



SAFEGUARDING CHILDREN & VULNERABLE ADULTS

and

PROMOTING WELFARE

GUIDELINES FOR EFFECTIVE
SAFEGUARDING PRACTICE IN SCHOOLS,
EDUCATION, LEISURE and LIFELONG LEARNING
FACILITIES WITHIN NEATH PORT TALBOT

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Neath Port Talbot
Castell-nedd Port Talbot
County Borough Council Cyngor Bwrdeistref Sirol

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Introduction

Teachers and all non-teaching staff within Neath Port Talbot's Education, Leisure and Lifelong Learning Service recognise their legal duties under s175 Education Act 2002 and the 1989 Children Act and take seriously their responsibilities to protect and safeguard the interests of all children.

The Service recognises that effective child protection work requires sound, robust and secure procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations

This policy document provides the basis for good practice within schools and all Education, Leisure and Lifelong Learning facilities within Neath Port Talbot for Child and Vulnerable Adult Safeguarding work. The policy will be subject to review on an annual basis or as changes arise in key legislation. It is an overarching document which embraces a suite of safeguarding policies within the Education, Leisure and Lifelong Learning Services and should be considered alongside existing, service specific based policies (see links with other policies pg 17)

This document should be read in conjunction with *The All Wales Child Protection Procedures 2008* and the *Protection of Vulnerable Adults: Interagency Policy and procedures for Responding to Alleged Abuse and Inappropriate Care of Vulnerable Adults in South Wales 2004*. These documents are in keeping with relevant national procedures and reflect what the Service considers to be safe and professional practice in this context. Child and Vulnerable Adult Protection must be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004. Within the context of *Children and Young People: Rights to Action 2004*, the Wales Assembly Government sets out 7 core aims for work with all children in Wales:

- have a flying start in life
- have a comprehensive range of education and learning opportunities
- enjoy the best possible health and are free from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to, treated with respect, and have their race and cultural identity recognised
- have a safe home and a community which supports physical and emotional wellbeing
- are not disadvantaged by poverty

These aims link with the Neath Port Talbot Children and Young Peoples Plan 2008 – 2011 core aim 3 – Health, Freedom from Abuse and Exploitation.

With regard to vulnerable adults this document should be read in conjunction with *Protection of Vulnerable Adults: Interagency Policy and procedures for Responding to Alleged Abuse and Inappropriate Care of Vulnerable Adults in South Wales 2004*. Within this document a vulnerable adult is defined as:

“A person who is 18 years of age or over, and who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or serious exploitation”

Law Commission – ‘Who Decides? Making Decisions on Behalf of Mentally Incapacitated Adults’ 1997.

Vulnerable adults include:

People with learning disabilities and people with mental health problems. Older people and disabled people also may fall within this definition, particularly when their situation is complicated by additional factors such as:

- Physical frailty
- Chronic illness
- Sensory impairment
- Challenging behaviour
- Social problems
- Emotional problems
- Poverty
- Homelessness
- Substance abuse

Consideration must also be given to a number of other factors:

- Abuse may consist of a single act or repeated acts.
- The abuse can be physical, sexual, verbal, psychological, financial or material.
- The abuse can be an act of neglect or an omission to act and the abuse may be the unintended consequences of a person’s actions.
- It can and may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which they have not consented or cannot consent to.
- Abuse can occur in any relationship and may result in significant harm to or exploitation of the person subjected to it.

These procedures aim to provide a framework which ensures that all practice in the area of safeguarding and child and vulnerable adult protection is consistent with stated values and procedures that underpin all work with children and young people.

This document seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with Neath Port Talbot Local Safeguarding Children Board requirements and procedures and for vulnerable adults, in accordance with the Neath Port Talbot Area Adult Protection Committee.

Teachers and all non teaching staff have a crucial role to play in recognising, recording and referring indicators of possible abuse or neglect to the Designated Child Protection Officer in school. The Designated Officer will then similarly refer and liaise with Social Services.

