

# Safeguarding Policy

Ysgol Panteg and Carreg Lam



Ysgol Panteg and Carreg Lam  
Heol yr Orsaf / Station Road  
Tre Griffith / Griffithstown  
Pont-y-Pŵl / Pontypool  
NP4 5JH

## Two Institutions: One Policy



Ysgol Panteg  
Heol yr Orsaf / Station Road  
Tre Griffith / Griffithstown  
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NP4 5JH

[www.ysgolpanteg.cymru](http://www.ysgolpanteg.cymru)  
[head.ysgolpanteg@torfaen.gov.uk](mailto:head.ysgolpanteg@torfaen.gov.uk)

Head: Dr. Matthew Williamson-Dicken  
Deputy Head: Nerys Phillips  
Chair of Governors: David Childs

Ysgol Panteg is a Welsh-medium two-form entry school with nursery provision located in South Pontypool. Our mission for Ysgol Panteg is to develop our children in a safe and happy place where we work together to create confident citizens for the future. We are proud to place the language and history of Wales at the heart of our teaching while embracing new technologies and fostering pride in our communities. By listening to our children and supporting our families, we will build a respectful and nurturing environment where we can celebrate our successes and help each other. Our intention is to give your child a happy start to their statutory education.



Carreg Lam c/o Ysgol Panteg  
Heol yr Orsaf / Station Road  
Tre Griffith / Griffithstown  
Pont-y-Pŵl / Pontypool  
NP4 5JH

[www.carreg-lam.com](http://www.carreg-lam.com)  
[carreg-lam@torfaen.gov.uk](mailto:carreg-lam@torfaen.gov.uk)

Head: Dr. Matthew Williamson-Dicken  
Centre Leader: Carys Soper  
Chair of Governors: David Childs

We are a late immersion provision unit set up to help learners entering Welsh-medium education at a later stage (between 7-11) and pupils for whom Welsh may not have been part of their daily routine, to gain the skills and confidence needed to continue their learning through Welsh. Children generally will join the unit for an intense learning period of approximately 12 weeks before then undergoing a period of transitioned integration into Welsh-language main-stream settings within Torfaen. Our name, 'Carreg Lam', means stepping stone because we are a bridge into a new bilingual future for every pupil. We are located on the site of Ysgol Panteg in South Pontypool.

Ysgol Panteg and Carreg Lam are two separate institutions and were established for different purposes, Ysgol Panteg's Governing Body supports the Local Authority by through governance of Carreg Lam. Ysgol Panteg receives a management fee from Carreg Lam which formally ensures this arrangement. This, in practice, means that Carreg Lam adopts Ysgol Panteg's policies unless the Governing Body pass a separate policy for a specific issue. This Safeguarding Policy, therefore, is a joint policy between the two institutions.

## Safeguarding Policy Ysgol Panteg and Carreg Lam

Named personnel with designated responsibility for safeguarding children and young people:

Designated Safeguarding Person (DSP)	Deputy Designated Safeguarding Person (DSP)	Safeguarding of Children Governor (SCG)	Chair of Governors (CoG)
Dr. Matthew Williamson-Dicken	1. Ms. Nerys Phillips 2. Kaysha Wulder	Mr. Martyn Redwood	Mr David Childs

### Policy Review Dates

Review Date	Changes Made	By Whom?	Date Shared
September 2022	Updating the Policy and Ensuring Compliance	Dr. Matthew Williamson-Dicken	13/09/2022
October 2022	Ensuring the policy answers of Torfaen's new requirements.	Mr. Tom Rainsbury Dr. Matthew Williamson-Dicken	08/11/2022
January 2023	The addition of 2x Deputy Safeguarding Officers.	Dr. Matthew Williamson-Dicken	10/01/2023
September 2023	Name changes and updates to wording	Dr. Matthew Williamson-Dicken	10/10/2023
September 2024	Name changes of Deputy DSP's and COG	Dr. Matthew Williamson-Dicken Ms Nerys Phillips	03/09/2024
March 2025	Name changes of Deputy DSP	Dr. Matthew Williamson-Dicken Ms. Nerys Phillips	26/03/2025
June 2025	Updating the Policy and Ensuring that Carreg Lam's arrangements are more explicitly laid out within the policy.	Dr. Matthew Williamson-Dicken Ms. Nerys Phillips Mrs. Kaysha Wulder Mrs. Carys Soper	22/07/2025

### Training

Whole School and Centre Training	Designated Safeguarding Person's Training	Deputy Designated Safeguarding Person's Training	Safeguarding of Children Governor's Training	Chair of Governors' Training
Safeguarding Training Provided to All Staff – September 2024	Designated Safeguarding Training – Provided by Children in Wales – November 2023	Nerys Phillips: Designated Safeguarding Training – Provided by Children in Wales – November 2024  Kaysha Wulder: Designated Safeguarding Training – Provided by Children in Wales – February 2025	Martyn Redwood: Provided by Children in Wales - October 2024	David Childs: Provided by Children in Wales - March 2024

### Governor Review of Policy Dates

Year	Month
2022	September
2022	November
2023	January
2023	October
2024	September
2025	March
2025	July

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## **Introduction**

This policy applies to all adults, including volunteers, working in or on behalf of the school and immersion centre.

Everyone working in or for our school or immersion centre service shares the objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our settings, and
- identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe at home and in our school or immersion centre.

## **Our Commitment**

Ysgol Panteg and Carreg Lam are committed to safeguarding and promoting the Welfare of all of our pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school or at the immersion centre, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

We will make sure that all of our policies link up to promote the safeguarding of children.



## Providing a Safe and Supportive Environment

### 1 Safer Recruitment and Selection

***This school and immersion centre is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

We ensure that all appropriate measures are applied in relation to everyone who works in the school or immersion centre who is likely to be perceived by the children as a safe and trustworthy adult including volunteers, governors and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking an enhanced (DBS) check to check against the barred list.

In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure is obtained for **all** new appointments to our workforces (unless portability applies, e.g. supply teachers);
- this school and immersion centre is committed to keep an up-to-date single central record detailing a range of checks carried out on our staff;

- all new appointments to our school or centre workforce who have lived outside the UK will be subject to additional checks as appropriate;
- our school and immersion centre ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identity checks must be carried out on all appointments to our school and immersion centre workforce before the appointment is made, in partnership with the Local Authority.

## 2 **Safe Practice**

Our school and immersion centre will follow the Safeguarding Children and Young People in Educational Settings policy and procedures along with guidance provided by the Gwent Safeguarding Board. This information can be found by following this link:

[gwentsafeguarding.org.uk/en/protocols-and-procedures](https://gwentsafeguarding.org.uk/en/protocols-and-procedures)

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations open to question;
- discuss and/or take advice from school and/or centre management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- be aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal and/or disciplinary action being taken against them.

## 3 **Safeguarding Information for Pupils**

All pupils in our school and centre are aware of a number of staff who they can talk to. Our school and immersion centre is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Our school and immersion centre will ensure that pupils are made aware that safeguarding information can be found easily. Within the building, ChildLine and NSPCC posters have been placed in strategic places to maximise the potential for children to view these posters. Child-friendly posters containing images of relevant staff have been placed within the classrooms and around the building and are easily understandable for our youngest children. A page containing useful documents and tips is available on the school and centre website for the families to access at home.

Provision is made available for all children to receive the time and support that they need, whether this is with the class teacher, a supportive member of staff or a designated member of staff with the additional training to support children effectively. Safeguarding is a standing agenda point for the School Council to discuss a wide range of Safeguarding issues. The feedback from the School Council informs and shapes Safeguarding practices within the school.

We make pupils aware of these arrangements by talking with the children during circle time activities and on a one-to-one basis when a specific need has been identified by a class teacher. Posters are also available with pictures of key members of staff that children are invited to talk to at any time. National Safeguarding weeks are delivered accordingly to provide the children with an increased understanding of the need for and the implementation of effective Safeguarding procedures to support the children.

#### **4 Partnership with Parents**

The school and immersion centre shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. Information has been provided for parents both in and around the building and also on the school and centre website. The noticeboard on the approach to building contains safeguarding information and procedures; it lists who to contact. On the school website, there is a page dedicated to safeguarding which contains all relevant information, an electronic version of the posters displayed in school and also websites alerting them to information such as [www.nspcc.org.uk](http://www.nspcc.org.uk). We also offer basic safeguarding training to parents on a termly basis.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child. We will share with parents any concerns we may have about a child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the class teacher in the first instance. Should you feel the need to escalate your concern, or if you prefer not to/ or are unable to discuss the concern with the class teacher, you may discuss your concern with Dr. Matthew Williamson-Dicken (Head teacher and Designated Safeguarding Person), Ms Nerys Phillips (Deputy Head and Deputy Safeguarding Person) or Mrs. Kaysha Wulder (Deputy Safeguarding Person).

We make parents aware of our safeguarding officers in our school prospectus which is provided to all new parents when their children begin school and/or immersion centre. Parents are also signposted to the Safeguarding Policy through information on the notice board, in the Reception area. When contacting the school to discuss concerns, parents are encouraged to view the Safeguarding Policy which is available online. Parents can receive a paper copy of this policy on request.

Ysgol Panteg and Carreg Lam is committed to ensuring the welfare and safety of all children in school. All Torfaen schools and educational establishments, including Ysgol Panteg and Carreg Lam, follow the Gwent Safeguarding Board procedures. We will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when we will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). We will, of course, always aim to maintain a positive relationship with all parents.

