

Local Procedure Title	Safeguarding in Education
Service	Aspris Talocher School
ACS Policy number and title	AOP 06 Safeguarding Children in Education & AOP08 Safeguarding Adults
Local Procedure template reference	ACS LP 06 & 08
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Local Procedure Author(s)	Charlotte Hogg
Local Procedure Ratification	Checked and Approved by: Katie Dorrian

"The Talocher School is committed to safeguarding and promoting the welfare of all children and young people and expects all staff to share this commitment."

1. Introduction

The Talocher School recognises the moral and statutory responsibility to safeguard and promote the wellbeing of all children. We recognise the importance of providing an ethos and environment within our school that will help learners to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow the Wales Safeguarding Procedures 2019 <https://www.safeguarding.wales/> to ensure that learners receive effective support, protection and justice.

Appendix 1- Local arrangements for The Talocher School Safeguarding personnel.

Our school core safeguarding principles are:

- All learners have a right to be protected from all forms of abuse and discrimination and to be treated equally regardless of age, gender, racial origin, culture, religious belief, language, disability or sexual identity.
- All learners have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in learners and act on any concern in accordance with this policy.

There are three main elements to this policy:

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

This policy applies to all staff and volunteers working in The Talocher School. This first point of contact is an important part of the child protection process and it is essential that all staff are aware of and implement the school procedures.

2. Key definitions relevant to Safeguarding Children

Safeguarding is defined by Keeping Learners Safe Guidance 2022 <https://gov.wales/keeping-learners-safe> as 'preventing and protecting children from abuse, neglect or other kinds of harm, and educating those around them to recognise the signs and dangers'.

Safeguarding and promoting the well-being of all children attending an education

Setting is defined as:

- protecting children from risk of abuse, neglect or other kinds of harm

- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of
- safe and effective care
- taking action to enable all children to achieve the best outcomes.

All staff should be aware of the definitions of abuse and neglect in the Social Services and Well-being Act (Wales) 2014 as well as the signs and indicators of abuse and neglect. This is essential in order to communicate concerns about harm in a meaningful way. The definitions can be found in Appendix 2.

All schools and colleges have statutory duties to operate in a way that takes into account the need to safeguard and promote the well-being of children, and in the case of some adults, colleges. The legal responsibilities are set out in:

- the common law duty of care
- the duty to report
- the duty arising from the contract of employment.

The arrangements that local authorities, governing bodies and proprietors have in place to comply with these statutory duties need to ensure:

- reasonable measures are taken to minimise risks of harm to children's well-being
- appropriate actions are taken to address concerns about the well-being of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.

3. Legislative Context

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the well-being of all children who are students at a school, or who are students under 18 years of age.

The Children Act 1989 and 2004 places a statutory duty on a range of organisations to make arrangements to ensure that their functions, and services provided on their behalf, are discharged having regard to the need to safeguard and promote the wellbeing of children.

The Talocher School will ensure that they are fully aware of the relevant legislation and guidance in relation to safeguarding children in their care and will have due regard for the following:

Social Services and Well-being (Wales) Act 2014

Well-being of Future Generations (Wales) Act 2015

Rights of Children and Young Persons (Wales) Measure 2011 which encompasses the United Nations Convention on the Rights of the Child.

Human Rights Act 1998

Equality Act 2010

Modern Slavery Act 2015

Violence Against Women and Sexual Violence (Wales) Act 2015

Counter Terrorism and Security Act 2015

Additional Learning Needs and Education Tribunal (Wales) Act 2018.

4. Statutory Duty to Report

The Social Services and Well-being (Wales) Act 2014 places a duty to report both children and adults that are at risk of abuse or neglect.

In line with the Wales Safeguarding Procedures 2019, a duty to report to the local authority will be taken to mean a referral to social services who, alongside the police, have statutory powers to investigate suspected abuse or neglect. The use of the term 'at risk' means that actual abuse or neglect does not need to have occurred, rather early interventions to protect an adult at risk of abuse should be considered to prevent actual abuse and neglect.

A report must be made whenever there are concerns about a child under the age of 18 years who:

- is experiencing or is at risk of abuse, neglect or other kinds of harm; and

- has needs for care and support (whether or not the authority is meeting any of those needs).