All schools and pupil referral units in Neath Port Talbot have a designated member of staff with responsibility for co-ordinating action on child protection. They also provide a source of expertise and advice for all staff. This person is known as the Designated Child Protection Officer and should be known by name and visually recognisable to all staff, volunteers and pupils. Schools and pupil referral units are encouraged to use information posters, pictures and school planners to promote this safeguarding information to staff, pupils and parents/carers.

UNDERPINNING VALUES

Where there is a safeguarding issue, educational staff will work in accordance with the principles outlined in the *All Wales Child Protection procedures 2008*:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their ability and any additional learning needs they may have.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved, where possible, in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.

- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

With regard to vulnerable adults the *Protection of Vulnerable Adults: Interagency Policy and procedures for Responding to Alleged Abuse and Inappropriate Care of Vulnerable Adults in South Wales 2004* document identifies the following core values which will always be recognised and adhered to by partner agencies in respect of every vulnerable adult:

- Privacy – the right of individuals to be left alone or undisturbed and free from intrusion or public attention into their own affairs.
- Dignity – the recognition of the intrinsic value of people regardless of circumstances by respecting their uniqueness and their personal needs; treating people with respect.
- Independence and self-determination – the opportunity to act and think without reference to another person including a willingness to incur a degree of personal risk.
- Choice – the opportunity to select independently from a range of options.
- Rights – the maintenance of all entitlements associated with citizenship.
- Fulfilment – the realisation of personal aspirations and abilities in all aspects of daily life.

SAFEGUARDING AND PROMOTING WELFARE:

Safeguarding children is:

- Keeping children safe from harm such as illness, abuse, injury
- Protecting children from maltreatment
- Preventing impairment of children's health and development

Promoting Welfare is:

- Ensuring children grow up with safe and effective care
- Creating opportunities for optimal life chances in order to enter adulthood successfully.

Prevention

Teachers and all non-teaching staff within Neath Port Talbot's Education, Leisure and Lifelong Learning Service recognise that self-esteem, confidence,

supportive friends and good lines of communication with a trusted adult help prevention.

Our staff will therefore:-

- establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to
- ensure children know there are adults in the school whom they can approach if they are worried or in difficulty
- include in the curriculum, opportunities which equip children with the skills they need to stay safe from abuse and to know who to turn to for help
- include in the curriculum material which will help children to develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills

TALKING TO AND LISTENING TO CHILDREN:

If a child chooses to disclose a child protection matter staff WILL:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that the information must be shared with others
- make a careful record of what was said.

Staff will NEVER:

- take photographs or examine an injury
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about the persons allegedly involved
- forget to record what has been said
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

RECORD KEEPING:

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records will:

- state who was present, time, date and place
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed and dated by the recorder

CONFIDENTIALITY:

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

Confidentiality cannot be guaranteed to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including social service departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (*Data Protection Act 1998 European Convention on Human Rights, Article 8*). Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Services are conducting a Section 47 investigation under the 1989 Children Act, Education, Leisure and Lifelong learning staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the Child Care Legal Department.

GUIDANCE ON 'WHETHER THE CONCERN MAY BE A CHILD OR VULNERABLE ADULT PROTECTION MATTER-

Categories & Indicators of Abuse:

If staff have significant concerns about any child or vulnerable adult they should make them known to the Designated or Deputy Designated Protection Officer. These concerns may include:

Neglect

The persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold, starvation or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

Physical abuse

The hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or other wise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates or induces illness in a child whom they are looking after.

Emotional abuse

The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional and behavioural development.

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.

These definitions have been taken from chapter six of '*Safeguarding Children: working together under the Children Act 2004*' (WAG 2007).

Vulnerable adults - what actions or omissions constitute abuse?

Abuse results in 'significant harm' for the abused person. The term 'significant harm' refers to:

- ill treatment (including sexual abuse and forms of ill treatment that are not physical)
- impairment of, or an avoidable deterioration in, physical or mental health; and
- impairment of physical, emotional, social or behavioural development

Abuse may consist of a single act or repeated acts. It can be physical, verbal, psychological, financial or material. The abuse can be an act of neglect or an omission to act and the abuse may be the unintended consequences of a person's actions. It can and may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which they have not consented or cannot consent to. Abuse can occur in any relationship but commonly is an abuse of power.