#### **5 Partnership with Others**

We recognise that it is essential to establish positive and effective working relationships with other agencies who are partners in the Gwent Safeguarding Board. Ysgol Panteg and Carreg Lam have effective links with the Local Authority, Social Care and Families First. When needed, Ysgol Panteg and Carreg Lam will endeavour to discuss concerns with parents/or carers about their children. However, there are exceptional circumstances where the school will seek support from Social Care Services and/Police with parental knowledge, this is in accordance with Child Protection procedures. In addition to this, Ysgol Panteg and Carreg may seek support from agencies such as ChildLine, Barnardo's, the NSPCC and Flying Start. Ysgol Panteg and Carreg Lam will endeavour to maintain effective links with a range of agencies in order ensure the safety of all our learners. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

#### **6 Training and Staff & Governor Induction**

The school and centre's senior member of staff with designated responsibility for child protection (DSP) and their deputy/deputies undertakes safeguarding training to support them in carrying out their role and this is refreshed every 2 years. In addition, training in inter-agency working is undertaken to ensure continual professional development and that skills and knowledge in child protection are always up to date.

The Head and all other staff, including non-teaching staff, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively. This training is repeated formally every 3 years and refreshed at least annually.



The Safeguarding Governor and Chair of Governors receive training to support them in undertaking their roles which is refreshed every two years. All other governors also receive appropriate safeguarding training.

The Keeping Learners Safe Modules available on Hwb support all staff, volunteers and governors to understand their safeguarding responsibilities as set out in the Keeping Learners Safe Guidance.

All staff, governors and volunteers are provided with our child protection policy and informed of our child protection arrangements on induction.

## **7 Support, Advice and Guidance for Staff**

Staff will be supported by:

- Dr. Matthew James Williamson-Dicken (Designated Safeguarding Person),
- Ms Nerys Phillips (Deputy Safeguarding Person 1),
- and Mrs. Kaysha Wulder (Deputy Safeguarding Person 2)

in school, LA, and professional associations.

The designated senior person for Safeguarding/Child Protection (DSP) will be supported by Mr Martyn Redwood (Safeguarding Governor) and Mr David Childs (Chair of Governors). Staff are encouraged to seek support from the DSP and the deputies on a regular basis. Safeguarding best practice is relayed to staff often and mentoring meetings are held to ensure all staff deal effectively with all aspects of Safeguarding.

## **8 Children Missing from Education**

When a child on roll at a school appears to have gone missing or is withdrawn from a maintained school or educational setting in Wales without the parent/carer giving notice or without the school or centre being advised of the new educational setting, we will try to make contact with the parent/carers. Care should be taken to record all the steps taken to locate the child such as information known, received, dates, times and people spoken to along with decisions and actions taken. If these efforts fail, we will notify the Education Welfare Service promptly who will then work with the school/centre and make every effort to try and identify the child or young person's current whereabouts/destination. If a child or young person has left our school or immersion centre without a known destination and both school and/or immersion centre and the Education Welfare Service have followed procedures and all 'reasonable efforts' to locate them have been unsuccessful, then, after a minimum period of 4 weeks, the school, in consultation with the Local Authority should remove the child or young person's name from its roll and create a 'lost pupil' common transfer file (CTF). The CTF should be uploaded onto the s2s secure site where it will be held in the 'lost pupil' area.

## **9 Confidentiality**

Where there is a concern that a child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.

Confidentiality is important in maintaining confidence and participation in services and thereby helping to protect children's health and wellbeing. However, the duty of confidentiality is not absolute and may be breached where this is in the best interest of the child and in the wider public interest.

**The school has a clear and specific confidentiality policy. The immersion centre subscribes to this same policy.** It states:

- That information has to be shared with the police and social care where a child/young person may be at risk of significant harm.

- When the confidentiality of the pupil and/or parent should be broken that information is shared on the basis of need to know.

## 10 Pupil Information

Our school and immersion centre will endeavour to keep up-to-date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives;
- names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);
- details of any persons authorised to collect the child from school (if different from above);
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.);
- if the child is or has been on the Child Protection Register or subject to a care plan:
  - name and contact detail of G.P.
  - any other factors which may impact on the safety and welfare of the child.

## 11 Roles and Responsibilities

### ***Our Governing Body will ensure that:***

- the school and immersion centre has a child protection policy and procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school and immersion centre operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school and immersion centre has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures;
- a senior member of the leadership team is designated to take lead responsibility for child protection (and deputy);
- A lead governor is nominated to ensure safeguarding is receiving proper attention – the Safeguarding Children Governor (SCG)
- staff undertake appropriate child protection training;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated (typically the Chair of Governors) to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head;
- where services or activities are provided on the premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;
- they review their policies and procedures annually and provide information to the Local Authority about them and about how the above duties have been discharged.

### ***Our Head will ensure that:***

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistleblowing policies.

### ***Senior Member of Staff with Designated Responsibility for Child Protection and their Deputies will:***

- take responsibility for Child Protection practice, policy and procedures and professional development working with other agencies as necessary;

- refer cases of suspected abuse or allegations to the relevant investigating agencies as soon as a problem, suspicion or concern about a child becomes apparent and certainly within 24 hours;
- ensure referrals made by telephone or in person are confirmed in writing within 24 hours using the Duty to Report Form;
- act as a source of support, advice and expertise within the educational establishment;
- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- have a working knowledge of the Gwent Safeguarding Board, the conduct of a child protection case conference and be able to attend and contribute to these;
- liaise with the Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role;
- support the Head teacher and governing body in ensuring the school has robust safe recruitment and retention procedures
- ensure that all staff have access to and understand our child protection policy;
- Support the governing body in ensuring the school has robust safe recruitment and retention procedures;
- ensure that all staff have induction training;
- keep detailed accurate secure written records and/or concerns;
- obtain access to resources, attend any relevant or refresher training courses at least every two years and ensure the learning from the training is cascaded to all staff as necessary;
- ensure the child protection policy is updated and reviewed annually and work with the Governing Body regarding this;
- ensure parents are made aware of the child protection/ safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the school/setting, ensure the child protection file is copied for the new school/setting asap and transferred to the new school separately from the main pupil file in accordance with the LA School's Retention Policy. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education inclusion Service.

***All staff and volunteers will:***

- fully comply with the school's policies and procedures;
- attend appropriate training;
- inform the designated person of any concerns.

Staff and Volunteers should never:

- engage in sexually provocative or rough physical games, including horse play;
- allow children to use inappropriate language unchallenged;
- make sexually suggestive comments in front of, about, or to a child, even in 'fun';
- let allegations made by a child go without being addressed and recorded;
- deter children from making allegations through fear of not being believed;
- do things of a personal nature for children that they can do themselves;
- share a bedroom with a child or young person;
- invite or allow a child or young person to stay with them at their home unsupervised;
- jump to conclusions about others without checking facts;
- rely on their own good name to protect them.

## **Carreg Lam Specific Arrangements**

### **Reporting on Attendance**

- Torfaen Transport are responsible for arranging transport from respective to schools (Ysgol Gymraeg Cwmbran, Ysgol Gymraeg Gwynllyw and Ysgol Bryn Onnen) to Carreg Lam (c/o Ysgol Panteg, Station Road, Griffithstown, Pontypool). Ysgol Gymraeg Cwmbran, Ysgol Gymraeg Gwynllyw and Ysgol Bryn Onnen staff should keep a record of arrival at school before the children are transported to Carreg Lam.
- Ysgol Gymraeg Cwmbran, Ysgol Gymraeg Gwynllyw, Ysgol Bryn Onnen should use the 'B' code to indicate that children are being educated off-site. On pre-agreed transition days, where the children do not travel to Carreg Lam, normal registration procedure will be undertaken.
- Carreg Lam staff will keep registers of attendance.
- Carreg Lam staff will inform respective schools' office email accounts after morning registration and afternoon registration of attendance so that the schools may update their registers accordingly.
- If a family member reports illness to a school, the school will inform Carreg Lam via email ([carreg-lam@torfaen.gov.uk](mailto:carreg-lam@torfaen.gov.uk)). If a family member reports illness to Carreg Lam staff, we will report this back to schools.

### **Specific Recording and Child Protection Referral Arrangements**

- Whilst children are attending Carreg Lam, Ysgol Panteg's safeguarding team will be responsible for co-ordinating safeguarding issues (following Torfaen's model policy). The team will work in partnership with the child's main-stream school as a multi-agency approach.
- Ysgol Panteg's safeguarding team will complete referrals to social services. These will be completed in conjunction with Ysgol Bryn Onnen, Ysgol Gymraeg Gwynllyw and Ysgol Gymraeg Cwmbran as appropriate.
- Ysgol Bryn Onnen, Ysgol Gymraeg Gwynllyw and Ysgol Gymraeg Cwmbran will share their children's MyConcern profiles with Ysgol Panteg so that safeguarding records can be kept and shared using Torfaen's official process. After the children have finished their time at the unit, Ysgol Bryn Onnen, Ysgol Gymraeg Gwynllyw and Ysgol Gymraeg Cwmbran will remove record editing rights from Ysgol Panteg.
- Where referrals to other agencies are to be made (such as Torfaen Outreach, Families First etc.) these will be carried out in conjunction with main-stream settings.

