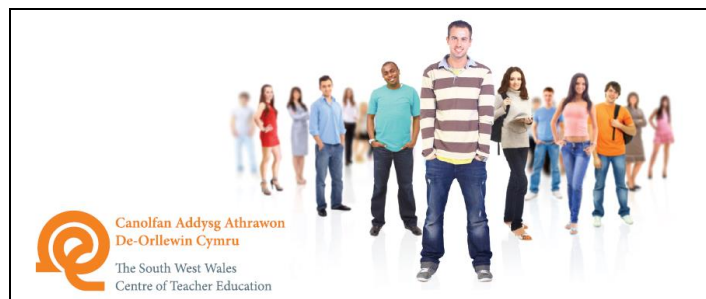


The South West Wales Centre of Teacher Education

Safeguarding

Policy and Guidance

for Staff and Trainees



Reviewed 9/2011

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1. Introduction

The purpose of this policy and procedures is to provide consistent advice on dealing with potential safeguarding issues. This guidance is aimed at all trainees and staff of the South West Wales Centre of Teacher Education.

2. Definition of a child

A child is legally defined as any person who is under the age of eighteen years.¹

Local Authorities (LAs) and governing bodies in the maintained sector are required to ensure that they safeguard and promote the welfare of children.²

The 'All Wales Child Protection Procedures' (2008) includes a glossary of key terms such as 'child protection', 'safeguarding' and 'whistleblowing' (see <http://www.awcpp.org.uk/areasofwork/safeguardingchildren/awcpprg/index.html>)

3. Policy Statement

In all aspects of the Centre's work, the needs and interests of children must be put above the needs and interests of all others. Hence, this policy and guidance must have priority over all other policies and advice. We recognise that children are vulnerable to other people's actions and could be subject to abuse and/or neglect. We intend to raise the awareness of our staff and trainees through this guidance and through appropriate training, to potential abuse and neglect within the settings in which we work where there are children. Our staff and trainees should always be aware of the welfare and safety of children, including unborn children and older children, in their work. We will provide multi-disciplinary training to help our staff and trainees recognise, and know how to act upon, indicators that a child's welfare or safety may be at risk.

The Centre has a designated safeguarding officer for each programme. Safeguarding issues will be discussed in all programmes at appropriate points. Trainees working with children in partner schools, other partner establishments or any other education setting will be made aware by these partners of the named person designated in those establishments as safeguarding officer/safeguarding coordinator.

The Centre's named officers will work closely with the Local Authority Safeguarding Boards when investigating any allegations of abuse (Appendix 1). All parties involved will handle such investigations in a sensitive manner, but the interest of the child is of paramount importance.

¹ Children Act 1989

² Section 175 of the Education Act 2002

4. Contact details for the Centre's Designated Safeguarding Officers

For Carmarthen-based trainees, you should contact:

Catharine Bleasdale

Partnership Development Adviser

Phone/ Ffon 01267 676835

Email/ Ebost c.bleasdale@tsd.ac.uk

For Swansea-based trainees:

Ceri Osborne

Programme Director for PGCE Primary

Phone/ Ffon 01792 482027

Email/ Ebost ceri.osborne@smu.ac.uk

Duncan Hawley

Programme Director for PGCE Secondary

Phone/ Ffon 01792 482056

Email/ Ebost duncan.hawley@smu.ac.uk

Further concerns should be directed to the respective Heads of School/ITET:

Marian Thomas (Carmarthen)

Phone/ Ffon 01267 676797

Email Ebost m.thomas@tsd.ac.uk

Jane Waters (Swansea)

Phone/ Ffon 01792 482091

Email/ Ebost Jane.waters@smu.ac.uk

The Centre's link governors are:

Dr John Walters (Carmarthen based)

Professor Gareth Elwyn Jones (Swansea based)

Mrs Rosemond Nelson (Swansea based)

These can be contacted via the Head of Centre, **Dr Russell Grigg**

Phone/ Ffon 07792808942

Email/ Ebost g.r.grigg@tsd.ac.uk

5. Roles and responsibilities within the Centre:

5.1 The Centre will:

- nominate members of staff to act as the designated safeguarding officers;
- designate another senior member of staff to act on behalf of the designated safeguarding officers in their absence;
- work closely with partnership schools to ensure they are aware of Centre policies

5.2 Role and responsibilities of the Designated Safeguarding Officers within both the Centre and partner schools/establishments

