



Policy Name: Safeguarding & Child Protection
Written by: Jennifer Parry/Reviewed by Gareth Brenton (8/9/23)

Review history date	Review history date	Next Review Date	Coordinator	Head of Education
15 th January 2023	8 th September 2023	15 th January 2024	Gareth Brenton – DSP	Declan Tuer

Mission Statement

Preparing learners for the future by providing a sustainable outstanding educational experience where all students realise pursue and achieve their full potential, enabling them to thrive as adults.

This document also seeks to make the professional responsibilities clear to all staff. At this school we will follow the All Wales Child Protection Procedures a copy will be place in staff share electronic records [Keeping Learners Safe \(gov.wales\)](#) along with other guidance and protocols that have been endorsed and agreed by The Safeguarding Children’s Board.

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keeping learners Safe in Education: Statutory Guidance for Schools' as the safety and protection of children is of paramount importance to everyone in this school.

Aims

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure that all school personnel, learners, visitors and stakeholders are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures.
- To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant legislation connected to this policy.

Visitors/Contractors to school site

Access to the site will only be made via our main entrance to prevent out of hours casual intrusion and reception will be staffed to 'meet and greet' and to register attendees. Should intruders be sighted on school premises, staff are instructed to politely intercept and take them to SLT. SLT will wait for external visitors in reception to ‘meet & greet’ & provide with visitor badge. All visitors need to electronically sign in upon entry to school site using QR code at reception desk.

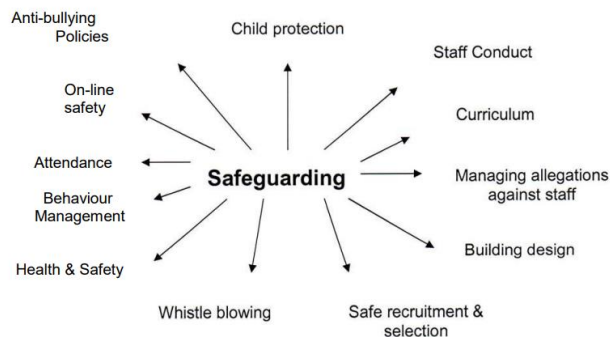
Key Personnel and contact details

Safeguarding Role	Name	Position at the School	Contact Telephone	Contact e-mail
Designated Person (DSP)	Gareth Brenton	Acting Headteacher	01633259019	deputy.headteacher@greenfields.uk.com
Education Person	Declan Tuer	Regional Education Lead	07827 302334	declan.tuer@caretech-uk.com
Director of Operations	Mel Grace	Director of Operations	01633212414	Melanie.Grace@greenfields.uk.com
SEWSCB/LADO	South East Wales Safeguard Board/LADO	Direct Referral	Newport City Council Local Authority Designated Officer Mike Sloan Tel: 01633 851485	www.sewsc.org.uk Email: Mike.Sloan@newport.gov.uk

Safeguarding concerns can include, if you are ever unsure discuss with DSP.

- Physical abuse.
- Domestic violence.
- Psychological or emotional abuse.
- Financial or material abuse.
- Modern slavery.
- Discriminatory abuse.
- Peer on Peer Abuse and this may not be limited to bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence such as rape, assault by penetration, indecent exposure and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and on-line sexual harassment , which may stand alone or a broader pattern of abuse
- sexting (also known as youth produced sexual imagery) and inappropriate messages
- initiation/hazing type rituals – where a person is coerced into participating in an act that creates risk or harm.

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



Reporting Concerns

If a student makes a disclosure then staff must:

- listen to the student;
- Report at the earliest opportunity;
- remain calm;
- offer reassurance;
- not ask the student to remove or adjust clothing if injuries are observed;
- not ask Personing questions;
- let the student speak freely;
- accept what has been told them without challenge;
- not offer opinion or criticize or lay blame;
- reassure the student at the end of the disclosure telling them that they have done the right thing;
- not promise confidentiality but inform them that other people need to be told;
- record accurately;
- record observed injuries or bruises on a map of the body;
- submit a completed BehaviourWatch notification to the designated safeguard Person DSP
- DSP will then seek advice from the South East Wales Safeguarding Children Board (SEWSCB) or Safeguarding board of location of incident in the case of outreach within the home.

If a member of the school personnel suspects that a child/staff may be a victim of abuse then they must:

- Access their BehaviourWatch login and populate notification (verbal and paper based recording to take place if system/network/internet issues)
- record accurately and factually what they have seen in BehaviourWatch (or on paper/in log book)
- record observed injuries or bruises by completing the body map if needed (or in accident book)
- Start the chronology section (or in log book)
- DSP will automatically be notified of concern/incident raised (or share verbally with first available DSP)

The Designated Safeguarding Person will then:

- further discuss the matter with those involved and keep records of this process on BehaviourWatch;
- Dependent on the threshold of the matter the DSP would then decide whether to take this referral further or to monitor the situation;
- Completion of the MARF for Welsh placing Local Authorities: Newport, Torfaen, Caerphilly, Monmouthshire and Blaenau Gwent See **Appendix E** below for document.
- Safeguarding report must be sent to the named LA representative within the 24hr timeframe.
- inform the person making the initial referral of the decision;
- prepare in readiness for a case conference/core group meeting the following information on the child:
 - attendance and punctuality data
 - academic achievement
 - child's behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents/carers

If a concern is raised with a Newport placed child please see **Appendix D** for additional notification contacts.