What are the categories and indicators of abuse?

Physical abuse

Includes hitting, slapping, pushing, kicking, and misuse of medication, undue restraint or inappropriate sanctions.

Sexual abuse

Includes rape and sexual assault or sexual acts to which the vulnerable adult has not or could not consent and/or was pressured into consenting.

Emotional or psychological abuse

Includes threats of harm or abandonment, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks.

Financial or material abuse

Includes theft, fraud, pressure around wills, property or inheritance, misuse or misappropriation of benefits.

Neglect

includes the failure of any person having the responsibility, charge, care or custody of a vulnerable person to provide the degree of care which a reasonable person in a like position would provide.

It is not unusual for an abused adult to suffer more than one kind of abuse.

Multiple forms of abuse

These are often seen in ongoing relationships or in an abusive service setting, making it important to look beyond single incidents or breaches in standards to underlying dynamics and patterns of harm. Any or all these types of abuse may be perpetrated as a result of deliberate intent and targeting of vulnerable people, negligence or ignorance. Where it is difficult to determine the point at which more insidious and pervasive forms of oppression should be named as abusive, action should be taken to challenge services that discriminate against, and/or ignore the needs of minority groups.

Institutional abuse

Abuse which occurs within an institutional setting often includes more than one form of harm as a result of rigid and insensitive routines, unskilled, intrusive or invasive interventions or an environment which allows inadequate privacy or physical comfort.

Significant Harm or not?

1: Is this child in need? S17 of the Children Act 1989 says that children are in need if:

- They are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

2: Is this child in need of protection? S47 of the Children Act 1989 says that children who may be in need of protection are children who are:

- at risk or who are suffering significant harm
- suffering the effects of significant harm
- have serious health problems.

If the concern is of a child in need nature, the issues will be discussed with the designated child protection officer and the parents/carers. It will be necessary to obtain the consent of the designated child protection officer in order for the family to be approached and the concerns discussed. The parent/carer for the child/ren must provide their consent before a referral can be made to the Referral and Assessment Team. Although it is important to note that following discussion with the parents/carer the level of concern maybe reduced and on such occasions a referral may not be necessary as other forms of support might be accessed.

If the concern is of a child protection nature, this will be discussed with the designated child protection officer and a referral to the Referral and Assessment Team by the school will be required immediately.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

Section 31 (10) of the Children Act 1989 states that 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child'.

In respect of vulnerable adults The Law Commission makes use of the concept of significant harm as an important threshold when considering the nature of intervention:

Significant harm is defined as any - 'ill treatment (including sexual abuse and forms of ill treatment that are not physical); the impairment of or an avoidable deterioration in physical or mental health; and the impairment of physical, emotional, social or behavioural development' (*Law Commission Report 1995 – Page 207*)

It is not possible to rely on one absolute criterion when judging what constitutes significant harm in children or in vulnerable adults. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child or vulnerable adult's physical, psychological and social development. In order to both understand and establish significant harm, it is necessary to consider the family or care context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child or vulnerable adult's health and development and the adequacy of care provided.

MAKING A REFERRAL:

CHILDREN:

Where a child is registered at school, consultation will, in the first instance, take place with the school's designated child protection officer, as detailed above, who will often be the most appropriate person to initiate any referral. A written record of any concerns will be made using the schools internal recording form. This form will then be given to the Designated Child Protection Officer who will make the decision about whether a referral to the Referral and Assessment Team is required.

Referrals in respect of all children will be made to the Assessment Team on 01639 685717 and will be followed up with the written confirmation on the Joint Agency Referral Form (JARF) within 2 working days.

VULNERABLE ADULTS:

Referrals in respect of vulnerable adults, those persons aged 18 years and above concerns will be recorded on a VA1 form in accordance with the protection of Vulnerable Adults guidance; this to be submitted to the concerned persons immediate Line Manager. It is this person's role to consider issues of capacity and consent and once these are satisfied the form will be submitted to the Lead Manager for referral to Social Services.

