

SAFEGUARDING CHILDREN
and
PROMOTING WELFARE
in
EDUCATION, LEISURE and LIFELONG LEARNING
NEATH PORT TALBOT

September 2016



Date endorsed by Governing Body: _____

Date to be reviewed: _____

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Introduction

This revised policy comprises 3 distinct parts:

Pages 3 to 18 comprise of the Education, Leisure & Lifelong Learning Service (ELLLS), service level safeguarding policy; this applies to all staff paid or voluntary within the ELLLS. Pages 19 to 41 is the ERW model child protection policy & appendix A; to be personalised & adopted by governing bodies for use in all schools; pages 42 to 70 comprise a model safeguarding policy, to be personalised & adopted by governing bodies for use in all schools. These 3 documents have been amalgamated for ease of use across the service.

Teachers and all non-teaching staff within Neath Port Talbot's Education, Leisure and Lifelong Learning Service (ELLLS) recognise their legal duties under S28 of the Children Act 2004, S175 Education Act 2002 & Keeping Learners Safe 2015 and take seriously their responsibilities to protect and safeguard the interests of all children.

Section 28 of the Children Act 2004 places a duty on local authorities and their partner agencies to "*safeguard and promote the welfare of children*". In addition, **section 175 of the Education Act 2002** requires local authorities to have "*arrangements for exercising their functions with a view to safeguarding and promoting the welfare of pupils. Schools should provide a safe and stable environment for children and young people and can teach them about staying safe and how to speak up if they have worries or concerns*"

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 ELLLS facilities within Neath Port Talbot for Child 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 ELLLS and should be considered alongside existing, service specific based policies (see links with other policies page 17)

This document should be read in conjunction with *The All Wales Child Protection Procedures 2008* and is in keeping with relevant national procedures and reflects what the Service considers to be safe and professional practice in this context. Child 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

This amalgamated policy aims to provide a framework which ensures that all practice in the area of safeguarding and child protection is consistent with stated values and procedures that underpin all work with children and young people. It seeks also to make clear the professional responsibilities all staff members and volunteers are under to ensure that statutory and other duties are met in accordance with the Western Bay Safeguarding Children Board requirements.

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 Teacher in school. The Designated Teacher will then similarly refer and liaise with Children & Young Peoples Services (CYPS). For child protection concerns in other settings; for example Youth Service, Early Years Service etc staff members will make their concerns known to their Line Manager or Designated Child Protection Person.

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

UNDERPINNING VALUES

Where there is a child protection 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.

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 ELLS recognise that self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevent harm.

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 share 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 learning and/or 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 and your attention is drawn to *Guidance on Retention & Transfer of Sensitive Pupil Information within & between Educational Establishments* for greater detail on record keeping requirements.

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:

The first duty of every practitioner is to safeguard and promote the welfare of the child and young person. It must always be made clear to children and young people at the earliest opportunity and throughout any working relationship that the duty of confidentiality is not absolute, and that there will be some circumstances where the needs of the child or young person, or of other children and young people, can only be safeguarded by sharing information with others.

Decisions to share information with parents and caregivers will be taken using professional judgement, consideration of Fraser/Gillick guidelines (see 5.4.8) and in consultation with the All Wales Child Protection Procedures. Decisions will be based on the child's age, maturity and ability to appreciate what is involved in terms of the implications and risks to themselves. This should be coupled with the parents' and caregivers' ability and commitment to protect the young person. Given the responsibility that parents have for the conduct and welfare of their children, professionals should encourage the young person, at all points, to share information with their parents and caregivers wherever safe to do so.

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:

"If you tell me something which causes me to be worried about you or someone else, I will need to share that information with others to keep you/them safe"

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, ELLS 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 PROTECTION MATTER-

Categories of Abuse:

If staff members have significant concerns about any child they should make them known to the Designated or Deputy Designated Child Protection Teacher. 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).

In addition to the above, this might also include the sexual exploitation of children; as defined:

"Child sexual exploitation is the coercion or manipulation of children and young people into taking part in sexual activities. It is a form of sexual abuse involving an exchange of some form of payment which can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection. The vulnerability of the young person and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent"

Is this Significant Harm?

1: Is this a child in need of care & support? The Social Services & Well Being (Wales) Act 2014 says that children are in need of care & support if:

- “an assessment establishes that they can and can only, overcome barriers to achieving their wellbeing outcomes by the local authority preparing a care & support plan & by ensuring it is delivered”

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 Teacher and the parents/carers. It will be necessary to obtain the consent of the Designated Child Protection Teacher 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 Single Point of Contact (SPOC). 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 Teacher immediately and a telephone referral to the SPOC by the school will be required.

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’.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm in children. 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:

Where a child is registered at school, consultation will, in the first instance, take place with the school's Designated Child Protection Teacher, 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 Teacher who will make the decision about whether a referral to SPOC is required.

Referrals in respect of all children will be made to the Single Point of Contact (SPOC) on 01639 686803 and will be followed up with the written confirmation on the SPOC Referral Form within 2 working days.

STAFF WILL REMEMBER THE 3 Rs: 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 will be encouraged to talk. They will not be asked direct questions but will be given the opportunity to explain and describe the incident. These are considered to be clarifying questions and if used would not be considered to be investigation.