Newport: Nicola Davies - nic.davies@newport.gov.uk (in relation to allegations against staff): Mike Sloan mike.sloan@newport.gov.uk if unavailable duty and assessment team

Monmouth: Claire Young - claireyoung@monmouthshire.gov.uk

Torfaen: Tracy Tucker - tracy.tucker@torfaen.gov.uk

If a parent makes a disclosure to school then the Designated Safeguarding Person:

- should meet with the parent taking down all details;
- will reassure the parent that the school will take the matter will be dealt with;
- that he/she will have to take advice from the Local Authority Designated Officer about the disclosure;
- will get back to the parent when a decision has been taken and how to proceed.

Recording Information

School personnel and volunteer helpers are asked to record any concern or incident in the following way on using their BehaviourWatch account <https://eduspot.co.uk/> ensuring all necessary sections are completed as included below. If Behaviourwatch system is down please use recording template to upload once glitches rectified.

Date	All facts
Time	Observed injuries and bruises use Body Map to
Place	indicate site of injury
Nature of the concern	Note the actual words of the child
	Sign the notes and hand to the Designated Person

Flow Chart in this Policy for allegations

Dealing with Allegations against school staff.

Step 1

Behaviourwatch notification <https://eduspot.co.uk/> or directly inform Acting Headteacher Gareth Brenton – 01633 259019 if Gareth Brenton is off-site please contact Mel Grace 07873158002 the Designated Person then reports allegations to:



Step 2

Regional Education Lead Declan Tuer- 07827302334 or declan.tuer@caretech-uk.com



Step 3

If it is deemed to meet the threshold for external input it will be raised on to the South East Wales Safeguarding Board (SEWSCB) Newport 01633 851485 email www.sewsc.org.uk & Safeguarding board of location of incident.



Step 4

This initial conversation will establish the validity of any allegation and if referral is needed to Children Social Care or establish further findings. A case a strategy meeting may need to be called the Greenfields DSP should attend. The decision of the strategy meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school with the Greenfields Safeguarding Manager which should also involve a representative from HR.

N.B: In the event of any safeguarding allegations regarding staff/volunteers contact either Nicola Davies or Mike Sloan (LADO) for advice before taking any further action.

Allegations against the Headteacher

Same Procedure as above except they are reported directly to the Head of Education Declan Tuer and the process is then led by senior management. Any allegations from a Newport based student must be reported to the LADO before any action is taken.

The framework for managing cases of allegations of abuse against people who work with children is set out in Welsh Government Circular 12/2007: Safeguarding Children: Working Together under the Children Act 2004 ("Working Together").

<http://wales.gov.uk/topics/childrenyoungpeople/publications/safeguardingunder2004act/?lang=en>.

You have the right to make a direct referral to Local Safeguarding board should you feel it necessary South East Wales Safeguarding Board (SEWSCB) Newport 01633 656656 email www.sewsc.org.uk

In Wales, schools must follow Keeping learners safe: the role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 (Welsh Government, 2021) 8. Arrangements for safeguarding children are set out in section 175 of the Education Act 2002

[210419-cls-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act.pdf](#)

Confidentiality and Security of Information

It is imperative that confidentiality is observed at all times as the protection of the child is paramount.

School personnel have a professional responsibility to share information with other professionals who are investigating a case. A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret.

The child must be reassured that the information will only be shared with the designated teacher who will then continue with the safeguard process.

All child protection records are regarded as confidential and are maintained on BehaviourWatch additional records such as letters/notes are to be uploaded into BehaviourWatch then shredded once in electronic system.

We adhere to Caretech policy & procedures for GDPR and have a Group Data Protection Officer & Head of Information Governance.

We have consent requests within the admissions forms and processes and guardians can withdraw consent if requested.

Safer Recruitment

See Corporate Safer Recruitment Policy Greenfields – found on <https://www.resume.co.uk/> or on staff shared drive in policy folder. Headteacher & Deputy complete Safer recruitment training.

We are committed in establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and the establishment of sound working relationships with parents/carers and support agencies. Those staff interviewing have completed their safer recruitment training.

Support

We will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence;

The school will take any concerns seriously, we maintain a record in our concern on BehaviourWatch some concerns may not lead to a full investigation as they may be an awareness of a situation or discussions of a concern already logged externally but they will be stored on BehaviourWatch for monitoring.

School personnel and stakeholders who feel distressed from being involved with a case or incident will receive support and counselling.

Case Conferences and Core Group Meetings

The Designated Safeguarding Person will attend:

- All Child Protection Case Conferences with the appropriate member of staff;
- All Core Group meetings once a child has been placed on the Child Protection Register.
- Deal with Allegations against School Personnel or another Student.