The Designated Safeguarding Officer's role is to:

- act as the first point of contact on safeguarding matters for both staff and trainees;
- act as the first point of contact for Local Safeguarding Children Boards for their designated agents in a local area;
- refer any allegation, suspicion or incident of abuse or neglect to safeguarding agencies in accordance with the locally agreed safeguarding procedures;
- inform the Heads of School/ITET of any safeguarding cases referred to the Duty Officer (social services);
- advise the Heads of School/ITET of any further action required to safeguard children or action to alert other appropriate statutory bodies;
- ensure that the Centre's policy and procedures on safeguarding are reviewed at least annually and kept up to date in the meantime if there is known to be a need;
- attend and contribute to any safeguarding conferences where the Centre's presence has been requested;
- ensure that appropriate links are established between the safeguarding policy and other Centre's policies;
- liaise with the Centre's staff development personnel in coordinating training for the Centre's staff and trainees and contribute to the coordination of joint training with other agencies;
- work with other agencies to provide effective training on safeguarding to inform staff and trainees of the Centre's policy and to make them aware of their roles and responsibilities in recognising and acting upon indicators that a child's welfare or safety may be at risk;
- implement and monitor the implementation of the Centre's safeguarding procedures;
- record and monitor referrals to Duty Officers (social services) and their outcomes (including any cases where no further action is taken) in accordance with the Centre's procedures;
- maintain records of the outcome of all referrals by the Centre's staff and trainees and involvement of the Centre's staff and trainees in safeguarding investigations;
- advise and support members of the Centre's staff and trainees when they encounter a possible safeguarding issue.

5.3 Staff and trainees of the Centre will:

- respond in accordance with the Centre's procedures to every case of alleged or suspected abuse or neglect in education or training settings, regardless of how they are received;
- record details of involvement in safeguarding investigations, and their outcome according to the procedures;

- read and adhere to the Centre's e-safety policy and acceptable use policy in relation to technologies.

Mae'r gwaith o rannu gwybodaeth at ddibenion diogelu a hyrwyddo lles dysgwyr yn hanfodol	Ymdrin â datgelu
☐ A wyf wedi darllen a deall polisiau diogelu'r ysgol a'r Ganolfan?	☒ gwrandewch yn dawel
☐ A wyf yn gwybod pwy yw Swyddog Diogelu Penodedig yr ysgol?	☒ gwnewch yn glir nad oes modd i chi gadw'r wybodaeth yn gyfrinachol
☐ A wyf wedi rhoi gwybod ar unwaith am unrhyw bryder (ni waeth pa mor ddinod) ynghylch amheuaeth o gam-drin a/neu esgeulustod, gan gynnwys pryderon ynghylch e-ddiogelwch?	☒ ceisiwch roi tawelwch meddwl
☐ A wyf wedi rhoi gwybod i Swyddog Diogelu Penodedig yr ysgol ar unwaith?	☒ ysgrifennwch yr hyn a ddywedwyd wrthy, gan ddefnyddio'r union eiriau lle bo modd
☐ A wyf wedi rhoi gwybod i Swyddog Diogelu Penodedig yn y Brifysgol ar unwaith?	☒ rhowch y wybodaeth i'r Swyddog Diogelu Penodedig yn yr ysgol ar unwaith
	☒ Peidiwch ag awgrymu na chwestiynu
	☒ Peidiwch ag wynebu'r un a gyhuddir o gam-drin
	☒ Peidiwch â phoeni a yw'n bosibl eich bod wedi camddeall. Mae'n well trafod hyn â rhywun sydd â phrofiad a chyfrifoldeb er mwyn iddynt wneud asesiad.

Os yw'r cyhuddiad yn ymwneud â'r Pennaeth, ceisiwch gyngor ar unwaith gan y Swyddog Diogelu Penodedig yn y Brifysgol.