A report should be made whenever there are concerns for an adult at risk who:

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

If any member of staff has knowledge, concerns or suspicions that a child or adult at risk is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to the DSP. **THIS IS NOT A MATTER OF PERSONAL CHOICE.**

5. Responsibilities of the Executive Lead for Safeguarding in Aspris- Mrs Katie Dorrian

Overall responsibility for the organisation's arrangements to safeguard and promote the welfare of children ultimately lies with the Chief Executive Officer (C.E.O.) for Aspris together with the Executive Lead for Safeguarding, the Chief Operating Officer (C.O.O) for Aspris UK

The Executive Safeguarding Lead is expected to ensure there is a robust governance structure that supports leaders and their Safeguarding Leads. This role includes Chairing organisational Safeguarding Committees; having oversight of safeguarding and associated data (including, but not limited to: Incidents, restrictive practice, quality audits and regulatory outcomes); providing expert advice regarding regulatory expectations for safeguarding; and reporting to the Executive Board. A Designated Safeguarding Lead / Person, reporting to the Chief Operating Officer, supports the C.O.O with their Safeguarding responsibilities.

6. Responsibilities of the Designated Governor for Safeguarding- Mr Scott Preston

The governing body is responsible for ensuring the school has effective policies and procedures in place for safeguarding children and monitoring the school's compliance with them. It is recommended that each governing body has a nominated governor for child protection to promote the importance of safeguarding and child protection. The child protection governor will support and assist the governing body to have a better understanding and knowledge of child protection and safeguarding provision within the school.

Schools should identify a designated governor for safeguarding, for example to:

- confirming that the school has a Safeguarding Policy, which is consistent with the Wales Safeguarding Procedures 2019, that it is reviewed annually and is readily accessible to all members of staff;
- being familiar with the schools Safeguarding Policy, the Wales Safeguarding Procedures 2019 and keeping informed of child protection and safeguarding initiatives, nationally and locally from the Welsh Government, Regional Consortium and Local Authority;
- ensure the governing body undertakes an **annual** review of safeguarding policies and procedures which includes consideration of how its responsibilities have been discharged.
- ensuring that the school has an up-to-date and agreed staff disciplinary procedure for dealing with allegations of misconduct against staff, including child protection allegations, that complies with the relevant legislation including the appointment of an independent investigator, and has regard to Welsh Government guidance and locally agreed inter-agency procedures;
- being familiar with Estyn's guidance for safeguarding;
- meeting as and when required, by appointment, with the designated member of staff for child protection to monitor the effectiveness of the Safeguarding Policy in the school (in accordance with the Governor Visits to Schools policy);
- working with the Additional Learning Needs link governor (if appropriate);
- helping to ensure that the school works well with relevant agencies and individuals;
- helping to ensure that accurate records are being kept by the school and that the child protection file is up to date;

Children's Services Children's Services: Local Procedure Template

- being aware of the number of learners at the school currently on the child protection register;
- checking that staff and governors are appropriately trained and that all members of staff know what to do if they have any child protection concerns
- ensuring safe recruitment procedures are in place and appropriate checks are being carried out on new members of staff
- ensuring aspects of safeguarding are incorporated within curriculum delivery
- keeping Safeguarding knowledge up to date by attending governor relevant training.

7. Responsibilities of the Local Authority- Monmouthshire Local Authority

The school is in Monmouthshire and therefore reports safeguarding concerns regarding the students and adults, to the Monmouthshire safeguarding team. The students who attend the Talocher School are from several other local authorities, so the concerns are also passed on to the individual students local safeguarding teams. The school is then invited to attend strategy meetings, CIN, CASP, CP conferences and core groups for these students. The LADO for Monmouthshire, Heather Heaney, regularly communicates with the school any training opportunities, updates on safeguarding themes and relevant information to support the school.