Ensure correspondence/updates are logged on BehaviourWatch <https://eduspot.co.uk/>

Everyone in the education service shares an objective to help keep children and young people safe by contributing to: creating and maintaining a safe learning environment for children and young people identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with other agencies the development of children's understanding, awareness and resilience through the curriculum. Achieving this objective requires systems designed to: prevent unsuitable people from working with children and young people promote safe practice and challenge poor and unsafe practice identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe contribute to effective partnership working between all those involved with providing services for children and young people.

This policy is addressed to **all** members of staff at the School, learners and stakeholders. It is available upon request and online on our school website in line with the Independent School Standards. Adherence to this policy is mandatory for **all** staff. This policy applies whenever staff are working with pupils including offsite from the School.

This policy outlines the way the School aims to provide an environment in which pupils feel safe, secure, valued and respected and they feel confident that they know who to approach if they are in difficulty and believe they will be effectively listened to. It is designed to clarify procedures that should be followed if it is suspected that a child may be experiencing or is at risk of abuse. This policy confirms the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

[The Social Services and Well-being \(Wales\) Act](#) introduces a strengthened, robust and effective partnership approach to safeguarding.

The School is **not** an investigation or intervention agency for child protection, but it has a duty of care for all its pupils which includes protection from abuse which is a fundamental right. Depending on the nature of the safeguard concern it will link to additional school policies such as anti-bullying/online safety/whistleblowing etc.

Training

Training in this area is organised by Greenfields on induction to the school, and throughout the academic year as refreshers or needs identified. Additional training can also be sought from the Local Safeguarding Children Board (South East Wales Safeguarding Board Gwent Training Programmes) <http://www.sewsc.org.uk/> by management as needed.

All school personnel must:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Safeguarding/child protection
 - Safeguarding students who are vulnerable to extremism (PREVENT/RADICALISATION)
 - Child Sexual Exploitation
 - The Safe Use of the Internet and Social Media
 - Equal opportunities
 - GDPR
 - BehaviourWatch
- receive periodic training so that they are kept up to date with any changes in legislation and improved practice.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website & Twitter account
- meetings with parents such as introductory, transition, parent-teacher consultation.
- school events
- meetings with school personnel
- Staff briefings & emails
- School council meetings with learners.
- communications with home such as newsletters, email & telephone correspondence.
- reports such annual report/stakeholder feedback reports
- information displays in the main school entrance.
- Links to other policies.

We are committed in establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

Curriculum

We will ensure that the curriculum deals with safeguarding through activities and opportunities throughout the curriculum that will equip the children with the necessary skills and awareness to stay safe from abuse.

We also hold specialist workshops and as needs are identified these can be organized to support learners with a variety of areas, drugs, alcohol, bullying, online safety, exploitation, smoking, safe choices etc.

We deliver lessons on safe ICT usage, healthy relationships, sexual health, consent, other PSE topics and capture learner views and feelings using MOMO & in tutor time. Staff are C card trained to provide sexual health advice, guidance and contraceptives following AOW C card upgrade system procedures.



Responsibility for the Policy and Procedure

Role of the Headteacher as Designated Safeguarding Person

The Designated Safeguarding Person will:

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone connected with the school is aware of this policy;
- nominate a deputy Designated Safeguarding Person: Gareth Brenton;
- be trained in child protection policy procedures;
- renew training every two years in order to;
- understand the assessment process
- understand the procedures of a child protection case conference and child protection review conference
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- ensure that all new staff undertake training in child protection procedures;
- provide support to school personnel when dealing with a traumatic child protection situation;
- not promise confidentiality to any child but always act in the interests of a child;
- establish an environment where children feel safe to talk and a culture where school personnel listen to children;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- ensure that all school personnel are able to highlight improvements to the safeguarding policies and procedures;
- have in place a secure and accurate record system of all concerns and referrals
- take the Person in dealing with child protection issues and in deciding what steps should be taken;
- keep a confidential Child Protection Register of all those students known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in central place;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals;
- co-ordinate action within the school;
- liaise and seek advice from when the need arises;
- record the transfer of all child protection files of any student leaving to join another school by keeping the records secure.
- provide support for any child at risk;
- act as a source of advice within the school;
- keep up to date with all new guidance on safeguarding children;
- ensure all incidents are recorded, reported and kept confidential;
- annually review the policy.

Role of School Personnel

School personnel must:

- recognise that child protection is their main responsibility;
- treat children's welfare with utmost importance;
- be aware of links to other policies;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- receive safeguard training
- be aware of the name of the Designated Safeguarding Person;
- be trained in identifying signs of harm and abuse;
- be aware of the effects of abuse and neglect on children;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage students to assess risks to themselves;
- report any concerns to the Designated Safeguarding Person or the deputy Designated Safeguarding Person;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- be aware of the Safer Recruitment processes and checks;
- report any concerns they have on any aspect of the school community.