## Identifying Children and Young People Who May Be Suffering Significant Harm

Teachers and other adults in the school and immersion centre are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or staff being alerted to concerns.

### Definitions

- As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.
- **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.
- **Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- **Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment), protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate carers), or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Child Sexual Exploitation** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity, (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

- **Child Criminal Exploitation** is common in county lines and occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact, it can also occur through the use of technology,
- The UK Government defines **county lines** as the term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs or money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.
- **Online Abuse** – Online abuse is abuse that is facilitated using technology. It may take place through social media, online games, or other channels of digital communication. Children can also be re-victimised if evidence of their abuse is recorded or uploaded online. Technology can facilitate a number of illegal abusive behaviours including, but not limited to: harassment; stalking; threatening behaviour; sharing indecent images of children under 18; inciting a child to sexual activity; sexual exploitation; grooming; sexual communication with a child; and, causing a child to view images or watch videos of a sexual act. Using technology to facilitate any of the above activities is online abuse. Alongside those illegal activities that are perpetrated online, children may also be exposed to inappropriate behaviours or content online. For instance, children may be bullied online by their peers or they might, either accidentally or intentionally, view content which is intended for adults, such as pornography. Both online abuse and exposure to unsuitable content or behaviour can have a long-lasting impact on the wellbeing of children and young people.

## **Taking Action to Ensure that Children are Safe at School and at Home**

All staff follow the Gwent Safeguarding Board Child Protection Procedures which are consistent with 'Working Together to Safeguard Children' and the Wales Safeguarding Procedures.

It is **not** the responsibility of the school or immersion centre staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding person with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Our school and immersion centre fully recognise the contribution it makes to child protection and the following procedures will be followed in relation to concerns of a child protection nature. There are three main elements to our child protection policy and procedures:

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

Our policy and procedures apply to all staff and volunteers working in the school and/or immersion centre and governors. Teaching assistants, midday supervisors, caretakers and secretaries as well as teachers can be the first point of disclosure for a child.

### **Prevention**

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

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school and immersion centre 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;
- Include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- build relationships with other agencies and ensure early and appropriate referrals for support and intervention are made before risks escalate;
- take a holistic approach to wellbeing which will incorporate safeguarding and preventative measures to support children and families.

### **Procedures**

We will follow the Wales Safeguarding Procedures that have been endorsed by the Gwent Safeguarding Board and as required in WG Guidance Keeping Learners Safe the school and immersion centre will ensure:

- we have a designated governor, the Safeguarding Children Governor (SCG), who will oversee the school's safeguarding policy and provide a supporting link for the designated safeguarding person (DSP);
- we have a DSP for safeguarding who has undertaken appropriate training;
- we recognise the role of the DSP and arrange support for training
- that every member of staff and every governor knows:
  - the name 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 protection concerns to social services, or to the police, within the timescales agreed with the Regional Safeguarding Board;

- how to take forward concerns where the DSP is not available;
- that members of staff are aware of the need to be alert to signs of abuse or neglect and know how to respond to a pupil who may disclose abuse or neglect;
- 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* [www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf](http://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf) 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
- that we provide training for all staff so that they:
  - understand their personal responsibility;
  - know the agreed local procedures and their duty to respond;
  - are aware of the need to be vigilant in identifying cases of abuse and neglect;
  - know how to support a child who discloses abuse or neglect;
  - understand the role online behaviours may have in each of the above.
- that we notify the local social services team if:
  - a pupil on the child protection register is excluded either for a fixed term or permanently;
  - or if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend).
- that we work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial review as well as child protection conferences and core groups and the submission of written reports to the conferences;
- that we keep written records of concerns about children and ensure all records are kept secure and in locked locations (noting the date, event and action taken), even where there is no need to refer the matter to the local authority immediately
- that we adhere to the procedures set out in the Welsh Government's *Disciplinary and Dismissal Procedures for School Staff: Revised Guidance for Governing Bodies*: <https://gov.wales/disciplinary-and-dismissal-procedures-school-staff>
- that recruitment and selection procedures are made in accordance with Welsh Government guidance such as *Keeping Learners Safe*.

## Supporting the Pupil at Risk

In line with the Future Generations (Wales) Act 2015, schools and colleges should maintain an emphasis on prevention, in terms of early intervention, with a view to reducing the risks children are exposed to and subsequent difficulties in later life. This also applies to our immersion centre. Exposure to adverse childhood experiences (ACE's) is associated with poorer health and well-being outcomes. Early identification, intervention and action to mitigate the impact of ACE's, across the life course, is vital. ACE's are traumatic experiences that occur before the age of 18 and are remembered throughout adulthood. They may include child maltreatment such as physical, sexual, verbal abuse and neglect and wider experiences of household dysfunction, such as growing up in a household affected by domestic violence, parental separation, alcohol and drug use, mental illness or parental incarceration. We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this and this school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school and immersion centre will endeavour to support the pupil through:

- the content of the curriculum to encourage self-esteem and self-motivation;
- the school ethos which:
  - promotes a positive, supportive and secure environment;
  - gives pupils a sense of being valued'
- the school behaviour policy, which is aimed at supporting vulnerable pupils in the school and is also adopted by the immersion centre. All staff 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. We 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.
- liaising with other agencies who support the pupil such as local authority officers – for example the Educational Psychology Service, Behaviour Support Services or the Education Welfare Service, Child and Adolescent Mental Health Services, and advocacy services;
- keeping records and notifying the local authority as soon as there is a recurrence of a concern;



- when a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform social services.

### **Violence Against Women Domestic Abuse and Sexual Violence (VAWDASV)**

We are aware that violence against women, domestic abuse and Sexual Violence can have a huge impact on children and young people and can affect their safety, health and wellbeing, educational attainment, family and peer relationships and their ability to enjoy healthy, respectful relationships in the future. We are committed to a holistic approach to tackling this as set out in the 'Good Practice Guide – A Whole School Approach to VAWDASV in Wales' <https://gov.wales/live-fear-free?policies-and-guidance/good-practice-guide-a-whole-education-approach> and pupils are supported via the curriculum by providing age appropriate healthy relationship lessons and staff and governors are encouraged to undertake training.

### **Operation Encompass**

Our school and immersion centre supports Operation Encompass which is a police and education early intervention safeguarding partnership. Gwent Police informs relevant educational settings (such as primary schools) of any incident of domestic abuse which is experienced by or involves a child or young person. This approach enables our school and immersion centre to provide the most appropriate support and creates a trusting environment for all children or young people following any incident. With regards to Carreg Lam learners, Operation Encompass reports will be sent to the school that they are registered at. Therefore, it is the responsibility of the mainstream schools to ensure that Carreg Lam staff are aware of the report as soon as reasonably possible.

### **Safeguarding Pupils who are Vulnerable to Extremism - the Prevent Duty**

Our school and immersion centre values the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. We always seek to protect our pupils and staff from all messages and forms of extremism and ideologies. We use opportunities within the curriculum to explore and challenge these topics and to promote the values of democracy and mutual respect and tolerance of different faiths and beliefs.

Our school and immersion centre is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies.

The school has a risk assessment in place in-line with the Prevent Duty and the immersion centre adopts this same risk assessment. All staff with designated safeguarding responsibilities have received training in relation to the Prevent Duty which is refreshed every 2 years. As with any other safeguarding risks they are aware they must bring concerns to the attention of the DSP who will take appropriate action.

### **Female Genital Mutilation (FGM) Mandatory Reporting Duty**

On 31<sup>st</sup> October 2016 a new duty was introduced that requires health and social care professionals and teachers to report known cases of FGM in girls under 18 to the police.

In the UK all forms of FGM are illegal under the FGM Act 2003 and our school and immersion centre follows Home Office multi agency guidelines which outline the actions that should be taken by frontline professionals including teachers, to protect girls and women and offer them the support they need. The Wales Safeguarding Procedures Protocol on FGM also provides advice on safeguarding girls from FGM.

Any information or concern that a child is at immediate risk of, or has undergone FGM, will result in an immediate child protection referral.

## **Harmful Sexual Behaviour**

Sexual abuse can happen between children of any age and sex, and takes many forms along a continuum ranging from sexual harassment through to contact sexual abuse, including peer sexual exploitation and harmful sexual behaviour. Peer sexual abuse involves children of similar ages/year groups whereas other types of harmful sexual behaviour will involve a large difference in age. Increasingly, peer sexual abuse is taking place through digital platforms, which makes it more complex for education settings to tackle. We recognise there is a continuum of behaviours which constitute peer sexual abuse, exploitation and harmful sexual behaviour. We will respond to all behaviours in a proportionate way and in line with the recommendations in Estyn's paper and Welsh Parliament's Children, Young People and Education Committee's inquiry report on peer-on-peer sexual harassment among learners (July 2022). We continue to ensure a holistic approach to creating healthy, respectful relationships between peers is embedded within our school and implement appropriate safeguarding and child protection procedures as required.

## **Children with Additional Learning Needs**

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. Staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

### **Staff must immediately report:**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- any explanation given which appears inconsistent or suspicious;
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- any concerns that a child is presenting signs or symptoms of abuse or neglect;
- any significant changes in a child's presentation, including non-attendance;
- any hint or disclosure of abuse from any person;
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

## **Responding to Disclosure**

Disclosures or information may be received from pupils, parents, or other members of the public. We recognise that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. If a child feels the need to disclose, they are encouraged to seek a member of staff with whom they are most comfortable. It is then the child's decision to disclose in the way that they deem most appropriate be this in Welsh, English, through pictures or by talking to inanimate object. In the event of a child with significant communication difficulties wishes to make a disclosure, they will be encouraged to seek support from a member of staff who is most able to deal with the needs of the child efficiently. All disclosures will be treated with the same respect and sensitivity and reporting protocols will then be followed. Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

### **Staff will:**

- listen to and take seriously any disclosure or information that a child may be at risk of harm;
- try to ensure that the person disclosing does not have to speak to another member of school staff;
- clarify the information;
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- try not to show signs of shock, horror or surprise;
- not express feelings or judgements regarding any person alleged to have harmed the child;

- explain sensitively to the person that they have a responsibility to refer the information to the safeguarding designated person
- reassure and support the person as far as possible;
- explain that only those who 'need to know' will be told;
- explain what will happen next and that the person will be involved as appropriate.

### **Actions by the Designated Safeguarding Person (DSP)**

Following any information raising concern, the DSP will consider:

- any urgent medical needs of the child;
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care;
- the child's wishes.

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

or

- not to make a referral at this stage;
- if further monitoring is necessary.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard Duty to Report Referral Form.

With regards to children who attend Carreg Lam and are registered another school, DSPs from Carreg Lam and Ysgol Panteg will contact the child's mainstream school to inform them of the situation and the referral.

### **Action following a Child Protection Referral**

The DSP or other appropriate member of staff will:

- make regular contact with the Social worker involved to stay informed;
- wherever possible, contribute to the Strategy Discussion;
- provide a report for, attend and contribute to any subsequent Child Protection Conference;
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- where appropriate, share all reports with parents prior to meetings;
- where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the Safeguarding Manager of Torfaen Safeguarding Unit;
- where a child on the child protection register moves from the school or goes missing, immediately inform the key worker in Social Care.

### **Recording and Monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be signed and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

All child protection documents will be retained on the MyConcern system. If the child goes missing from education or is removed from roll to be educated at home then any Child Protection File should be copied and the copy sent to the Educational Welfare

Service. **Original copies will be retained until the child's 25<sup>th</sup> birthday – these should be retained by the school and/or immersion centre.**

### **Supporting the Child and Partnership with Parents**

We recognise that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will provide a secure, caring, supportive and protective relationship for the child.

Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The DSP will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

### **Allegations regarding Person(s) Working in or on behalf of the School or Immersion Centre (including Volunteers)**

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child or
- Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will apply the same principles as in the rest of this document and we will always follow the Gwent Safeguarding Board procedures. Our school disciplinary procedures also reflect these requirements and also apply to immersion centre staff.

Detailed records will be made to include decisions, actions taken, and reasons for these. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely by the Headteacher and will only be accessed by themselves, the Safeguarding Governor and Chair of Governors. These records will be made available to the Local Authority and the designated Human Resources personnel and police if required.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

## **Safeguarding Responsibilities in Specific Circumstances**

There are many additional considerations in relation to specific safeguarding issues and a wealth of guidance exists which schools must follow to meet their safeguarding duties and responsibilities. Examples of specific issues are:

- Abuse by children and young people
- Asylum seeking children
- Black Minority Ethnic Pupils
- Bullying
- Child Abuse images and the internet
- Child Abuse linked to witchcraft and spiritual beliefs
- Child Neglect
- Children and young people in the youth justice system
- Children living away from home or in temporary accommodation
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Children who may have been trafficked
- Children missing education
- Children who run away/missing
- Disabled children
- Online safety
- Fabricated or induced illness
- Female Genital Mutilation
- Forced marriage and honour-based violence
- Foster care including private fostering
- Foreign exchange visits
- Gender based violence, domestic abuse and sexual violence
- Physical contact with pupils, including restraint
- Radicalisation
- Sexually active young people
- Substance misuse
- Suicide
- Teenage intimate partner abuse

**We therefore refer to WG Guidance 272/2021 Keeping Learners Safe for links to statutory and good practice guidance on specific safeguarding issues.**

### **Other Useful Contacts**

Gwent Safeguarding Board – [www.gwentsafeguarding.org.uk](http://www.gwentsafeguarding.org.uk)

Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) – Vawdasv Gwent – [Vawdasv.Gwent@newport.gov.uk](mailto:Vawdasv.Gwent@newport.gov.uk)

Community Safety Team – [CommunitySafetyTeam@torfaen.gov.uk](mailto:CommunitySafetyTeam@torfaen.gov.uk)

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk)

ChildLine – [www.childline.org.uk](http://www.childline.org.uk)

Children in Wales – [www.childreninwales.org.uk](http://www.childreninwales.org.uk)

Hwb Digital Learning for Wales – [www.hwb.wales.gov.uk](http://www.hwb.wales.gov.uk)

Domestic Violence – Live Fear Free – [www.livefearfree.gov.wales](http://www.livefearfree.gov.wales)

Internet Safety – SWGfL – [www.swgfl.org.uk](http://www.swgfl.org.uk)

## **Legislative Framework**

Legislation underpins Torfaen LA's Safeguarding Policy & Procedures.

### **CHILDREN ACT 1989**

Section 47 places a duty on:

- any local authority;
- any local education authority;
- any housing authority;
- any health authority, Special Health Authority or National Health Service Trust; and
- any person authorised by the National Assembly for Wales

to help a Local Authority with its enquiries in cases where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

"Harm" is defined in section 31(9) of the Children Act 1989 as "ill-treatment or the impairment of health or development". It is broader than physical violence and includes sexual abuse and forms of ill-treatment which are not physical. Any harm a child suffers because a parent is being harassed or intimidated is caught by the definition of "harm". Section 120 of the Adoption and Children Act 2002 amends the definition of harm in the Children Act 1989 to "ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another".

### **CHILDREN ACT 2004**

The Children Act (2004) sets out the framework for all services working with children, safeguarding children being recognised as a key area which is now a central responsibility of all agencies under the scrutiny of the Local Safeguarding Children's Board.

The Children Act 2004 strengthens the arrangements for protecting and promoting the Welfare of children and young people. It places a duty on all local authorities in Wales to make arrangements to promote co-operation with a view to improving the well-being of children in their area, in relation to:

- Physical & mental health and emotional well-being.
- Protection from harm and neglect.
- Education, training and recreation.
- The contribution made by them to society.
- Social and economic well-being.

### **EDUCATION ACT 2002**

Section 175 of the Education Act 2002 places a statutory duty on LAs and the Governing Bodies of all schools and further education institutions to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition, these bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make under Section 175.

Section 157 places the same duties on the proprietors of all independent schools and colleges.

'Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identify children and young people who are suffering or likely to suffer significant harm; and
- taking appropriate action with the aim of making sure they are kept safe both at home and at school.

(Safeguarding Children in Education Guidance, 2004)

## **HUMAN RIGHTS ACT 1998 AND DATA PROTECTION 1998**

The Children Act 1989 and Human Rights Act 1998 have changed the way referrals to Social Care are made. Parents now have a right to know that their child is being referred – unless it is reasonable to assume that informing the parents will place the child in danger or that it would lead to the destruction of evidence – this is most likely in cases of alleged physical or sexual abuse.

A child can bring an action for damages against a Local Authority in their own right rather than through their parents. The child when an adult can bring a claim within three years of the injury coming to their attention, but can be extended by the court if leave is granted. If bringing an action as a child it can be for the parents or a guardian to do this. This means that pupil records should be kept for nine years after the child has left school (as a minimum).

Data protection legislation means that parents/former pupils have the right to see their school records and although child protection information is exempt from this requirement, if a parent or former pupil asked to see notes registering any child protection concerns, then it is likely that a Local Authority would be obliged to show them, unless to do so would cause individual harm to the parent or former pupil, unless the case had involved a criminal prosecution, care order or other legal prohibition. Therefore, it is vital that all information written about children, or allegations made by children is kept to objective comments, verbatim accounts and factual information.

Before disclosing any information as an access request we will follow Torfaen's County Borough Council's procedure. If in doubt, we will contact the Council's Information Security Manager or Legal Services.

## **SEXUAL OFFENCES ACT 2003**

The Sexual Offences Act 2003 has established a new legal framework for defining acceptable and unacceptable relationships. It clarifies that it is inappropriate for any education professional to form an intimate relationship with a young person under 18. This is clearly stated in the LA's Code of Conduct. It makes new provision about sexual offences including those against children.

## **THE EQUALITY ACT 2010**

The Equality Act 2010 imposes statutory duties on local authorities and educational establishments so that all schools in Wales, irrespective of how they are funded or managed, have obligations under the Equality Act 2010 as employers, service providers and bodies which carry out public functions.

## **THE SOCIAL SERVICES AND WELL-BEING ACT 2014**

The Social Services and Well-being Act 2014 came into force on 6 April 2016. The Act is a pivotal delivery mechanism for implementing and strengthening key aspects of the Welsh Government's safeguarding agenda. The scope of the Act extends beyond social services. It sets out the responsibilities in terms of the promotion of well-being and places a duty on local authorities to arrange or provide services which contribute to the prevention of abuse and neglect. It has strengthened arrangements for adult safeguarding and protection and enhances the wellbeing for people who need care and support, and carers who need support by providing a core legislative framework to underpin policy objectives.