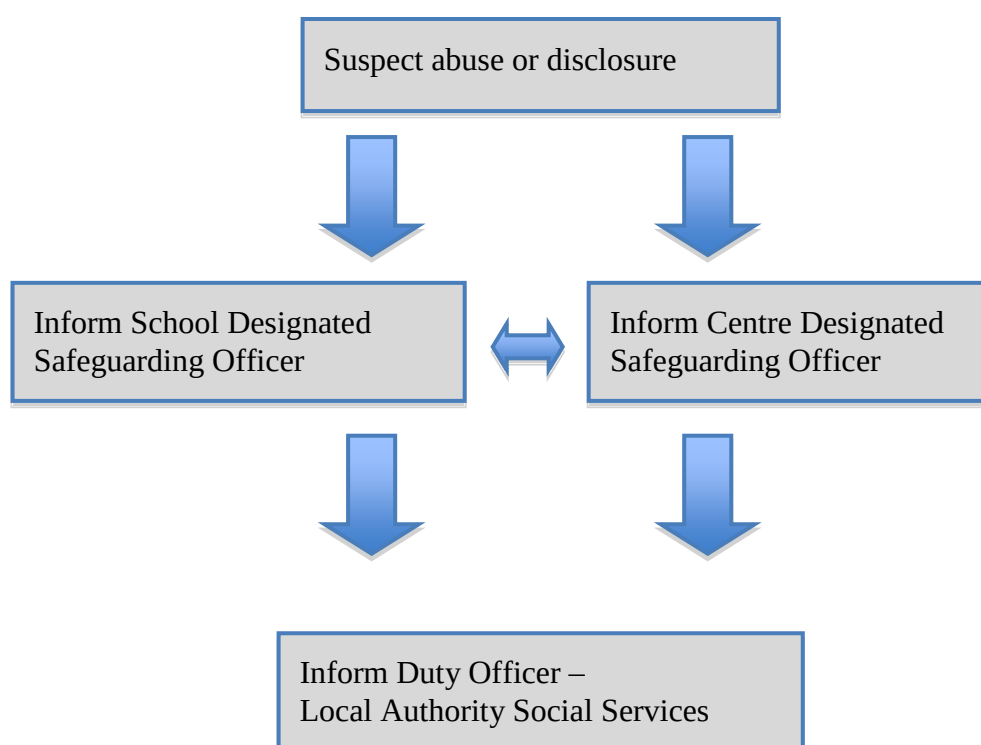
Sharing of information for the purposes of safeguarding and promoting the welfare of learners is essential	Dealing with a disclosure
☐ Have I read and understood the school's and Centre's safeguarding policies?	☒ listen quietly
☐ Am I aware of who is the school's Designated Safeguarding Officer?	☒ make it clear that you cannot keep the information secret
☐ Have I reported immediately any concern (however slight) over suspected abuse and/or neglect, including e-safety concerns?	☒ be reassuring
☐ Have I informed the school's Designated Safeguarding Officer immediately?	☒ write down what you have been told, using the exact words if possible
☐ Have I informed the Designated Safeguarding Officer at the University immediately?	☒ pass the information to the Designated Safeguarding Officer in the school immediately
	☒ Do not prompt or question
	☒ Do not confront the alleged abuser
	☒ Do not worry if you may be mistaken. It is better to have discussed it with somebody with experience and responsibility to make an assessment

If the Head teacher is the subject of allegation, seek immediate advice from the Designated Safeguarding Officer at the University.

All local authorities in Wales have in place multi-agency procedures, endorsed by the **local Area Safeguarding Children Board** for the protection of children. It is vital that when the Centre's staff and trainees are working in any area in Wales they are aware of the local procedures and act in accordance with them. The contact numbers for all Duty Officers (Social Services) can be found in Appendix 1. These are the telephone numbers that should be used in the event of a safeguarding referral being made.

6. Centre Procedures (see also Appendix 3)

6.1 Procedure to be followed in the event of alleged or suspected abuse and neglect either at the Centre, in 'partnership' school, partner establishment or any other education setting



- All staff and trainees have a duty to report any concerns.
- In all cases of suspected alleged abuse or disclosure, staff or trainees should inform the School or educational setting's Designated Safeguarding Officer and the Centre Designated Officer immediately;
- As partners, the Centre's Designated Safeguarding Officer will inform the School's Designated Safeguarding Officer³ of the intention to contact social services.
- The Centre's Designated Safeguarding Officer will then telephone immediately any concern to the Duty Officer of the respective local authority social services (Appendix 1).
- The Designated Safeguarding officer will log the telephone call using the Centre safeguarding log (Appendix 4).
- Where it is decided that no further action will be taken, including referral to social services, this, and the reasons for the decision, should be recorded using the Centre's safeguarding log.

³ Or the Chair of the Governing Body when the allegation is made against School's Designated Safeguarding Officer.