Role of Students

Students must be made aware of:

- basic safeguarding procedures in school such as visitors signing in and wearing visitor badges; how to assess risk to themselves;
- how to keep themselves safe.
- what they should do if they need support or they think another student needs support
- advice provided in the 'Keeping You Safe: A young person's guide to our Safeguarding Policy' leaflet
- Every year the School Council will ask the views of all students by issuing a questionnaire and asking:
 - Do they feel safe in school?
 - Are they aware of basic safeguarding procedures in school?
 - Are students aware of how to keep themselves safe?
 - Do they know who to go to if they are concerned about their own safety or that of others?
 - Are they are aware of e-safety?
 - Do they know how to keep themselves safe outside school?
 - Do they know how to keep themselves safe when using the internet?

Role of South East Wales Safeguarding Children Board (SEWSCB)

- South East Wales Safeguarding Children Board (SEWSCB) will:
- ensure safeguarding procedures are correctly applied and implemented throughout the Local Authority;
- provide advice, information and guidance to personnel in the Local Authority;
- provide advice, information and guidance to families in the Local Authority;
- be responsible for updating the Local Authority policy for safeguarding and child protection;
- provide training and meet the training needs of schools and other organisations;
- work closely with Social Services, the Police, Health professional and all other agencies;
- be the key link to Social Services or the Police during and following formal investigations;
- monitor the progress of cases to ensure that they following the appropriate procedures;
- keep up to date with all changes in legislation;

Role of and Partnerships with Parents/Carers/Corporate Parents

Parents/Carers are:

- asked to work hard with the school to establish excellent home-school relationships;
- aware that we have a responsibility for the welfare of all our students;
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a child;
- aware that under certain circumstances we will involve an agency without informing them if we think that by doing so we will place the child at even greater risk;
- aware that they will be kept up to date with all our actions.

Annually we will ask parents/carers if:

- they have any concerns about the safety of their child when in school;
- they feel enough time is given for children to learn how to keep safe;
- they know who talk to if they have any concerns;
- they feel their views are listened to and acted upon.

Role of the Proprietors and Nominated Person

The Proprietor/Nominated person:

- has in place a child protection policy and other related procedures;
- has appointed a senior member of staff to act as the Designated Safeguarding Person;
- has nominated a person or his or hers representative to liaise with the child protection officer;
- has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy;
- has in place safe recruitment procedures, including appropriate use of reference checks on new staff and volunteers;
- has in place procedures to deal with allegations of abuse against members of staff and volunteers;
- has undertaken appropriate training about the ways of safeguarding children which will be updated every three years;
- will ensure that the Designated Safeguarding Person attends appropriate refresher training every two years;
- will ensure that the Headteacher, school personnel and volunteers undertake safeguarding training every three years;
- has responsibility for the effective implementation, monitoring and evaluation of this policy;
- has the responsibility for ensuring that the school complies with all equalities legislation;
- has responsibility for ensuring this policy and all policies are maintained and updated regularly;
- has responsibility for ensuring all policies are made available to parents;

Role and Partnership with Agencies

We work in close partnership with all multi professional agencies as the safety and protection of children is of paramount importance to everyone in this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the Proprietor and nominated Person

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Proprietor for further discussion and endorsement. (See Policy Evaluation)

This policy should be read in conjunction with the following school policies, strategies and documents:

Anti-bullying policy

Behaviour

Child Sexual Exploitation (CSE)

Child Gone Missing On or Off Site

Domestic abuse

Equal Opportunities

Exclusions

E-safety

Health and Safety/First Aid

Safer Recruitment (Care-Tech)

Substance misuse

Premises Management

Sex Education/PSE

SEND

Whistle Blowing (CareTech Policy)

Positive Handling Policy

And other relevant policies

This policy will be reviewed annually and or as required.

Acting Headteacher:	Gareth Brenton	Date:	8/9/23
Head Of Education:	Declan Tuer	Date:	8/9/23



Appendix A

This policy relates to the following legislation:

- Children Act 1989
- Education Act 2002
- Sexual Offences Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 20
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- All Wales Child Protection procedures 2008
- Counter Terrorism and Security Act 2015
- Wales Rights of the child [Children's rights in Wales | GOV.WALES](#)
- ALN tribunal Act - [Additional Learning Needs and Education Tribunal \(Wales\) Act | GOV.WALES](#)
- The Social Services and Well-being (Wales) Act 2014 introduces a strengthened, robust and effective partnership approach to safeguarding

Appendix B

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Keeping Learners Safe in Education
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- The All-Wales Child Protection Procedures were originally written in 2002, and substantially revised in 2008.

Appendix C

Bullying & cyber bullying

Bullying is anything seek to harm, intimidate, or coerce (someone perceived as vulnerable). **Please refer to our Anti Bullying policy** found in staff share electronically or printed in policy file for further guidance. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary.

Any concerns in response to this should Person to a verbal passing of information to Jennifer Parry (DSP) and/or Gareth Brenton (DDSP) and should be recorded via the safeguarding process, using the safeguarding tab on the behaviour watch system which can be found at <https://eduspot.co.uk/> or the expression of concern form found in the

induction booklet for staff or on the safeguarding and behaviour watch folders on the staff area. This may Person to further monitoring and holistic linked work with home & therapy.