## **THE VIOLENCE AGAINST WOMEN, DOMESTIC ABUSE AND SEXUAL VIOLENCE (WALES) ACT 2015 (VAWDASV)**

The Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 introduces requirements for relevant authorities to prepare, publish and implement strategies to contribute to its purpose. The Act aims to improve the Public Sector response by providing strategic focus to improve the arrangements for the prevention, protection and support for individual affected by such violence and abuse.

## THE COUNTER TERRORISM ACT 2015

The Counter Terrorism Act 2015 places a duty on 'specified authorities' in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty. The following guidance has also been considered:

- Wales Safeguarding Procedures
- National Service Framework - The National Service Framework (NSF) for children and young people states as its aims that "All children and young people achieve optimum health and well-being and are supported in achieving their potential". The objectives outlined in Torfaen's Corporate Plan will ensure that through multi agency/disciplinary working this will be achieved.
- Lost in Care - the report of the Tribunal of Inquiry into the abuse of children in care in the former county council areas of Gwynedd and Clwyd since 1974, Department of Health 2000.
- Framework for the Assessment of Children in Need and their families - Department of Health, 2000
- Clwyd Report of the Examination of the Children's Commissioner for Wales into the allegations of child sexual abuse in a school setting – 2004.
- The Bichard Inquiry Report – The Home Officer, 2004.
- The Victoria Climbié Inquiry Report and inquiry by Lord Laming 2003.
- Safeguarding Children: Working Together under the Children Act 2004
- WG Guidance 272/2021 – Keeping Learners Safe – April 2021
- WG Guidance Jan 24 – Safeguarding Children in Education – Handling Allegations of Abuse against teachers & other staff – April 2014
- Torfaen LA Corporate Safeguarding Policy



## **Categories of Abuse**

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional setting, by those known to them or more rarely by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

### **NEGLECT**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate care or treatment.

### **PHYSICAL ABUSE**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

### **EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it might occur alone.

### **SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, sexual images, watching sexual activities or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

## Section 175 Safeguarding Self-Evaluation Tool

Section 175 of the Education Act 2002 places a statutory duty on LA's and governing bodies of maintained schools to make arrangements to ensure their functions are carried out with a view to safeguarding and promoting the welfare of children. One of the mechanisms by which we can establish this assurance is through individual schools self-evaluating their performance using the Section 175 Annual Safeguarding Self Evaluation Tool and sharing the results and associated improvements. It will also help to provide clear evidence in relation to the progress schools are making in response to the safeguarding agenda and further provides a focus on relevant safeguarding priorities. Schools are encouraged to consider their evidence when completing their responses and use the process to support a whole setting approach to safeguarding which is developed on an on-going basis.

The Section 175 Annual Safeguarding Self-Evaluation Tool will continue to be used annually to simultaneously provide an overall picture of safeguarding across all schools and settings at a point in time. Specific areas highlighted on LA analysis of evaluations will continue to be addressed timely with individual schools as required and support/training will be provided to address any themes identified via clusters or as a whole as appropriate. A copy of the school's safeguarding policy should also be forwarded alongside the completed evaluation.

In our specific case, Ysgol Panteg completes the Section 175 Safeguarding Self-Evaluation Tool on behalf of both Ysgol Panteg and Carreg Lam.

All schools receive an individual response and some schools may require a 'face to face' visit if additional support is necessary and additionally a summary of the evaluations will be included in the annual safeguarding report to schools detailing:

- Confirmation that all schools have responded
- Any issues
- Any lessons learned
- Identified themes
- Proposed support/training

Feedback and comments will continue to be welcomed every year the evaluation is completed to further develop the process and ensure schools have a robust safeguarding evaluation tool in place going forward.

**To access the Section 175 Annual Safeguarding Self Evaluation (available in both English and Welsh) please follow the hyperlink below using the information on the following page to assist you:**

<http://www.forms.torfaen.gov.uk/section175/survey.html>

Completion time of the Section 175 Annual Safeguarding Self Evaluation is between 45 to 60 minutes and the evaluation is broken down into sections to make completion easier.

### Section 175 Safeguarding Self-Evaluation Tool 2025

Dewiswch eich dewis iaith  
Choose your preferred language

- ☒ English  
☐ Welsh (United Kingdom)

## Section 175 Safeguarding Self-Evaluation Tool 2025

The information that you provide in completing this form will be treated as confidential and only be processed for the purposes of this survey in compliance with Data Protection Law (UK GDPR/Data Protection Act 2018). Please only provide personal data where clearly requested and be careful not to provide any information that could be used to identify any other persons when filling in the text boxes. For further information on how we process your information and your Rights please click [here](#).

You can also contact the Data Protection Officer via email: [DPA@torfaen.gov.uk](mailto:DPA@torfaen.gov.uk) or call 01633 647467.

This checklist should be completed by the Designated Safeguarding Person (DSP) and Safeguarding Children Governor (SCG) in your school

- Q1 School name:
- Q2 Name of DSP:
- Q3 Name of Deputy DSP/Deputy DSP's:
- Q4 Name of Safeguarding Children Governor:
- Q5 Date of completion
- Q6 Is the DSP a member of the Senior Leadership Team (SLT)?  
☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q7 Do all staff, parents, pupils and governors know who the DSP & Deputy DSP are?  
☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q8 Does the school have a Safeguarding Policy and Procedure in place in line with the model provided by the LA which is reviewed annually?  
☐ Yes  
☐ No  
☐ In progress  
☐ Not sure

- Q9 What date was the safeguarding policy last reviewed and ratified by the Governing Body?
- Q10 Are you satisfied that staff and governors recognise the child protection and safeguarding responsibilities placed upon them by Welsh Government guidance Keeping Learners Safe?  
☐ Yes  
☐ No  
☐ In progress
- Q11 Do the DSP and SCG liaise prior to governing body meetings in accordance with school policy and WG Guidance Keeping Learners Safe?  
☐ Yes  
☐ No  
☐ In progress
- Q12 Is the safeguarding policy available to all staff, temporary staff (including agency staff), peripatetic staff, governors, pupils and parents?  
☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q13 Are all other policies in school which have relevance to safeguarding monitored to ensure their effectiveness in safeguarding pupils in line with the commitment in the safeguarding policy?  
☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q14 Are safeguarding policies and procedures easily accessible and explained on your website in a user friendly way?  
☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q15 Has responsibility for version control of policies been allocated to someone within the school?  
☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q16 The LA internal audit section routinely conducts a systems audit of all schools. Have the recommendations linked to safeguarding as a result of that audit been acted upon?  
☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q17 How are lessons learned from Child Practice Reviews disseminated throughout your school?
- Q18 If there is a professional disagreement, how do you escalate concerns?

## Training & Safeguarding and Awareness

- Q19 Date DSP received safeguarding training specifically for the DSP role (This should be refreshed every 2 years)
- Q20 Who was the training provider?
- Q21 Date Deputy DSP received safeguarding training specifically for the DSP role, if there are multiple Deputy DSPs please provide each date (This should be refreshed every 2 years)
- Q22 Who was the training provider?
- Q23 Do you feel that this training has changed and improved delivery in school?  
☐ Yes  
☐ No
- Q24 Date SCG received safeguarding training specifically for the SCG role (This should be refreshed every 2 years)
- Q25 Who was the training provider?
- Q26 Date COG received safeguarding training specifically for the COG role (This should be refreshed every 2 years)
- Q27 Who was the training provider?
- Q28 Is basic safeguarding training provided to the whole school, including the non-teaching staff, catering, cleaning, caretaker, admin, governors, midday supervisors, volunteers, etc in line with requirements in the safeguarding policy?  
☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q29 Date whole school training took place:
- Q30 Does the school ensure that basic safeguarding training includes references to subjects such as Prevent Duty, CSE (Child Sexual Exploitation), CCE (Child Criminal Exploitation), HSB (Harmful Sexual Behaviour), OE (Operation Encompass) and the duty to report FGM (Female Genital Mutilation)?  
☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q31 Details of PREVENT training should be recorded in your safeguarding training record. Have the individuals named below completed specific PREVENT training to ensure the school keeps pupils safe from the dangers of radicalisation and extremism?  
☐ DSP  
☐ Deputy DSP  
☐ SCG  
☐ COG

- Q32 There is a requirement for PREVENT training to be refreshed every 2 years therefore please confirm the date the individuals named refreshed their PREVENT training:
- |            |                      |
|------------|----------------------|
| DSP        | <input type="text"/> |
| Deputy DSP | <input type="text"/> |
| SCG        | <input type="text"/> |
| COG        | <input type="text"/> |
- Q33 Do you ensure Prevent training is cascaded proportionately to all staff?
- ☐ Yes
- ☐ No
- Q34 What date was your PREVENT Duty Risk Assessment reviewed?
- 
- Q35 Does the school maintain a record of safeguarding training and monitor and evaluate all safeguarding training (including Prevent) to ensure a rolling programme of training within the school and also ensure appropriate arrangements are in place for any staff absent from training?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q36 Do you know how to access the multi-agency safeguarding training available from the Gwent Safeguarding Board via their on-line booking system?
- ☐ Yes
- ☐ No
- Q37 Is there a mechanism in place to ensure that all new staff complete Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) Group 1 on-line training?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q38 Violence Against Women, Domestic Abuse and Sexual Violence Group 2 Ask & Act training should be refreshed every two years. What date did the Headteacher or DSP last complete this training?
- 
- Q39 Have learners and staff received sessions on Healthy Relationships and VAWDASV topics from Hafan Cymru's Spectrum Project?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure

### Induction Process

- Q40 Does your induction process ensure all new staff, temporary staff and volunteers receive safeguarding training and information on safeguarding and whistleblowing procedures etc when they start at your school?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q41 Are all new staff given a written statement about the school's policy and procedures and the name and contact details of the DSP, SCG and COG?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure



## Governing Body

- Q42 Are all members of the governing body aware of their accountability for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children and monitoring its compliance with them in accordance with statutory WG Guidance Keeping Learners Safe?
- ☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q43 Does the DSP or SCG report at least annually to the governing body on the effectiveness of safeguarding procedures and does the governing body take prompt action when deficiencies are identified?
- ☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q44 Does the SCG/ DSP report at least annually to the governing body on the number of safeguarding incidents/ cases (anonymised)?
- ☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q45 Does the SCG report at least annually to the whole governing body in respect of training undertaken by staff, governors and staff with designated safeguarding responsibility?
- ☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q46 How does the governing body ensure that the school operates safe recruitment procedures?
- 
- Q47 Are all school staff and members of the governing body aware of what to do in the event that an allegation or concern is raised about a colleague, including the Head teacher?
- ☐ Yes  
☐ No  
☐ In progress  
☐ Not sure
- Q48 Are all school staff and governors clear about their role and how to discuss a safeguarding concern or issue?
- ☐ Yes  
☐ No  
☐ In progress  
☐ Not sure

- Q49 In accordance with requirements of KLS (Keeping Learners Safe) have all members of the governing body completed Welsh Government safeguarding training modules 1, 2, 3 and 5 accessed via the link in Section 2.38, page 21 of the guidance available via HWB?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q50 Have the details of governors completing the KLS (Keeping Learners Safe) modules been recorded in your safeguarding training record?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q51 Are all school staff, temporary staff, volunteers and governors clear about what to do if a Child Protection disclosure is made and how it must be reported, recorded and monitored?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure



## Safeguarding Ethos and Emotional Health and Wellbeing

- Q52 Are you satisfied that the school makes clear its commitment to safeguarding children and promoting the welfare of its pupils to staff, parents, carers, volunteers and governors?
- ☐ Yes
- ☐ No
- Q53 Are you satisfied with the level of pastoral support available to develop pupils understanding of safeguarding issues and to develop their resilience through the curriculum including those at particular risk or vulnerable?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q54 Are you satisfied that the curriculum provides pupils with sufficient information to develop their understanding and awareness of topics such as Harmful Sexual Behaviour (HSB), sex and health education, substance and alcohol misuse, domestic abuse, sexual violence and exploitation?
- 
- Q55 To help ensure pupils know their concerns will be listened to do you display information of national children's helplines, peer support schemes etc in easily accessible places to encourage them to share their concerns and receive help?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q56 Are contact details of the DSP and the Deputy DSP, along with contact details for making a referral displayed in easily accessible places in the school?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q57 Is safeguarding a standing item on all governing body meetings and staff meetings?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure

- Q58 Is safeguarding a standing item on school council meetings?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q59 Are you confident that pupils voices are heard?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q60 Does the school have procedures in place to ensure pupil safety prior to and during off site activities, school trips and visits; including vocational work placements and placements with training providers?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q61 Are you satisfied procedures to ensure safety on school transport are effective?
- ☐ Yes
- ☐ No

- Q62 Does the school have an anti-bullying policy which complies with the Human Rights Act 1988 and the Equality Act 2010 and is reviewed annually?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q63 Are all incidents of bullying recorded and reported in accordance with the policy?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q64 Is awareness of the Torfaen Anti Bullying Survey raised with pupils in order that they have the opportunity to participate in it?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q65 Does the school have a physical intervention and restraint policy which reflects WG Guidance Circ 097/2013 and are you confident your approach is appropriate?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q66 Do you have a policy on the use of photography and video recordings and are permissions collected from parents adhered to? Are all images used and stored in accordance with this?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure

## Online Safety

- Q67 Schools should review their on-line safety policies annually. What date was the school's on-line safety policy reviewed?
- 
- Q68 Is the policy in line with South West Grid for Learning (SWGfL) school online safety policy?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q69 Are all pupils educated on keeping themselves safe online?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q70 Does school use the SWGfL 360 degree safe schools self-review online tool to review their online safety provision and to develop an action plan to bring about improvements?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure

## Working with Parents and Multi-Agency Working

- Q71 Is the DSP allocated sufficient time and resources to discharge their responsibilities including taking part in multi-agency meetings?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q72 Does the school have a clear system for communicating concerns and is there an open communication between children, teachers, parents and other adults working with children?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q73 Has the DSP ensured parents are aware of the school's safeguarding policy and the fact that referrals may be made and the need to share information with other agencies as necessary?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q74 Do you inform parents/carers and learners of the support available within your setting and via other services or community links?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q75 Whilst professionals should discuss any concerns about pupil welfare with parents this clearly should only be done if it will not place the pupil at increased risk. If there are any doubts or reservations about involving the family the DSP should clarify this with the statutory agencies. Are all staff within your school aware of this?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q76 Does the school take appropriate action and notify Social Services if:  
A pupil on the Child Protection Register is excluded OR If there is an unexplained absence of a pupil on the CPR of more than two days duration from school (or one day following a weekend)?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure

## Safeguarding Records

Q77 Are records stored securely with controlled access that protects confidentiality?

- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure

Q78 Are you effectively identifying, recording and acting upon all safeguarding concerns?

- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure

Q79 Are all staff confident about reporting child protection concerns and know what action to take if their concerns are not acted upon?

- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure

- Q80 Does the school provide information and reports etc to child protection meetings in accordance with requirements? (report pro forma can be found at appendix 4 of safeguarding policy)
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q81 During school holidays, does the school make every effort to cover Child Protection meetings in addition to providing reports?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q82 Does the DSP ensure that information transferred at key transition points is in accordance with WG Guidance Circ Retention of records? (Circular No: 18/2006)
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure

### Site Security and Safety

- Q83 Is the physical environment made as safe as possible for pupils?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q84 Is there an appropriate policy and procedure in place for visitors?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q85 Does the governing body ensure a record is kept of all activities that take place on the school site after school hours and that safeguarding arrangements are checked for each activity?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- 
- Q86 Is there an appropriate policy in place for premises letting that is reviewed annually?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure

## Safe Recruitment?

- Q87 Does the school have a safe recruitment policy in place?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q88 Does the governing body operate robust safe recruitment procedures and ensure all appropriate checks are carried out on new staff, any person who is contracted to provide services based on the school site?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q89 Does the school keep a single record of all staff checks, including supply and agency?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure
- Q90 Does the governing body question attitudes to and knowledge of safeguarding during the recruitment and selection of all staff and volunteers?
- ☐ Yes
- ☐ No
- ☐ In progress
- ☐ Not sure

## Additional Information

- Q91 If you have any comments you would like to make in relation to any of the questions contained in this Section 175 Safeguarding Self-Evaluation Tool please do so below

- Q92 If there are any areas you would like to discuss further please provide details here?

Thank you for completing the Section 175 Safeguarding Self-Evaluation Tool. Please ensure the DSP has authority from the Headteacher to complete and return the form and that evidence is available to support your answers.



Please click the print button to print a hard copy of your response for your records and then click the submit button to submit your response.



**Timeline (this will change annually as necessary):**

- The Section 175 Safeguarding Self Evaluation Tool will be sent to schools annually in the summer term.
- The evaluation is to be completed by the DSP in liaison with the SCG.
- The governing body should be made aware that the school is completing the evaluation.
- Local Authority to analyse evaluations June/July.
- Individual responses to be sent to each school beginning of September.
- Summary of responses to be included in the annual safeguarding report.
- Feedback from the process should be reported to the governing body and any recommended actions agreed and subsequent timescales (usually within one month).
- Completion of actions to be reported back to the governing body within the agreed timescales.
- Confirmation of completion of actions to be reported to Local Authority by the end of the Autumn Term.
- All comments to be forwarded to [Jacquiline.watkins@torfaen.gov.uk](mailto:Jacquiline.watkins@torfaen.gov.uk) or [Joanne.bradford-cummins@torfaen.gov.uk](mailto:Joanne.bradford-cummins@torfaen.gov.uk) to inform future development/improvement.

## Report Template for Child Protection Conferences

<div style="display: flex; justify-content: space-between; align-items: center;"> <div>Child Protection Report</div> <div>   </div> </div>	
<b>Name</b>	
<b>Date of Birth (dd/mm/yyyy)</b>	
<b>Address</b>	
<b>ALN Register, IDP or Other</b>	
<b>Known Medical Conditions</b>	
<b>Attendance</b>	
<b>Punctuality</b>	
<b>Any known significant events (Child or Family History)</b>	
<b>Child's Needs and Development</b> Academic ability and/or performance Appearance and presentation Stage of development	
<b>Social and Emotional Wellbeing</b> Peer Group Behaviour Personality Interaction with Teachers and Staff Emotional Wellbeing	
<b>Family and Parenting/Carer Environment</b> Level of parental/carers Involvement Knowledge of wider family circumstances Social circumstances. Level of participation in after school clubs (for example) Relationship between teachers and parents/carers Attendance at parents evening	
<b>Any Further Comments</b>	

## Safeguarding Incident Log

In order to ensure that appropriate information is available regarding any child protection concerns that have been raised it is necessary to complete a child protection log which briefly records all concerns, communication and actions taken.