- An agreed written record of all discussions should be kept including details of who was present or involved in any discussions, any action agreed, who is responsible for taking the agreed action, any deadline for when action is taken and who is responsible for any follow up to ensure all actions have been taken and providing feedback.
- The Centre's Designated Safeguarding Officer will take the lead from the Duty Officer (Social Services) in completing a referral form within 2 working days. The decision to investigate lies with the agency designated by the local Area Safeguarding Board or the police.

7. Key Principles

The following key principles that underpin this policy and guidance are found in the Children Act 1989. They are explained in the document 'Working Together to Safeguard Children'⁴ and in the UN Convention on the rights of the child, to which the United Kingdom is a signatory.

All children deserve the opportunity to achieve their full potential. They should be enabled to:

- be as physically and mentally healthy as possible;
- gain the maximum benefit possible from good-quality education opportunities;
- live in a safe environment and be protected from harm;
- experience emotional well-being;
- feel loved and valued, and supported by a network of reliable and affectionate relationships;
- become competent in looking after themselves and coping with everyday living;
- have a positive image of themselves and a secure sense of identity, including cultural and racial identity;
- develop good interpersonal skills and confidence in social situations.

All staff working with children should:

- treat the child's welfare with utmost importance;
- be alert to potential indicators of abuse and neglect;
- be alert to the risks which individual abusers, or potential abusers, may pose to children;
- be aware of the effects of abuse and neglect on children;
- contribute as necessary to all stages of the safeguarding process.

8. Definitions of child abuse and neglect

The following definition is taken from the *All Wales Child Protection Procedures* (2008: 57)

'A child is abused or neglected when somebody inflicts harm, or fails to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.'

Available at: <http://www.awcpp.org.uk/areasofwork/safeguardingchildren/awcpprg/index.html>

⁴Working Together to Safeguard Children (2000) http://www.wales.gov.uk/subisocialpolicy/content/pdf/working_e2.pdf

8.1 Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill-health to a child whom he or she is looking after. This situation is commonly described as factitious illness by proxy or Münchausen syndrome by proxy. (Supplementary guidance to 'Working Together on Safeguarding Children in Whom Illness is Fabricated or Induced' - August 2002 – makes reference to 'fabrication or induction of illness in a child'.)

8.2 Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effect on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children 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 ill-treatment of a child, though it may occur alone.

8.3 Sexual abuse

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

8.4 Neglect

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

8.5 The Concept of Significant Harm

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering, or likely to suffer significant harm. A court may only make a care order (committing the child to the care of the local authority) or supervision order (putting the child under the supervision of a social worker or a probation officer) in respect of a child if it is satisfied that:

- the child is suffering, or is likely to suffer, significant harm; and
- the harm or likelihood of harm is attributable to a lack of adequate parental care or control.

There are no absolute criteria upon which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, and the extent of premeditation, degree of threat and coercion, sadism and bizarre or unusual elements in child sexual abuse. Each of these elements has been associated with more severe effects on the child, and/or greater difficulty in helping the child overcome the adverse impact of the ill-treatment.

Sometimes, a single traumatic event may constitute significant harm, e.g. a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child's physical and psychological development.

Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any ill-treatment alongside the family's strengths and supports.

8.6 Symptoms of stress and distress (children and trainees)

An abused person is likely to show signs of stress and distress which may be:

- a lack of concentration;
- aggressive or hostile behaviour;
- moodiness or irritability;
- self harming;
- low self-esteem;
- difficulties with relationships;
- severe attention seeking behaviour;
- running away or truancy;
- a sudden change in academic performance.

Appendix 1 – Contact details for Social Services

Anglesey
Tel: 01248 752733

Blaenau Gwent
Tel: (01495) 315700
Email : info@blaenau-gwent.gov.uk

Bridgend
Tel: 01656 642200
Fax: 01656 648689
Email: social.services@bridgend.gov.uk

Caerphilly
Tel: 0800 328 4061
Email: socialservices@caerphilly.gov.uk

Cardiff
Tel: 029 2053 6400
lscb@cardiff.gov.uk

Carmarthenshire
Tel (Llanelli) 01554 742322
Tel (Carmarthen/Dinefwr) 01558 825485

Ceredigion
Tel: 01545 572616

Conwy
Tel: 01492 577744
E-mail: socialservices@conwy.gov.uk

Denbighshire
Tel: 01824 708300

Flintshire
Tel: 01352 701000

Torfaen
Tel: 01495 762200

Wrexham
Tel: 01978 292039

Vale of Glamorgan
Tel: 01352 701000

Gwynedd
Tel: (01248) 353 551
E-mail: [gcgc@gwynedd.gov.uk](mailto:gcg@gwynedd.gov.uk)