Child Sexual Exploitation CSE

Child sexual exploitation (CSE) is a type of [sexual abuse](#). When a child or young person is exploited they're given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship. This is called [grooming](#). They may trust their abuser and not understand that they're being abused. If learners have unexplained physical injuries such as bruising, have mood swings or being emotionally volatile could be a potential sign of CSE. CSE can be done online or physical but any concerns of CSE should be reported immediately following our safeguarding tab on behaviour watch for further monitoring and holistic linked work with home & therapy. Please refer to our CSE policy on resume for further guidance. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary.

Child Criminal Exploitation

Child Criminal Exploitation occurs where 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. Criminal exploitation often happens alongside sexual or other forms of exploitation.

Child Criminal exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.

Currently there is no statutory definition for Child Criminal Exploitation. However, it is covered within the Modern Slavery Act 2015 which sets out the offences of slavery, servitude and forced and compulsory labour in section 1, and human trafficking in section 2. Potential victims can be exploited in a number of ways, including sexual exploitation, forced labour, domestic servitude and criminal exploitation. Children may be forced to work in cannabis factories, move drugs, money or weapons across county lines or within their locality, launder money through their bank accounts or carry out crimes of theft or violence, particularly against other young people.

Any concerns in response to this should Person to a verbal passing of information to Jennifer Parry (DSP) and/or Gareth Brenton (DDSP) and should be recorded via the safeguarding process, using the safeguarding tab on the behaviour watch system which can be found at <https://eduspot.co.uk/> or the expression of concern form found in the induction booklet for staff or on the safeguarding and behaviour watch folders on the staff area. This may Person to further monitoring and holistic linked work with home & therapy.

Children missing from education, home or care

All children, regardless of age, ability or special educational needs, are entitled to an appropriate and full-time education. However, there are many factors in the life of a child or that of their family that can affect school attendance. Children missing education (CME) is defined as those who are of a compulsory school age, but are either not registered at a school or else not receiving suitable education in place of a school setting.

CME may be at a significant risk of:

- not meeting their academic potential and underachieving
- becoming NEET (not in employment, education or training) in later life
- being victims of harm, abuse or exploitation
- involvement in criminal or gang-related activities.



There is also a higher proportion of children recorded as missing education when there is a link to poverty, deprivation or involvement with social services.

For schools, their governing bodies and academy trusts, understanding the factors that affect CME and the roles and responsibilities of professionals is important for ensuring the best outcomes for children and young people.

Children especially at risk of missing education

There may be many reasons for a child missing education and so it is important for professionals to consider the circumstances of individual cases. However, some factors may place a child at higher risk and should be considered in the planning of preventative monitoring and support by schools:

- children at risk of abuse or neglect
- children of Gypsy, Roma or Traveller (GRT) families
- children of service personnel
- children who go missing or run away from home or care
- children who are supervised by the Youth Justice System
- children of new migrant families

Any concerns of Child missing and not being located from education, home or care should be reported immediately following our safeguarding concern with immediate notification.

Any concerns in response to this should Person to a verbal passing of information to Jennifer Parry (DSP) and/or Gareth Brenton (DDSP) and should be recorded via the safeguarding process, using the safeguarding tab on the behaviour watch system which can be found at <https://eduspot.co.uk/> or the expression of concern form found in the induction booklet for staff or on the safeguarding and behaviour watch folders on the staff area. This may Person to further monitoring and holistic linked work with home & therapy. The Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary.

Counter Terrorism and Radicalisation Prevention

Radicalisation is a form of harm. The process may involve: 1. being groomed online or in person 2. exploitation, including sexual exploitation 3. psychological manipulation 4. exposure to violent material and other inappropriate information 5. the risk of physical harm or death through extremist acts. A number of organisations are working together to prevent the radicalisation of young people.

A training course is being rolled across the country called PREVENT. Any concerns relating to the above can be addressed through this policy. However seek further advice and guidance and contact numbers at [Preventing Extremism and Radicalisation Policy](#)

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalize vulnerable children and to involve them in terrorism or in activity in support of terrorism. [Extremism and Radicalisation Policy](#)

In Prevent priority areas, the local authority will have a Prevent Person who can also provide support. You can also contact **your local police force or dial 101 (the non-emergency number)**. They can talk to you in confidence about your concerns and help you gain access to support and advice.

You can also call the national police Prevent advice line [0800 011 3764](tel:08000113764), in confidence, to share your concerns with our specially trained officers or make a referral [here](#)



Cyber Bullying

Cyberbullying is the use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone.

Cyberbullying is often done by children, who have increasingly early access to these technologies. The problem is compounded by the fact that a bully can hide behind a pseudonymous user name, disguising his or her true identity. This secrecy makes it difficult to trace the source and encourages bullies to behave more aggressively than they might in a situation where they were identified.

Cyberbullying can include such acts as making threats, sending provocative insults or racial or ethnic slurs, gay bashing, attempting to infect the victim's computer with a virus and flooding an e-mail inbox with messages. If you are a victim, you can deal with cyberbullying to some extent by limiting computer connection time, not responding to threatening or defamatory messages, and never opening e-mail messages from sources you do not recognize or from known sources of unwanted communications. More active measures include blacklisting or whitelisting e-mail accounts, changing e-mail addresses, changing ISPs, changing cell phone accounts and attempting to trace the source.

Because the use of mobile and online communications has grown so rapidly and the crime is relatively new, many jurisdictions are deliberating over cyberbullying laws. However, the crime is covered by existing laws against personal threats and harassment. In some cases, it may be advisable to inform the local police department or consult an attorney. It is not recommended that you retaliate in kind because such behavior can Person to heightened attacks, or even civil actions or criminal charges against you.

Any concerns in response to this should Person to a verbal passing of information to Jennifer Parry (DSP) and/or Gareth Brenton (DDSP) and should be recorded via the safeguarding process, using the safeguarding tab on the behaviour watch system which can be found at <https://eduspot.co.uk/> or the expression of concern form found in the induction booklet for staff or on the safeguarding and behaviour watch folders on the staff area. This may Person to further monitoring and holistic linked work with home & therapy.

Discriminatory and Prejudice based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can Person to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. Respect for All states: 'Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.'

According to research, anti-bullying work which clearly addresses the particular needs of vulnerable or minority groups is more effective. In order to respond effectively to incidents as they arise, we must also address the root cause of prejudice.

To address the years of unfavourable treatment experienced by some groups, The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion or belief
- Sexual orientation

Domestic abuse

Domestic abuse is **any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse** between those aged 16 or over who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological. physical. Sexual. Any concerns of domestic abuse should be reported immediately following our safeguarding concerns raised in this policy for further investigation. The same rules of confidentiality found in staff share electronically or printed in policy file apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary.

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.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Fabricated or induced illness

Fabricated or induced illness can cause significant harm for the child either because of being made to be ill, or through the treatment that they are given for an illness that they do not have. The harm is not only physical but emotional with children convinced they are unwell, or even likely to die. Any concerns in response to this should be reported to a Designated Person to a verbal passing of information to Jennifer Parry (DSP) and/or Gareth Brenton (DDSP) and should be recorded via the safeguarding process, using the safeguarding tab on the behaviour watch system which can be found at <https://eduspot.co.uk/> or the expression of concern form found in the induction booklet for staff or on the safeguarding and behaviour watch folders on the staff area. This may require further monitoring and holistic linked work with home & therapy. Please refer to our wellbeing policy found in staff share electronically or printed in policy file for further guidance. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary.

Faith abuse

Child abuse linked to faith or belief can be linked to religious groups and communities in general. Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being blamed for bad luck, and subsequently abused. Fear of the supernatural is also known to be used to make children comply with being trafficked for domestic slavery or sexual exploitation.

Any concerns in response to this should Person to a verbal passing of information to Jennifer Parry (DSP) and/or Gareth Brenton (DDSP) and should be recorded via the safeguarding process, using the safeguarding tab on the behaviour watch system which can be found at <https://eduspot.co.uk/> or the expression of concern form found in the induction booklet for staff or on the safeguarding and behaviour watch folders on the staff area. This may Person to further monitoring and holistic linked work with home & therapy. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary.

Gangs, youth violence including violence against girls (VAWG) and county lines

Children and young people involved with gangs and criminal exploitation need help and support. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations.

Women and girls experience violence and discrimination in every society, simply because of their gender. From the moment they are born, millions of girls around the world face many forms of violence including rape, female genital mutilation (FGM), sexual exploitation and child marriage.

County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children or vulnerable people who are coerced into it by gangs. The 'County Line' is the mobile phone line used to take the orders of drugs. Importing areas (areas where the drugs are taken to) are reporting increased levels of violence and weapons-related crimes as a result of this trend.

The 2018 Home Office Serious Crime Strategy states the NPCC definition of a County Line is a 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 and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

A common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.

In some cases the dealers will take over a local property, normally belonging to a vulnerable person, and use it to operate their criminal activity from. This is known as cuckooing.

People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

Any concerns in response to this should Person to a verbal passing of information to Jennifer Parry (DSP) and/or Gareth Brenton (DDSP) and should be recorded via the safeguarding process, using the safeguarding tab on the behaviour watch system which can be found at <https://eduspot.co.uk/> or the expression of concern form found in the induction booklet for staff or on the safeguarding and behaviour watch folders on the staff area. This may Person to further monitoring and holistic linked work with home & therapy. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary

Honour based abuse including Female Genital Mutilation (FGM) and forced marriage

Honour-based abuse is a crime or incident committed to protect or defend the 'honour' of a family or community. If families or community think someone has shamed or embarrassed them by behaving in a certain way, they may punish them for breaking their 'honour' code.

Definition of FGM:

At Greenfields we use the World Health Organisation definition as written below.

'Comprises all procedures (not operations) that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons'. (WHO – 2008)

The practice of FGM has serious short and long term medical and psychological implications and as a school we need to work with partner agencies to promote understanding and safeguard students who may be at risk of this practice.