The Adult Protection procedures demand that without delay and in any case within 24 hours (i.e. within one clear working day), the line manager must notify either the appropriate designated lead manager (if abuse took place in a non-social services setting) or the Social Services designated lead manager (if abuse occurred in a social service based setting) of the disclosure or referral of alleged abuse or inappropriate care.

STAFF WILL REMEMBER THE 3 R'S: recognise, record and refer

RECOGNISE:

Show that the child, young person or adult has been heard, and that their allegations have been taken seriously

The child, young person or adult will be encouraged to talk. They will not be asked direct questions but will be given the opportunity to tell, explain and describe the incident.

The child, young person or adult will not be prompted or asked leading questions. It will be explained to the child, young person or adult that information cannot be kept secret as there is a responsibility to safeguard the child, young person or adult's welfare and inform the designated officer for protection immediately. Reassurance and support will be offered to the child, young person and adult.

RECORD

Staff will record what they have been told using the child, young person, adult's exact words if possible noting name, date time, places, actions taken and the details of any other persons present who may have heard what was said. The record will be signed and dated by the recorder.

REFER

The designated protection officer has a duty to refer concerns verbally immediately to the Assessment Team, Social Services and to follow this up in writing within 2 working days on the Joint Assessment Referral Form (JARF). For child protection referrals consent to make a referral will only be sought from parents in exceptional circumstances and only after consultation with The Assessment Team Duty Worker. (3.2.5: *Flowchart – Referral P103 All Wales Child Protection procedures 2008*)

Staff will not confront the alleged abuser, nor should they worry that they may be mistaken. They will share concerns, suspicions and worries and ask advice. It is better preventative safeguarding practice if early signs are discussed with the designated child protection officer.

Referrals from schools will always be taken seriously by Social Services. It is the responsibility of the child protection officer to co-ordinate action within the school.

SUPPORTING THE PUPIL AT RISK

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

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

Teaching and non teaching staff will endeavour to support the pupil through:-

- the content of the curriculum to encourage self-esteem and self-motivation
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the school's behaviour and anti bullying policies which are aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the **offence** committed by the child but does not damage the pupil's self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but he/she is valued and not to be blamed for any abuse which has occurred
- the school will liaise with other agencies which support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Service and the Education Welfare Service;
- Keeping records and notifying Social Services as soon as there is a recurrence of a concern or change in circumstances.

Additionally, when a pupil whose name is placed on the child protection register leaves the school, head teachers will transfer information to the new school immediately and inform Social Services.

CHILDREN WITH ADDITIONAL LEARNING NEEDS

We recognise that children with social, emotional and behavioural difficulties and other learning difficulties are most vulnerable to abuse. Teaching and non teaching staff who have regular contact with children with learning difficulties will be particularly sensitive to signs of abuse.

ATTENDANCE AT CHILD PROTECTION CONFERENCES:

The Designated Child Protection Officer will be expected to attend the initial Child Protection Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings.

PROTECTING STAFF AGAINST ALLEGATIONS OF ABUSE:

Staff should keep their personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions should be taken when working alone with children is unavoidable:

- work in rooms where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with children unless thought has been given to safeguards
- do not give out personal mobile phone numbers or private e-mail addresses
- do not give pupils lifts home
- do not arrange to meet them outside school hours
- do not chat to pupils on social websites

Under the *Sexual Offences Act 2003* it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed. Children will never be punished by any form of hitting, slapping, shaking or other degrading treatment.

ALLEGATIONS OF ABUSE AGAINST A PROFESSIONAL:

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member, governor or volunteer should therefore be taken seriously. If an allegation is received by the Headteacher or Chair of Governors they will consider if the person/s concerned:

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

Allegations of abuse made against staff, whether historical or contemporary, will be dealt with in the first instance by the Headteacher not the designated child protection teacher (if the allegation is against the Head then it will be dealt with by the Chair of Governors). The Head / Chair will contact Amanda Hinton, Child and Vulnerable Adult Safeguarding Officer to discuss the allegation. The Human Resources Team Leader will be informed as required by the Children and Vulnerable Adult Safeguarding Officer.