Merthyr Tydfil
Tel: 01685 724617
educationwelfare@merthyr.gov.uk

Monmouthshire
Tel: 01873 735908 (north)
Tel: 01291 635679 (south)
shs@monmouthshire.gov.uk

Neath Port Talbot
Tel: 01639) 685717

Newport
Tel: 0800 328 4432

Powys
Welshpool: 01938 552017
Newtown: 01686 617 520
Llandrindod Wells: 01597 827325
Brecon: 01874 624298
Ystragynlais: 01639 846547

Rhondda Cynon Taff
Tel: 01443 431513
Email: csiatrhondda@rctcbc.gov.uk

Swansea
Tel: **01792 775501**
Email: EDT@swansea.gov.uk

Appendix 2 – Related documentation

1. **All Wales Child Protection Procedures (2008)**
www.awcpp.org.uk
2. **Working Together to Safeguard Children (2000)**
http://www.wales.gov.uk/subisocialpolicy/content/pdf/working_e2.pdf
3. **Clywch Report (2004)**
www.childcomwales.org.uk
4. **Safeguarding Children: Working Together for Positive Outcomes (2004).**
www.wales.gov.uk.
5. **Welsh Office Circular 52/95: Protecting children from abuse – the role of the education service**
<http://www.wales.gov.uk/subieducationtraining/content/circulars/5295/5295-contents-e.htm>
6. **Update of the annex to 52/95 – the NEOST guidance.**
<http://www.wales.gov.uk/suieducationtraining/content/circulars/3402/child-protection-e.pdf>
7. **National Assembly for Wales Circular 34/02 Safeguarding: preventing unsuitable people from working with children and young people in the education service.**
<http://www.wales.gov.uk/subieducationtraining/content/circulars/3402/childprotection-e.pdf>
8. **National Assembly for Wales Circular 02/03 Criminal Records Bureau: basic facts for school volunteers**
<http://www.wales.gov.uk/subieducationtraining/content/circulars/criminal-records-e.pdf>
9. **Welsh Office Circular 19/98 Education Act: LEA behaviour support plans.**
<http://www.wales.gov.uk/subieducationtraining/content/circulars/1998/1998-contents-e.htm>
10. **Estyn (2010), Supplementary Guidance: Listening to Learners**
<http://www.estyn.gov.uk>
11. **Estyn (2011), Estyn policy and procedures for safeguarding 2011**
<http://www.estyn.gov.uk>
12. **Estyn (2010), Supplementary Guidance for Inspecting Training**
<http://www.estyn.gov.uk>
13. **Safeguarding Children in Education: the role of local authorities and governing bodies under the Education Act 2002.**
<http://new.wales.gov.uk/publications/circular/2008/safeguardingchildren/?lang=en>

Appendix 3 -

Action to be taken where there are safeguarding concerns (see also section 6: procedures)

The Centre's Safeguarding Card provides concise advice on what action should be taken.



Education staff have no responsibility for investigating safeguarding concerns. However, individual staff members may have a role in assisting social services by providing information for their safeguarding enquiries as well as contributing to assessments and attending safeguarding conferences and reviews and providing reports for conferences.

If the Designated Safeguarding Officer is unable to alleviate the concerns of a trainee or staff member, they can discuss the case, without necessarily identifying the child in question, with:

- another senior member of staff – this may include the head of department, the head teacher, principal or the chair of governors;
- the nominated LA officer;
- during school-based contexts, the school nurse (where one is in post);
- finally, if, having spoken with these individuals, concerns remain, social services.

If, at any stage, it is agreed to refer the case to social services and / or the police, this should be done without delay, preferably by telephone, although the referral should be confirmed in writing within 2 working days.

Appendix 4 – Centre Safeguarding Log

Name of School or setting:

Telephone Contact:

Name of the subject of alleged abuse:

Date of reported alleged abuse or disclosure:

Name of person reporting alleged abuse:

Telephone Contact:

Nature of alleged abuse

Emotional ☐

Physical ☐

Sexual ☐

Neglect ☐

Response

Informed School Designated Safeguarding Officer

☐

Spoke to:

Date:

Informed Social Services

☐

Spoke to:

Date:

No further action taken:

☐

Others notified:

v.3

Notes (including reasons for action)

Date:
Signed:

Designated Safeguarding Officer: