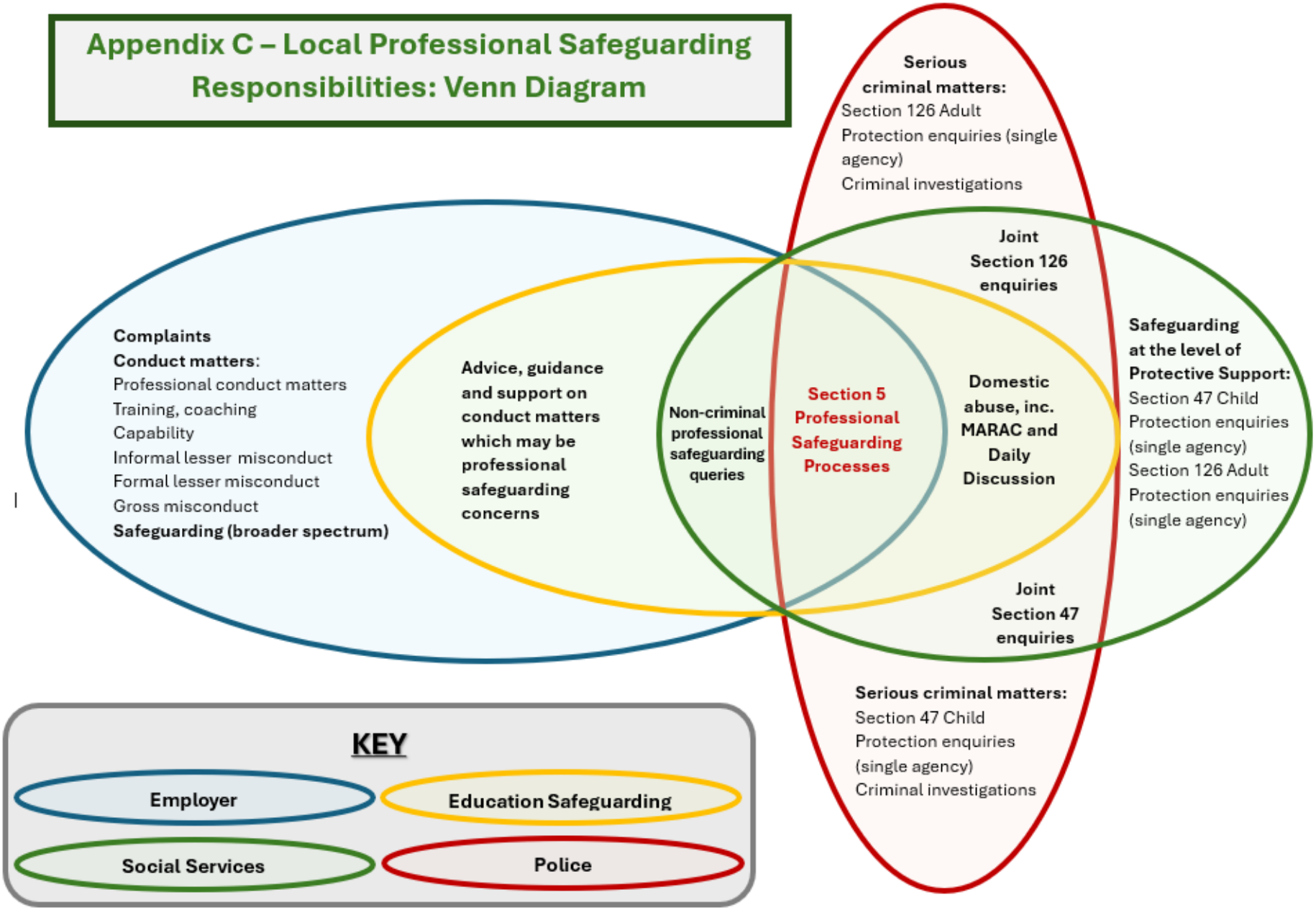
The same principle should be applied to adults at risk.

Appendix C - Professional Allegations/Concerns

This Flowchart should be used as a brief checklist of procedures for allegations/concerns against a professional. Detailed procedures (which apply to any professional) are outlined in the Wales Safeguarding Procedures, Section 5.
Also refer where necessary to Safeguarding children in education: Handling allegations of abuse against teachers and other staff 009/2014.



Appendix C – Local Professional Safeguarding Responsibilities: Venn Diagram



Appendix D - 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, or via secure email transfer, or via secure electronic safeguarding system transfer (where both schools use the same system, such as MyConcern). This Transfer of Records form should be completed and forwarded with the file to the new school. Either the Headteacher or the Designated Senior Person should sign receipt for the file.

Sending School should retain a copy of the signed Transfer of Records form as evidence of the transfer, and ensure appropriate signatures are obtained, and retain a copy of the entire file in line with Section 12, above.

Learner Name:	
DoB:	

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

Name of school and DSP sending records:	
Date file sent	

This section to be completed by the Receiving School if file delivered by hand or secure electronic transfer

Receiving School	
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	

Appendix E - Policy Statement - Prevent

Community Cohesion – Preventing Extremism

Our school is committed to providing a safe environment for all of our learners, 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. Since July 2015, the Counter Terrorism and Security Act 2015 introduced a statutory duty on school staffs 'to have due regard to the need to prevent people from being drawn into terrorism'.

We are aware that children 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 learners, 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 learners with the knowledge, skills and resilience to challenge and discuss such issues in a facilitated and informed way.

This way our learners 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 learner 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 should be completed and submitted to Children's Services / Adult Services (as appropriate). The Local Authority Lead Officer for PREVENT should also be contacted.

Safeguarding Channel Panel

Safeguarding and promoting the welfare of children and adults is everyone's responsibility. We are committed to working with our partners to protect and support our learners, and where a Multi-Agency Referral Form leads to one of our learners 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 training to raise awareness of PREVENT and are encouraged to make use of other counter-terrorism related training modules and the reference material below.

Key Points of Contact

[School Name] School's Designated Senior Person for Safeguarding is:

……

Michael Gedrim

PREVENT Lead for the Education Service, Powys County Council

Email: safeguarding.education@powys.gov.uk

Reference Material

- Channel Guidance https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance
- Educate Against Hate. Resources for parents and teachers https://www.educateagainsthate.com/
- Prevent Duty Training https://www.gov.uk/guidance/prevent-duty-training
- Prevent Duty Guidance https://www.gov.uk/government/publications/prevent-duty-guidance
- Respect and resilience - Developing Community Cohesion. Guidance for schools on the causes of violent extremism and preventative measures. https://www.gov.wales/respect-and-resilience-developing-community-cohesion