8. Responsibilities of the Head teacher- Neil Payne

Head teachers of all schools should foster a nurturing culture within the school and promote open communication between staff and learners on safeguarding matters. The head teacher must ensure that all staff (including supply teachers and volunteers):

- fully implement and follow the safeguarding policies and procedures adopted by the governing body
- have both time and access to sufficient resources to enable them to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- understand the procedures for safeguarding children and feel able to raise concerns about poor or unsafe practice and confident that such concerns will be addressed sensitively and effectively in a timely manner in accordance with agreed Welsh Government Procedures for Whistleblowing in Schools and Model Policy; as part of their induction, are given a written statement about the school policy and procedures and the name and contact details of the DSP; and
- The head teacher **must** appoint the appropriate number of DSPs and deputy DSPs for their education setting.
- The head teacher **should** ensure that the DSP:
- is given sufficient time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description
- has access to the required levels of training and support to undertake the role, including online safety training
- has time to attend and provide reports and advice to case conferences and other inter-agency meetings as require
- has the appropriate IT equipment to carry out the role effectively.
- is given appropriate support in their role to ensure their wellbeing needs are met.

9. Responsibilities of the Designated Safeguarding Person (DSP)- Charlotte Hogg

Each school **must** identify a DSP with lead responsibility for managing all safeguarding concerns. The DSP must be available to discuss safeguarding concerns; should be consulted, when possible, as to whether to raise a safeguarding concern with the local authority; and will manage any immediate actions required to ensure the individual at risk is safe from abuse. All practitioners should know who to contact in their education setting for advice and they should not hesitate to discuss their concerns no matter how insignificant they may appear.

The DSP need not be a teacher, but **must** be a senior member of the school leadership team with the

status and authority within the organisation to carry out the duties of the post, including committing resources to safeguarding matters and directing other staff. The DSP could also be a single appointment within the senior team and need not carry other duties.

Each DSP **must** have at least one deputy who has equal status and access to the same training. The number of deputies will depend on the education setting, and should reflect the proportion of work involved and the size and scale of the education setting. Larger education settings should have a team of staff working together and split-site education settings should have a DSP available on each site.

The DSP **should** possess the necessary skills and qualities for the role, which will have a strong focus on communication with learners and professionals. This can be a demanding role and will require a level of expertise, knowledge, resources and support.

Handling individual cases may be a responsibility delegated to other members of staff, but it is important that a senior member of staff take overall responsibility for this area of work. The DSP should always be kept informed of the progress and the outcome of all cases. All staff taking on these responsibilities should be fully trained and skilled in their responsibilities.

In education settings with a high number of safeguarding concerns, consideration should be given to appointing a full-time DSP with relevant skills and experience. An alternative arrangement might involve the delegation of day-to-day responsibilities while the DSP retains overall responsibility, as described above.

The DSP **should** have adequate support and supervision to undertake their role effectively. The supervision should support the DSP with the emotional impact of their role and provide an opportunity for reflection on their practice. This could be done on an individual or group basis but the DSP should be provided with an opportunity for individual support where necessary.

The DSP **must** know how to recognise and identify the signs of abuse, neglect and other types of harm, irrespective of whether it is online or offline, and know when it is appropriate to make a report to the local authority (or police where the child/children are in immediate danger).

The DSP role involves providing advice and support to other staff, record-keeping, working with family members or carers, making referrals to children's services and attending statutory meetings, as well as liaising with the SCB and working with other agencies as necessary. The DSP role is not to investigate allegations, but they **must** keep the head teacher informed of all safeguarding concerns raised in the school.

The DSP **should** also consider how safeguarding more widely can be addressed and ensure preventative measures are adopted in the education setting. This part of the role will include building relationships with other agencies, as well as ensuring staff and learners are informed about risks and how to access support. This will form part of the whole-school (setting) approach and learning through the new curriculum.

The DSP will take responsibility for the education setting's safeguarding and child protection practice, policy, procedures and professional development, working with other agencies as necessary. The DSP **should** ensure the school's safeguarding policy is updated and reviewed annually, and work with the governing body or proprietor regarding this.

The DSP is responsible for ensuring that parents / carers see copies of the safeguarding policy. This may help avoid the potential for later conflict by alerting them to the role of the school and the fact that reports may be made to the local authority where there are safeguarding concerns. Many educational settings include information about this at induction meetings for new parents / carers, in their prospectus and on their website.

The DSP **should** ensure that the school completes the Keeping Learners Safe Safeguarding Audit Tool, to support a whole setting approach to safeguarding and provide a benchmark against which to seek to continually improve safeguarding approaches and structures. The Audit Tool should be regularly reviewed to ensure that there is constant reflection, learning and updating of processes within the school. The Audit Tool can be downloaded from the link below:

<https://gov.wales/sites/default/files/publications/2020-11/annex-3-safeguarding-audit-tool.docx>

It is **effective practice** for the DSP to provide an annual briefing and regular updates at staff meetings on any safeguarding and/or child protection issues or changes in local procedures. This ensures that all staff are kept up to date and are regularly reminded of their responsibilities as well as the school's policies and procedures. Many schools find it helpful to discuss safeguarding regularly at staff meetings so that awareness remains high.

The DSP **should** liaise with the designated governor for safeguarding so that the designated governor can report on safeguarding issues, irrespective of whether the issue is online or offline, to the governing body. Reports to the governing body should not be about specific child protection cases, but should review the safeguarding policies and procedures. It is good practice for the nominated governor and the DSP to present the report together.

10. Responsibilities of All Staff

All staff have a responsibility to provide a safe environment and to identify children who are suffering, or are at risk of suffering, abuse, neglect or harm irrespective of where this happens (online or offline, on or off the education setting premises).

All staff then have a responsibility to take appropriate action, working with other services as needed. In addition to working with the DSP, staff members should be aware that they might be asked to support social workers to take decisions about individual children.

All staff members **should** be aware of the signs of abuse, neglect and other kinds of harm. Signs can be physical but are often more subtle such as a change in behaviour or becoming withdrawn. Small signs can be part of a pattern so it is important that staff do not dismiss anything as not being relevant or big enough. If all staff mention changes or observations to the DSP they can build a picture that might otherwise go unnoticed.

Where staff members have concerns that a child is at risk of abuse, neglect or other harm they should raise these with the DSP. This is not a matter of individual choice. Anyone working in an education setting and employed by a local authority, local health board or trust, police or probation service **must** report to the local authority where there is reasonable cause to believe a child to be at risk of abuse, neglect or other kind of harm. There is a legal duty to record and report your concerns on the day the allegation/concern has been raised. This will usually be done through the DSP but the safety of the child must be the priority so there may be occasions when staff will need to contact Children's Services directly where there is an immediate concern.

All staff are reminded that they cannot promise confidentiality following disclosure. It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help. Staff need to be mindful that it may have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt. Concerns should always lead to help and support, either through a report to social services, or direct support through the school. The DSP should share the following information with the staff member making the report and the head teacher:

- proposed initial action, including signposting or that no further action will be taken; and
- who will be taking action.

At The Talocher School we will follow the Wales Safeguarding Procedures 2019 in line with Keeping Learners Safe 2020 the school will:

- ensure every member of staff knows:
- the name of the DSP and their role, the Local Authority Designated Lead for Safeguarding in Education 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; and

- how to take forward those concerns where the DSP is unavailable.
- ensure that all members of staff are aware of the need to be alert to signs of abuse and neglect, and know how to respond to a learner who may disclose abuse or neglect.
- provide Basic Awareness Safeguarding (Level 1) 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

11. Recording Concerns

Suspicion about a child being at risk may take the form of concerns rather than known facts. Concerns about a child at risk can arise in many different contexts, including when a child is already known to social services. It is important that these concerns are logged, recorded and appropriately monitored by the member of staff and/or the DSP. This ensures that a coherent picture exists of the likelihood of abuse, neglect and other kinds of harm and provides support for a report to social services and any subsequent action.

As detailed in Keeping Learners Safe 2020 '*All Education Settings **must** have a suitable system in place to support effective data collection of children suspected to be at risk*'. At The Talocher School the staff input any safeguarding concerns on MIS Engage and report any safeguarding concerns to the DSP.

See Appendix 3 for the disclosure form.

12. Reporting

Accurate, concise and clear record-keeping in straightforward language is an essential part of an individual employee and professional's accountability, and underpins good child protection practice. All agencies involved in safeguarding and promoting the well-being of children must have policies and procedures specifying arrangements for the retention, storage and destruction of electronic and paper case records. The policies should ensure that case records are stored safely and able to be retrieved as required.

When a child has made a disclosure or a concern is identified, the member of staff or volunteer should:

- Make brief notes as soon as possible after the conversation / observation.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- If required, draw a diagram to indicate the position of any bruising or other injury.
- Record statements and observations rather than interpretations or assumptions.
- Give all records to the Designated Senior Person.

As outlined above, a report that a child may be at risk online or offline **must** be made to social services as soon as a concern is identified; this must be within 24 hours. Outside of office hours, reports **must** be made to social services' emergency duty service or to the police.

Anyone working in an education setting should be aware that they cannot remain anonymous should they make a report.

The DSP role is not to investigate allegations, however there may be times when a member of staff will be asked by Social Services / Police to clarify the accounts given by a child. This is in order to give some clarity to important detail; this will assist the decision maker in respect of threshold being met and likewise, significant harm being established as a real concern.

13. Confidentiality

The Head teacher / DSP will only disclose any information about a learner to other members of staff on a need-to-know basis. There is a duty of confidentiality to share information with other agencies in order to safeguard children.

The duty of confidentiality is not absolute and may be breached where this is in the best interests of

the child and in the wider public interest. If professionals judge that disclosure is necessary to protect the child or other children from a risk of serious harm, confidentiality may be breached. All staff must understand that they cannot promise a child to keep secrets which might compromise the child's safety or well-being. Staff have a professional responsibility to share relevant information about the protection of learners with the designated statutory agencies when a child is experiencing child wellbeing concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but they will only tell those who need to know in order to be able to help.

Staff should reassure the child and tell them that their situation will not be common knowledge within the school. Staff should be aware that it may well have taken significant courage on the part of the child to disclose the information and they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

14. Engaging in the child protection process

Any member of staff making a report may be asked to complete some, or all, of the following tasks. The school **should** ensure that staff have sufficient time and other necessary resources to discharge these tasks effectively and staff should be prepared and willing to:

- assist in the child protection enquiries under section 47 of the Children's Act 1989
- attend the child protection conference
- provide a written report for the child protection conference
- contribute to the initial and core assessments
- attend core group meetings.

Where a child is the subject of a care and support protection plan, the DSP should be involved in the preparation of the plan. The education setting's role and responsibilities in contributing to actions to safeguard the child, and promoting their well-being, should be clearly identified.

15. Safer Recruitment

'Safe recruitment' means thinking about and including issues to do with child protection and safeguarding and promoting the welfare of children at every stage of the recruitment process – Estyn.

Safe recruitment starts with the process of planning the recruitment exercise and ensuring that the job advertisement makes clear the organisation's commitment to safeguarding and promoting the welfare of children. It requires a consistent and thorough process of scrutinising applicants by:

- verifying identity and any academic or vocational qualifications
- obtaining professional and character references
- checking previous employment history
- ensuring that a candidate has the health and physical capacity for the job
- undertaking a face to face interview
- undertaking any mandatory vetting and barring checks including where appropriate a DBS and enhanced regulated activity check

It is vital that schools adopt recruitment and selection procedures, and other HR management processes that help to prevent, identify and reject people who might abuse children, or are otherwise unsuited to work with them. The governing body must ensure that sufficient, suitable staff are employed or engaged to work at the school, to provide education appropriate for the ages, aptitudes, abilities and needs of the learners.

To promote Safe Recruitment and HR practices, The Talocher school will:

- Ensure that all staff, volunteers and governors undertake an enhanced disclosure as part of the recruitment vetting process. The DBS clearance provides a disclosure of any convictions and also checks against the DBS Adults and Children Barred List.
- Ensure that the head teacher has sight of and records on a single central record (school database), the details of all DBS certificate checks

- Ensure that staff, volunteers and governors renew their DBS disclosure certificates on a three yearly basis, which is considered best practice.
- Ensure that an updated DBS disclosure certificate is obtained by any individual staff member, volunteer or governor when there are reasonable grounds to do so e.g. following involvement in criminal activity or if a professional allegation is made
- A written log of all daily supply staff, volunteers and contractors will be kept clearly listing where the DBS disclosure is available, or a risk assessment will be formulated in lieu of an available DBS disclosure. Staff such as educational psychologists, supply teachers, trainee teachers, nurses, sports coaches and inspectors should be DBS checked by their employer, for example the supply agency, the university, or local authority. It is sufficient for schools to seek written confirmation that all appropriate checks, have been carried out for these people (most commonly on appointment) and by whom (most commonly the relevant human resources department). Schools should then confirm the identity of these visitors.

16. Whistle blowing

Whistleblowing - It is the responsibility of all colleagues to advise their manager of any concerns they have about the safety and wellbeing of service users. If colleagues do not feel their concerns are being taken seriously or sufficiently responded to within Aspris, they should follow the guidelines in AOP21 Confidential Reporting (Whistleblowing). Colleagues can also report safeguarding concerns directly to the local Safeguarding Partnership (or regional equivalent) and must do so if they feel it is necessary.

In matters of safeguarding, it should never be assumed that someone else will pass on information which may be critical to the safety and wellbeing of the child, the individual who receives a disclosure or notices a concern must report it appropriately and not assume a colleague will for them.

Appendix 1

LOCAL ARRANGEMENTS FOR SAFEGUARDING CHILDREN

Safeguarding Children is everybody's responsibility

SITE DETAILS

Children's Services Children's Services: Local Procedure Template

Name of the Service:	TALOCHER SCHOOL	
Name of Service Manager:	Neil Payne	
Safeguarding/Protection Lead: (<i>Designated Safeguarding Lead in education settings</i>)	Name:	Charlotte Hogg
	Phone:	0160740777
	Email:	Charlottehogg@aspriscs.co.uk
Regional Safeguarding Lead	Name:	Scott Preston
	Email:	Claireimber@aspriscs.co.uk
Aspris Executive Safeguarding Lead: (Also CSE lead for the Group)	<u>Katie Dorrian, Safeguarding Lead</u> 07518295368 KatieDorrian@aspris.com	
PREVENT lead for Aspris:	<u>Katie Dorrian, Safeguarding Lead</u> 07518295368 KatieDorrian@aspris.com	
Local Authority PREVENT Lead:	Heather Heaney	
SAFEGUARDING PARTNERS DETAILS		
Local authority that the site is located in:	Monmouthshire	
Local Safeguarding Children Partnership: (or regional equivalent)	Monmouthshire	
Contact details for the LADO:	Name:	Heather Heaney
	Phone:	(01633) 644392
	Email:	Heatherheaney@monmouthshire.gov.uk
Designated contact at Local Authority Safeguarding Children Team:	Name:	Heather Heaney
	Phone:	(01633) 644392
	Email:	Heatherheaney@monmouthshire.gov.uk
Designated contact at Police:	Name:	Cerian Law
	Phone:	07946565382
	Email:	Cerian.law@gwent.police.uk
Out of Hours contact at our Local Authority:	Name:	Monmouthshire Children's Services

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	Phone: 01291 635669 Email: contact@monmouthshire.gov.uk
Contact for Local Authority training:	Name: Heather Heaney Phone: (01633) 644392 Email: Heatherheaney@monmouthshire.gov.uk
INFORMATION THAT MUST BE AVAILABLE TO COLLEAGUES	
Where is the policy AOP06 Safeguarding Children in Education and AOP06A Safeguarding Children in Residential Care located:	Priory Intranet/ Policies and Forms/ Aspris/ Operational/ Operational Policies/ AOP06 Priory Intranet/ Policies and Forms/ Aspris/ Operational/ Operational Policies/ AOP06A
Where is the Local Area Safeguarding Information located? (Procedures, Handbook etc.)	The Safeguarding board with all relevant information is in the school reception area.
ACTION TO TAKE IF AN ALLEGATION OF ABUSE IS MADE TO YOU:	
<p>You should ensure the immediate safety of all individuals.</p> <p>Contact Neil Payne or Cathy Edwards if the Safeguarding Lead is unavailable.</p> <p>You should complete an electronic Incident Report MIS Engage</p> <p>Reporting Safeguarding on a disclosure form and hand to Safeguarding lead and on MIS Engage</p> <p>If you are unable to contact the (D)SL for your service, you should contact your Regional Lead, or: The Executive Lead</p>	

Appendix 2

Definition of abuse and neglect

'Abuse' means physical, sexual, psychological, emotional or financial abuse

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

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

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

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

An 'adult at risk' is an adult who:

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

The use of the term 'at risk' means that actual abuse, neglect or other kinds of harm do not necessarily need to occur, rather without interventions by services actual abuse and neglect are likely to occur.

'Harm' is defined as:

- ill treatment this includes sexual abuse, neglect, emotional abuse and psychological abuse
- the impairment of physical or mental health (including that suffered from seeing or hearing another person suffer ill treatment).
- the impairment of physical intellectual, emotional, social or behavioural development (including that suffered from seeing or hearing another person suffer ill treatment).

'Significant Harm' There is no statutory definition of significant harm. Therefore, practitioners must:

'Where the question of whether harm is significant turns on the child's health or development, the child's health or development is to be compared with that which could reasonably be expected of a similar child (Section 31(9), Children Act 1989.

Concerns about likely or actual significant harm to a child is the threshold for initiating s47 enquiries under the Children Act 1989.

The following is a non-exhaustive list of examples for each of the categories of harm, abuse and neglect included in vol 5 Working Together to Safeguard People: Volume 5 – Handling Individual Cases to Protect Children at Risk:

Physical abuse – hitting, slapping, over or misuse of medication, undue restraint, or inappropriate sanctions;

Emotional/psychological abuse – threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others

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

Financial abuse – this category will be less prevalent for a child but indicators could be: not meeting their needs for care and support which are provided through direct payments; or complaints that personal property is missing.

Neglect – failure to meet basic physical, emotional or psychological needs which is likely to result in impairment of health or development.

For Signs and Indicators of Possible Abuse, Neglect and Harm in a Child please refer to the Wales Safeguarding Procedures: <https://safeguarding.wales/chi/cp/c1p.p2.html>

Appendix 3 –

Types of Child Abuse (Refer to www.nspcc.org.uk)

Domestic abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers. Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

Sexual abuse

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong. Or they may be afraid to speak out. That's why we're working to break the silence around child sexual abuse and give children a voice when they desperately need support.

Neglect

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Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

Online abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Physical abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned and slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII). There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

Emotional abuse/psychological abuse

Emotional abuse is the ongoing emotional maltreatment of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them. Children who are emotionally abused are often suffering another type of abuse or neglect at the same time – but this isn't always the case.

Financial Abuse

Financial abuse includes theft, fraud, pressure about money, misuse of money. Indicators may include not meeting a child's needs for care and support which are provided through direct payments; or Complaints that personal property is missing.

Child sexual exploitation

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Female genital mutilation

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

Bullying and cyberbullying

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Child trafficking

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

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Children are trafficked for:

- Child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft. Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

Harmful sexual behaviour

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or adults.

Children and young people who develop harmful sexual behaviour harm themselves and others. Age differences and harmful sexual behaviour: Sexual behaviour between children is also considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't. However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled. If you're not sure whether a sexual behaviour is harmful, find out about the signs, symptoms and effects of harmful sexual behaviour.

Appendix 4- Safeguarding disclosure form

TALOCHER SCHOOL SAFEGUARDING DISCLOSURE FORM

THIS FORM IS TO BE COMPLETED IN BLACK INK IF HAND WRITTEN.

Date & Time of Safeguarding Concern:	
Name of Pupil:	
Date of Birth of Pupil:	
Full Name of staff member and position taking concern from pupil:	
Location of Disclosure:	
Names of People present at time of disclosure:	

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Details of disclosure: (continue on separate page if necessary)	
Staff Action before passing to DSO:	
Name of DSO receiving form:	
Refer to SL YES OR NO :	
Time of Completion of form by staff member taking disclosure:	

PASS THIS FORM TO: Designated Safeguarding Officer or Lead Designated Safeguarding Officer as soon as possible.

Signature of initial staff member	Date
Signature of DSO or SL	Date

Contents Checklist (Local Services may add additional items – this is a core list)			
1 Introduction		9 Responsibilities of the Designated Safeguarding Person- Charlotte Hogg	
2 Key definitions relevant to Safeguarding Children		10 Responsibilities of All staff	
3 Legislative content		11 Recording Concerns	
4 Statutory Duty to Report		12 Reporting	
5 Responsibilities of the Executive Lead for Safeguarding in Aspris- Katie Dorrian		13 Confidentiality	
6 Responsibilities of the Designated Governor for Safeguarding- Scott Preston		14 Engaging in the Child Protection Process	
7 Responsibilities of the Local Authority- Monmouthshire- Heather Heaney		15 Safer Recruitment	
8 Responsibilities of the Head Teacher- Neil		16 Whistleblowing	

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Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
13.09.2024	Charlotte Hogg	Updated policy for current safeguarding personnel onsite- Cathy Edwards (DDSP) Neil Payne (HT) Scott Preston (OM)