The practice of FGM in the UK is a criminal offence and there is a statutory duty placed on all staff to refer concerns directly to the police.

Please refer to our FGM policy found in rezume electronically for further guidance.

Female Genital Mutilation is a form of child abuse and as such is dealt with under the schools Child Protection/Safeguarding Policy. The welfare of the child is paramount and will act to safeguard and promote our students welfare, acting in the interest of the rights of the girl / young woman, as stated in the UN Convention on The Rights of the Child (1989). We are aware that female genital mutilation (FGM) affects girls particularly from North African countries and it is illegal to allow girls to undergo this practice either in this country or abroad. Therefore it is our duty to report any concerns that we have about girls at risk of FGM to the police and social services.

A forced marriage is where one or both people do not (or in cases of people with learning difficulties or who are under-age, cannot) consent to the marriage and where duress is used to enforce the marriage. 'Duress' includes psychological, sexual, financial or emotional pressure and physical violence.

Mental health concerns

Mental Health concerns may include psychiatric disorders and the emotional wellbeing and social well-being such as problems with adjustment, anxiety, depression, coping, behaviour.

Any concerns in response to this should Person to a verbal passing of information to Jennifer Parry (DSP) and/or Gareth Brenton (DDSP) and should be recorded via the safeguarding process, using the safeguarding tab on the behaviour watch system which can be found at <https://eduspot.co.uk/> or the expression of concern form found in the induction booklet for staff or on the safeguarding and behaviour watch folders on the staff area. This may Person to further monitoring and holistic linked work with home & therapy.

Please refer to our wellbeing policy found in staff share electronically or printed in policy file for further guidance. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary.

Neglect

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of 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, clothing and 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 care-givers)
- ensure access to appropriate medical care or treatment
- it may also include neglect of, or unresponsiveness to, a child's basic emotional need.

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

Online, internet, e-safety and cyber crime (sexting)

Any concerns of internet/text usage & e-safety should be reported immediately following our safeguarding concern book for further monitoring and holistic linked work with home & therapy. This also links with CEOP as a law enforcement agency and is here to help keep children and young people safe from sexual abuse and grooming online. Please refer to our internet policy found in staff share electronically or printed in policy file for further guidance. The

same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary.

Any concerns in response to this should be reported to a verbal passing of information to Jennifer Parry (DSP) and/or Gareth Brenton (DDSP) and should be recorded via the safeguarding process, using the safeguarding tab on the behaviour watch system which can be found at <https://eduspot.co.uk/> or the expression of concern form found in the induction booklet for staff or on the safeguarding and behaviour watch folders on the staff area. This may lead to further monitoring and holistic linked work with home & therapy.

Physical Abuse

This 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. (*Working Together to Safeguard Children 2013*).

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather depression
- withdrawn behaviour
- running away from home

Self-Harm

Self-harm is described as deliberate injury to oneself, typically as a manifestation of a psychological or psychiatric disorder. Any disclosure of self-harm by a student about themselves or another student should be reported immediately as should any concerns staff may have about any student. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary.

Substance misuse

Substance misuse is a generic, non-judgemental term preferred in the UK for **illegal drug abuse or addiction**, taking medicine without medical supervision or, for alcohol, consuming enough to put one's physical or mental health at risk. Any concerns of substance misuse by students or staff should be reported immediately. Please refer to our separate policy Drugs, Alcohol misuse found in staff share drive electronically [here](#) or printed in policy file. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary.



Sexual abuse including sexting, teenage relationship abuse and sexual harassment

This can involve forcing or enticing a child or young person to engage in a relationship and/or 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 assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside the clothing. They may include non-contact activities such as actively encouraging and/or persuading children to develop a relationship and/or involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways and/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.

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes Personing to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

Any concerns in response to these should Person to a verbal passing of information to Jennifer Parry (DSP) and/or Gareth Brenton (DDSP) and should be recorded via the safeguarding process, using the safeguarding tab on the behaviour watch system which can be found at <https://eduspot.co.uk/> or the expression of concern form found in the induction booklet for staff or on the safeguarding and behaviour watch folders on the staff share.



Trafficking and modern slavery

Trafficking is the action or practice of illegally transporting people from one country or area to another, typically for the purposes of forced labour or sexual exploitation. Any concerns of trafficking should be reported immediately following our safeguarding concern book for further monitoring and holistic linked work with home & therapy. Please refer to our policy on resume for further guidance.

Modern slavery is the severe exploitation of other people for personal or commercial gain. Modern slavery is all around us, but often just out of sight. People can become entrapped making our clothes, serving our food, picking our crops, working in factories, or working in houses as cooks, cleaners or nannies.

Any concerns in response to this should be passed to a verbal passing of information to Jennifer Parry (DSP) and/or Gareth Brenton (DDSP) and should be recorded via the safeguarding process, using the safeguarding tab on the behaviour watch system which can be found at <https://eduspot.co.uk/> or the expression of concern form found in the induction booklet for staff or on the safeguarding and behaviour watch folders on the staff area. This may require further monitoring and holistic linked work with home & therapy. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a referral as deemed necessary as it links to CSE.

Appendix D

Organisations that help and support children and young people

Organisations - displayed in School

ChildLine

A free 24-hour advice line offering counselling and support to young people suffering from abuse. The call won't show up on your phone bill.

0800 11 11

www.childline.org.uk

NSPCC

A free phone line offering support and advice to young people in abusive or difficult situations. The lines are open 24 hours a day and the calls won't show up on your phone bill.

0808 800 5000

www.nspcc.org.uk

Gwent Safeguarding

<https://www.gwentsafeguarding.org.uk/en/Home.aspx>

Funky Dragon

Funky Dragon is a peer-led organisation that aims to make sure the views of 0-25 year olds are heard, particularly by the Welsh Assembly Government.

www.funkydragon.org.uk

Children's Commissioner for Wales

Children's Champion – Independent human rights institution for children.

0808 801 1000. The lines are open from 09:00-17:00. (Monday – Friday)

www.childcom.org.uk

Clic

The National Information and Advice Service for young people in Wales 11 to 25.

www.cliconline.co.uk

Samaritans

Free and confidential advice and support
08457 90 90 90
www.samaritans.org.uk

Barnardo's

Barnardo's works with vulnerable children and young people, helping them and their families to overcome problems like abuse, homelessness and poverty.

020 8550 8822 (national rate, 08:00-18:00 Mon-Fri)

www.barnardos.org.uk

BBC One Life

This website provides advice on children and young people's rights, what to do if they are being abused and how to get help.

www.bbc.co.uk/surgery

Kidscape

Kidscape works with children and young people under the age of 16, their parents/carers and those who work with them to prevent bullying and child sexual abuse.

08451 202 204

www.kidscape.org.uk

Appendix E

Newport Safeguarding contacts

Local authority Education Safeguarding Officer: Nicola Davies nic.davies@newport.gov.uk
Telephone number 07817 106758

Local authority Designated Officer for child protection (in relation to allegations against staff):
Mike Sloan mike.sloan@newport.gov.uk LADO Assistant: Caroline Jones
caroline.jones@newport.gov.uk (01633 851544) Corporate Safeguarding Manager: Mary Ryan
mary.ryan@newport.gov.uk

N.B: In the event of any safeguarding allegations regarding staff/volunteers contact either Nicola Davies or Mike Sloan (LADO) for advice before taking any further action.

Safeguarding concerns reported to the DSP that require a referral to social services must be submitted using a MARF (attached). MARFS must be sent to the Safeguarding Hub:
children.duty@newport.gov.uk

Safeguarding Hub (Children's Duty desk): 01633 656656 (direct line 851423 – not to be shared with parents/carers).

Out of hours emergency number: 0800 3284432 (after 5pm) Regional Safeguarding Board:
www.gwentsafeguarding.org.uk



**Diogelu Gwent
Gwent Safeguarding**

Duty to Report Child Safeguarding (Multi Agency Referral Form)

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"/> Verbal or Written Consent 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 traveller:		Is the child a young carer:		Any other information about the child's identity:	

BIRTH PARENT DETAILS/ MAIN CARERS/ PERSONS WITH PARENTAL RESPONSIBILITY (PR)

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:	
Name and DOB:		Relationship to child:		Does this person have PR:		Is an interpreter required:	
Name and DOB:		Relationship to child:		Does this person have PR:		Is an interpreter required:	

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 household 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:	<i>(please note a practitioner cannot refer anonymously)</i>
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:	<i>Detail the reasons why you are contacting including any details of the date, time and place where the abuse is alleged to have occurred</i>				
What are the strengths:	<i>Positive/ protective relationships; family are keen to engage; good family network</i>				
What are the barriers:	<i>Reluctance to engage with support; financial difficulties; child care issues; communication issues (language/ hearing/ visual impairment)</i>				

What are the risks:	<i>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</i>
What other assessments have been undertaken by other agencies (if known):	<i>e.g. DASH; MIRAF; Routine enquiry and CSERQ4, Recent medical examinations (including child protection medicals); any health assessments</i>
What are the expected outcomes of this report:	<i>Safeguarding assessment undertaken to assess potential risk; services are put in place to support the child/ family; information is recorded for the child</i>
What action/ support has already been undertaken in your agency to address these concerns:	<i>Include information where reports have been made to other agencies, i.e. Preventions</i>
Any other relevant information:	<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	Duty.Team@blaenau-gwent.gov.uk
Caerphilly	Contactandreferral@caerphilly.gov.uk
Monmouthshire	childduty@monmouthshire.gov.uk
Newport	children.duty@newport.gov.uk
Torfaen	socialcarecalltorfaen@torfaen.gov.uk
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 YOU MUST PHONE your concerns through to the Emergency Duty Team 0800 328 4432 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 Person 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 Person for your agency.

Acting Head teacher:	Gareth Brenton	Date:	8/9/23
Head of Education:	Declan Tuer	Date:	8/9/23