The log must include:

- Date/time of receipt of information.
- Details of who the information was received from and given to.
- Date/time/location of incident.
- Name/DOB/address of child.
- Details of what happened/observed to happen.
- It is imperative that the child's own words are recorded.
- Details of anyone else involved.
- What action was taken at the time?
- Details of action taken by DSP
- Date and time of recording of log.
- Log signed (digitally on the MyConcern system) and dated.
- Details of referral e.g. to who, when.
- If no referral – why – log kept on record.
- Details of LA officer informed.
- Record of suggested action by social services, LA, police e.g. advice re child being sent home or remaining in school.

Our school and immersion centre uses the MyConcern System and some of the requirements listed above are recorded automatically.

These records should be maintained securely.

Where a volunteer or member of staff cannot access MyConcern. A log must be written using the temporary orange form available from the school office and the DSP or their deputy will digitise this as soon as possible before confidentially disposing of the temporary orange form.

## **Duty to Report Template**

Overleaf, find a copy of the Duty to Report template. The school and/or immersion centre will complete the online version of this form. If the online version of this form does not work, for any reason, this back up version will act as the method of referring for support. The online form can be found at: <https://services.torfaen.gov.uk/report-a-concern-about-a-child>



**Diogelu Gwent  
Gwent Safeguarding**

## Duty to Report Child Safeguarding (Multi Agency Referral Form)

This form should be completed with reference to the **Children's Continuum of Support and Threshold Guidance March 2024** which can be found here: [Children's DTR Continuum of Support and Threshold Guidance March 2024 \(gwentsafeguarding.org.uk\)](https://gwentsafeguarding.org.uk/Children's%20DTR%20Continuum%20of%20Support%20and%20Threshold%20Guidance%20March%202024)

Date of report:	
Is the Parent/ Carer aware of the report:	YES <input type="checkbox"/> NO <input type="checkbox"/>
Has consent been obtained to make this report:	YES <input type="checkbox"/> <i>Verbal or Written Consent</i> NO <input type="checkbox"/>
If No, give reason:	

CHILD/ YOUNG PERSON'S DETAILS					
Surname:		Forename:		Gender:	
D.O.B: or E.D.D.		Age:		Social Services Number (if known):	
Address:		Postcode:		Telephone Number:	
Current address if different from above:		Child's first language or preferred means of communication:		Is an interpreter/ signer required:	
Child's Religion:		Child's Ethnicity:		Child's Nationality (if not British):	
Is the child an asylum seeker:		Child's immigration status (if known):		Home office registration number (if known):	
Is the child "looked after":		Is the child named on the child protection register:		Does the child have a disability?	
Is the child a young carer:		Any other information about the child's identity:			

BIRTH PARENT DETAILS							
Mother's Name:		Mother's address if different from child:		Is an interpreter required:		Mother's First Language:	
Mother's DOB:		Mother's Ethnicity:		Parental needs (learning difficulties, physical disabilities)		Telephone Number:	
Father's Name:		Father's address if different from child:		Is an interpreter required:		Father's First Language:	
Father's DOB:		Father's Ethnicity:		Parental needs (learning difficulties, physical disabilities)		Telephone Number:	
						Does Father have PR?	

MAIN CARERS/ PERSONS WITH PARENTAL RESPONSIBILITY (PR) (e.g., special guardians or carers with child arrangement order and associated PR or residents order)							
Name:		address if different from child:		Is an interpreter required:		First Language:	
DOB:		Ethnicity:		Parental needs (learning difficulties, physical disabilities)		Telephone Number:	
Relationship to child:		Does this person have PR:		How was PR obtained?			
Name:		address if different from child:		Is an interpreter required:		First Language:	
DOB:		Ethnicity:		Parental needs (learning difficulties, physical disabilities)		Telephone Number:	
Relationship to child:		Does this person have PR:		How was PR obtained?			

OTHER HOUSEHOLD MEMBERS (including NON-Family members)				
Name:		D.O.B:		Relationship to Child:
Name:		D.O.B:		Relationship to Child:
Name:		D.O.B:		Relationship to Child:
Name:		D.O.B:		Relationship to Child:
Name:		D.O.B:		Relationship to Child:
Are all children in this <u>household</u> subject to this report:		YES <input type="checkbox"/> NO <input type="checkbox"/>		

SIGNIFICANT OTHERS WHO ARE <u>NOT</u> MEMBERS OF THE CHILD'S HOUSEHOLD (i.e. alleged offender; other family members you consider relevant to this report; fathers of half/ step siblings; partners of parent-carer)							
Name:		D.O.B:		Address:		Relationship to child:	
Name:		D.O.B:		Address:		Relationship to child:	
Name:		D.O.B:		Address:		Relationship to child:	

REPORT INFORMATION (Guidance notes have been produced to assist the person submitting this report)					
Referred by (name):		Agency/ relationship to child:		Does the reporter wish to remain anonymous:	(please note a practitioner cannot refer anonymously)
Address:		Telephone Number:		Email:	
Reason for report/ Request for Services:	Physical Abuse <input type="checkbox"/> Sexual Abuse <input type="checkbox"/> Emotional Abuse <input type="checkbox"/> Financial Abuse <input type="checkbox"/> Neglect <input type="checkbox"/> Safeguarding concerns <input type="checkbox"/> Request for service <input type="checkbox"/>				
Outline the circumstances:	Detail the reasons why you are contacting including any details of the date, time and place where the abuse is alleged to have occurred				
What are the strengths:	Positive/ protective relationships; family are keen to engage; good family network				
What are the barriers:	Reluctance to engage with support; financial difficulties; child care issues; communication issues (language/ hearing/ visual impairment)				
What are the risks:	Young person not understanding the risk; escalation of risk if not supported; short term and long term risks to overall wellbeing PLEASE ALSO DETAIL ANY RISK WHICH MAY AFFECT THE SAFETY OF STAFF				
What other assessments have been undertaken by other agencies (if known):	e.g. DASH; MIRAF; Routine enquiry and CSERQ4, Recent medical examinations (including child protection medicals); any health assessments				
What are the expected outcomes of this report:	Safeguarding assessment undertaken to assess potential risk; services are put in place to support the child/ family; information is recorded for the child				

<b>What action/ support has already been undertaken in your agency to address these concerns:</b>	<i>Include information where reports have been made to other agencies, i.e. Preventions</i>
<b>Any other relevant information:</b>	<i>Are you aware of the child previously being named on the child protection register or being "looked after" previously; aware of previous convictions/ safeguarding concerns in relation to the alleged abuser</i>

KEY AGENCIES			
Agency:	Name:	Address:	Telephone Number:
GP			
Health Visitor/Midwife			
Nursery/ School			
Other Agency (please specify)			

SUBMISSION OF THE REPORT	
Blaenau Gwent	<a href="mailto:Duty.Team@blaenau-gwent.gov.uk">Duty.Team@blaenau-gwent.gov.uk</a>
Caerphilly	<a href="mailto:Contactandreferral@caerphilly.gov.uk">Contactandreferral@caerphilly.gov.uk</a>
Monmouthshire	<a href="mailto:childduty@monmouthshire.gov.uk">childduty@monmouthshire.gov.uk</a>
Newport	<a href="mailto:children.duty@newport.gov.uk">children.duty@newport.gov.uk</a>
Torfaen	<a href="mailto:socialcarecalltorfaen@torfaen.gov.uk">socialcarecalltorfaen@torfaen.gov.uk</a>
OUT OF HOURS/ EMERGENCY DUTY	
<p>Between the hours of 17:00pm - 08.30am Monday to Thursday, Weekends and Bank Holidays.  Friday 16:30pm – 08:30am  <b>YOU MUST PHONE</b>  your concerns through to the Emergency Duty Team  <b>0800 328 4432</b>  then complete the Duty to Report Form Child Safeguarding and send to the appropriate Local Authority</p>	

### Guidance notes on the completion of the Duty to Report (DTR) Form Child Safeguarding

This Duty to Report Form (DTR) has been reviewed in order for the content to align and be compliant with the Social Services and Well-being (Wales) Act 2014, (SSWB 2014). The new legislation has brought about changes to culture and practice in how we work with people in achieving “what matters to them” and that assessments and the care and support they need as a person are founded on a strengths based approach resulting in clear, outcome-orientated personal goals/ outcomes. By “report makers” (Wales Safeguarding Procedures 2019) also using this approach in their information sharing it allows for a better understanding of the child within their own context and assists in the decision making in how best to safeguard and promote their well-being.

The key differences in this document are based within the “**Report Information**” section where the report maker presents the information based on the five elements of assessment as defined in the SSWB 2014, these are based on a person’s circumstances; strengths; barriers; risks and personal outcomes. The report maker is also asked to describe what interventions their own agency may have undertaken and to share their knowledge in respect of any other assessments they may be aware of which have been undertaken previously or currently. There is also a specific section for any other relevant information



which the report maker feels is pertinent for Children's Services to be aware of when considering the report information holistically.

It is hoped that this revised report will result in stronger multi agency collaboration and an improved information sharing process between the report maker and Children's Services to effectively safeguard and support children and their families within this region.

***For the purpose of this document a child is a person under the age of 18 years***

#### **1. Report date and consent**

The date of the report must be recorded by the report maker.

It is always important to work with children/ young people and their families with their informed consent and knowledge wherever possible. The report maker should work from the principle that consent from the parent/ carer to submit a report should always be sought UNLESS there are child safeguarding concerns that may place the child at risk of harm if the parent/ carer were to be approached about the report content. Examples where a report is submitted without parental/ carer consent may be due to an allegation/ disclosure of abuse by the child about their parent/ carer; agency witnesses inappropriate behaviour by the parent/ carer towards the child. If in doubt whether consent to make the report should be sought the report maker should seek advice and guidance from their designated safeguarding lead for their organisation or contact the local authority's children's services duty team for advice. **PLEASE NOTE- a referring agency should NEVER delay in contacting the Police and Children's Services if they have immediate concerns for a child's safety or well-being.**

#### **2. Child/ Young Person's Details**

This section should be completed within its entirety wherever possible. In the section "*Any other information about the child's identity*" the report maker should consider and provide any additional relevant information about the child's identity, this may include a brief physical description of the child to assist the person making an initial visit being assured they have seen the correct child (Wales Safeguarding Procedures 2019).

#### **3. Other household members including non-family members**

This section should clearly detail ALL people, both Adults and Children, residing in the home. The report maker should provide as much detail as possible about all other household members including names, ages and their relationship to the child so that as clear a picture as possible of who is residing in the household with the child (subject) can be gathered.

If the report raises concern for the well-being of ALL children residing in the **SAME** household this should be clearly indicated by selecting YES, however, where there are other children/ young people who DO NOT reside in the same household there is a requirement for a report to be made for each child. An example of this may be where the report maker is notifying about an alleged child on child assault, although the report content about the incident may be recorded verbatim for both children a separate report form requires to be completed for EACH child as they are not residing in the same household.

#### **4. Main Carers/ Persons with Parental Responsibility (PR)/ Birth Parents**

It is essential to provide as much information within this section as possible. Remember that the child may not necessarily be residing with their birth parents and therefore for decision making purposes it is vital for agency decision makers to have as much information about the child and their care givers as possible within the report. The *“Relationship to child”* and *“Does this person have PR”* questions should always be completed by the report maker where the information is known, for example, if you are aware that the child is residing with maternal aunt who has a Special Guardianship Order or you are aware that the child is “looked after” and resides with Foster Carers this should be detailed within this section.

#### **5. Significant others who are NOT members of the household**

This section should be used to provide information about the child's network beyond the immediate household where relevant to the report. Examples may include the alleged offender; other family members you consider relevant to this report (i.e. maternal grandmother who provides a lot of support to the family/ collects the children from school regularly); fathers of half/ step siblings; partners of parent/ carer.

#### **6. Report Information**

The report must provide all of their contact details and define their role/ relationship in respect of the child. A practitioner CANNOT refer anonymously. Sometimes a practitioner is told information by a person/ member of the public who does not wish to be identified regarding the information they have shared, therefore, the practitioner should protect the anonymity of the person (i.e. do not disclose in the report their name/ relationship to child) when submitting the report but the practitioner cannot refer anonymously and must complete their details as they have received the information and therefore have a duty to report. In such circumstances the practitioner should report that the information has been shared with them directly by a person who wishes to remain anonymous/ cannot be identified and detail the account as reported to them.

#### ***Reason for Report/ Request for Services***

This is a tick box section. The categories of abuse have been listed in addition to *“safeguarding concerns”* and *“request for service”* options. The report maker should consider the reasons why they are making the report and select an appropriate field, it is acknowledged that alleged/ suspected abuse may often be linked to multiple categories and it is also acknowledged that the report maker may feel dubious about defining a particular category however the report maker should indicate the reason for the report in this section by highlighting the predominant category they feel is the issue.

#### ***Outline the Circumstances***

Detail the reasons why you are contacting Children's Services. This section should include any details of the date, time and place where abuse is alleged to have occurred. In the case of a disclosure, the report maker should always try to record verbatim what the child/ young person has said using their exact words.

Details and examples within this section are vital. Wherever possible the report maker should try to illustrate what their concerns are beyond using stock statements/ phrases. For example, saying that “the child presents as unkempt”, what does “unkempt” mean or look like? By reporting the exact details of your concerns, i.e. the child's hair is matted; the school uniform is visibly dirty and appears to have been worn on a number of occasions without being washed; hygiene is an issue and there is a distinctive body odour smell on the

child and their clothing, etc., this descriptive information provides a more detailed account to inform the decision making rather than a reliance on stock phrases with the assumption that all practitioners will have the same context/ understanding.

Describing the family's circumstances and context is also important in this section, for example, have the family recently moved into the area; have they been known to social services previously.

### ***What are the Strengths?***

Sometimes the focus on sharing information is based solely on the difficulties or problems the child or family is facing and the "What's working well" or "What's acting as a positive factor" to keep a child safe can be overlooked. By considering what strengths there are within a family or available to the child can aid decision making in being able to identify realistic and viable options to support and safeguard in the immediate context but also in the longer term support for the child. The report maker should attempt to identify strengths and positive factors in respect of the information they are sharing, for example, if the family are keen to engage with support services; or the child has a positive relationship with a specific person in the school who they may be confident to talk openly with. Other things to consider may be, what would/ does the child say are the best things about their life/ family; what do they do well or what is good enough; etc.

### ***What are the Barriers?***

The report maker is asked to consider if there are any barriers which are impacting on the child and their family. Remember that barriers may be time limited or situation specific, for example, the parent may be recovering from an illness/ operation and their ability to meet the needs of the child for a certain period may be a barrier currently but this may not be the case in the long term.

The report maker should consider if there are any complicating factors which are making the situation more difficult for the child/ their family at this time, i.e. are there financial difficulties; child care arrangements/ issues.

Other barriers may be in relation to communication or how the child/ family has engaged with services/ interventions previously.

### ***What are the Risks?***

The report maker should attempt to identify what they feel are the risks both "to" and "from" the child/ family. For example risks "to" the child/ family may be in relation to them experiencing abuse or being placed at risk of harm; the child doesn't identify their behaviour/ situation as worrying or concerning; if the situation with the parent is not addressed at this specific time the risk could escalate further.

Examples of risk "from" the child/ family may include physical or verbal aggression; non-compliance or lack of co-operation (known history or pattern of refusing to engage). The report maker should also identify any risks for Children's Services to be aware of in respect of visiting/ working with the child or family, for example if the agency has a 2:1 or no lone working practice model in place then this should be clearly detailed. Also please highlight other risks which may be present including environmental factors, e.g. dogs at the property; known offender attending the property.

### ***What are the expected outcomes of this Report?***

The report maker is asked to consider what they expect to be achieved as a result of the report, for example, if the report maker has the expected outcome that an assessment is completed rather than diverting/ signposting to an alternate agency they should stipulate this.

***What action/ support has already been undertaken in your agency to address these concerns?***

If the report maker/ agency has already undertaken specific actions or work with the child/ family this should be clearly recorded, for example, if reports have previously been submitted to preventative services and the family have not engaged then this should be clearly noted.

***What other assessments have been undertaken by other agencies (if known)?***

If the report maker is aware that an assessment has been undertaken by their own or other agency in respect of the child/ family this information should be noted. If the child has had any recent medical examinations (including child protection medicals) and the report maker is aware they should share this information (Wales Safeguarding Procedures 2019). Examples of assessments may include; Missing Individual Risk Assessment Framework MIRAF, family has been discussed at Multi Agency Risk Assessment Conference (MARAC); child has been assessed and is considered to be at risk of exploitation; the alleged perpetrator is known to be supported/ on an order with Probation Services.

***Any other relevant information***

The report maker should provide any other known and relevant information. For example, are you aware of the child previously being named on the child protection register or being “looked after” previously? If the report maker is aware of previous convictions/ safeguarding concerns in relation to the alleged abuser this information should also be recorded in this section in addition to the “outline the circumstances” or “what are the risks” sections.

## **7. Key Agencies**

The report maker should complete this section where the information is known.

## **8. Submission of the report**

The Duty to Report (DTR) should be submitted to the appropriate Children’s Services local authority. The report maker **MUST** be notified that their report has been received and must be notified of the outcome to the report within a maximum of 10 working days, this process of notification and outcome response is managed via varying methods by the different local authorities, it is recommended that you establish with the Children’s Services team for the area in which you are submitting the report how this process will be managed or confirm with your designated safeguarding lead for your agency.

## Transfer of Child Protection Records between Educational Establishments

[This form is to be used when files need to be transferred and the destination education setting does not use the MyConcern system.]

Name of Child:	
Date of Birth:	
Unique Pupil Number (UPN)	
Admission Date	
Leaving Date	
Name of Current School	Ysgol Panteg / Carreg Lam
Address of Current School	Heol yr Orsaf / Station Road Tre Griffith / Griffithstown Pont-y-Pŵl / Pontypool NP4 5JH
Name of Designated Safeguarding Person	Dr. Matthew Williamson-Dicken
Name of Destination School	
Name of Designated Safeguarding Person at Destination School	
Exchange Method	By Hand Recorded Postal Delivery Password Protected Email [Delete as appropriate]
Date of Exchange (Sent)	
Date of Receipt	
Signature of Designated Safeguarding Person	Date: ____ / ____ / ____
Signature of Designated Safeguarding Person at Destination School	Date: ____ / ____ / ____

**Please ensure this completed form is returned to the originating school without delay.**  
**The originating school should keep this receipt securely.**