This initial conversation will establish the validity of any allegation and if a referral is needed to the Referral and Assessment Team. If this is the case a

senior strategy meeting will be called that the Head / Chair will attend. The decision of the senior strategy meeting could be:

- S47 investigation by children's social services department
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve Karen Holt, Team Leader, Human Resources.

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

RECRUITMENT, SUPERVISION AND TRAINING FOR STAFF:

When recruiting new members of staff the school follows the guidance given in *Safeguarding Children: Safer Recruitment in Education*. Head teachers will ensure that CRB, and for all employees taking up post from September 2010, ISA checks are undertaken, prior to taking up post, in line with Neath Port Talbot's corporate policy and that references are obtained and that qualifications are verified.

Newly appointed staff will have initial training in Child Protection as part of their induction programme. They should be aware of the Neath Port Talbot All Wales Child Protection Procedures 2008 as part of that induction programme, and be given a copy of the schools Safeguarding Policy and "*What to do if you are worried a child is being abused*".

They should also attend the training provided through the Local Authority. The initial Child Protection training given to each member of the service should be updated every three years and recorded.

Level Two courses are also available for the Designated Child Protection Officers through the Neath Port Talbot Safeguarding Children Board Training Programme.

Further advice on Safeguarding matters can also be obtained from Amanda Hinton, Children and Vulnerable Adults Safeguarding Officer on 01639 763363 and the Referral and Assessment Team on 01639 685717

E-SAFETY:

The growth of different electronic media in everyday life and an ever developing variety of devices including PCs, laptops, mobile phones and webcams pose an additional risk for our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping).

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and sex education.

PROTECTION IS PREVENTION:

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the schools designated child protection teacher should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address or computer passwords
- Pupils should adhere to the school policy on mobile phones.

The school will involve the police if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

RESOURCES:

Safeguarding is important to all members of staff. The governing body have to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under the All Wales Child protection Procedures 2008 including attending meetings, collating and writing assessment reports, and staff training. The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and that policy and procedures are in place in school to safeguard and promote the welfare of all pupils in the school.

Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

LINKS WITH OTHER POLICIES:

This document should also be considered within the context of other policies and documents relating to our work with children, young people and vulnerable adults. These might include, for example, documents concerning drug and alcohol abuse, domestic violence, neglect and families where there are mental health concerns.

KEY DOCUMENTS ARE:

- All Wales Child protection Procedures 2008
- Safeguarding Children: Working Together for Positive Outcomes (2004).
- Safeguarding Children: Safer Recruitment in Education: January 2007
- Children and Young People: Rights to Action (2004)
- Towards a Stable Life and Brighter Future
- Welsh Office Circular 52/95: Protecting children from abuse – the role of the education service and the update of the annex to 52/95 – the NEOST guidance
- Safeguarding Children in Education: the role of local authorities and governing bodies under the Education Act 2002, Circular 005/2008,
- Protection of Vulnerable Adults: Interagency Policy and procedures for Responding to Alleged Abuse and Inappropriate Care of Vulnerable Adults in South Wales 2004
- School Behaviour and Attendance policies
- Anti Bullying policies
- Cyberbullying in an Education Setting; Guidance for Staff. HR document
- Neath Port Talbot Whistle Blowing policy
- Child Protection and Safeguarding Policy for the Physical Activity & Sport Service
- NPT 14-19 learning Pathways – Safeguarding Children & Vulnerable Adults. Guide to Good Practice

THE LOCAL AUTHORITY CONTACTS ARE:

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All documents relating to Safeguarding are available on the following web pages:

Children:

INSERT HYPERLINK

Vulnerable Adults:

INSERT HYPERLINK

ELLL Service: 22.06.10

Cabinet:

Council:

Created	Author	Next Review
22.06.10	Amanda Hinton	21.06.11