The child/ young person will not be prompted or asked leading questions. It will be explained to the child/young person that information cannot be kept secret as there is a responsibility to safeguard their welfare and that you must inform the Designated Child Protection Teacher immediately. Age appropriate reassurance and support will be offered to the child/young person by the person best placed to provide it.

RECORD

Staff will record what they have been told using the child/young person's exact words; 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. This record will be stored on the child/young person's safeguarding file within school and the event recorded on the chronology.

REFER

The Designated Child Protection Teacher has a duty to refer concerns verbally immediately to SPOC via telephone and to follow this up in writing within 2 working days on the SPOC Referral Form For child protection referrals consent to make a referral will only be sought

from parents in exceptional circumstances and only after consultation with the Duty Social 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 Teacher and if appropriate with the Duty Social Worker.

Child protection referrals from schools will always be taken seriously by Children's Services. It is the responsibility of the Designated Child Protection Teacher to co-ordinate child protection 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 CYPS, Child and Adolescent Mental Health Services (CAMHS), the Educational Psychology Service (EPS), Behaviour Support Service (BSS) and the Education Welfare Service (EWS);
- Keeping records and notifying CYPS 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 children's services.

CHILDREN WITH ADDITIONAL LEARNING NEEDS

We recognise that children with social, emotional, behavioural and communication difficulties and other learning difficulties are most vulnerable to abuse. Teaching and non-teaching staff members 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 Teacher will be expected to attend the initial Child Protection Conference and any subsequent Child Protection Review Conferences.

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.

SAFER WORKING FOR STAFF:

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 or make friends with pupils on social networking 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.

S21, Sexual Offences Act 2003 defines a person in a position of trust:

A person in a 'position of trust' is one who '*looks after persons under the age of 18 who are receiving education at an educational institution*', and the '*victim is receiving education and the offender is not receiving education at that institution*'. The Act also distinguishes between sexual offences committed by children against each other where the sexual activity is exploitative and sexual activity which is undertaken with mutual and informed 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 causing 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. 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 HeadTeacher (or chair of governors if the allegation is in respect of the HeadTeacher), should make initial enquiries (but not investigate) to determine the nature and circumstances of the allegation. These initial enquiries should establish:

- That an allegation has been made
- What is alleged to have occurred
- When and where the episode(s) is/are alleged to have occurred
- Any other persons present

If after making these initial enquiries the HeadTeacher considers unequivocally that the allegation is false because the circumstances of the allegation show that it is not possible for it to be true, they must discuss the matter with the chair of governors and the Child & Vulnerable Adult Safeguarding Officer (C&VASO) to determine whether a referral to Children's services and/or the police is required.

If an allegation is received by the Headteacher or Chair of Governors they will contact the C&VASO immediately and together 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

This initial conversation, between the Head Teacher and C&VASO will establish the validity of any allegation and if a referral is needed to CYPS. If this is the case a Professional Abuse Strategy Meeting (PASM) will be called that the Head / Chair will attend. The decision of the PASM could be:

- S47 investigation by children's social services department
- police investigation if there is a criminal element to the allegation
- Matter passed back to the school and referral for an independent investigation as outlined within *The Staffing of Maintained Schools (Wales) Regulations 2006*. This process will involve seeking guidance from the ELLS Human Resources Team.

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

For further detail regarding this process please see the full guidance document

<http://wales.gov.uk/docs/dcells/publications/130227disciplinaryanddismissalen.pdf>

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 must ensure they retain two written references and the Disclosure and Barring Service (DBS) Disclosure prior to agreeing a start date. In addition to this they must ensure that qualifications are verified. Further detail regarding safer recruitment practices can be found in Neath Port Talbot's corporate policy:

http://cmsstagingvm.neath-porttalbot.gov.uk/Intranet/docs/HR_Safe_Recruitment_Policy_and_Procedure_May_2015_Reformatted.doc

Newly appointed staff will have initial training in Child Protection as part of their induction programme. They should be aware of the All Wales Child Protection Procedures 2008 as part of that induction programme, and must be given a copy of the schools Child Protection Policy and "*Quick guide to Safeguarding*".

They should also attend relevant training provided through the Local Authority. Child Protection training given to each member of the service should be updated annually and attendance recorded.

Level Three courses are also available for the Designated Child Protection Officers through the C&AVSO and should be updated every three years and attendance recorded.

In addition to this, where appropriate interagency training opportunities will arise, details of which will be routinely provided by the C&VASO.

Further advice on Safeguarding matters can also be obtained from the C&VASO on 01639 763363 or 07855 079790

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 and young people. 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
- Children Act 1989
- Human Rights Act 1989
- United Nations Rights of the Child
- Social Services & Wellbeing (Wales) Act 2014
- Local Safeguarding Children's Boards Regulations 2006
- The Children & Young Peoples Plan (Wales) Regulations 2007
- Keeping Learners Safe; Guidance document no: 158/2015
- Children, Schools & Families Act 2010
- Safeguarding Children: Safer Recruitment in Education: January 2007
- Disciplinary & Dismissal Procedures for School Staff WG Circular 002/2013
- Education Act 2002
- 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
- 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
- Guidance on Retention & Transfer of Sensitive Pupil Information within & between Educational Establishments
- Safeguarding Children & Young People from Sexual Exploitation, WAG 2011
- The Staffing of Maintained Schools (Wales) Regulations 2006
- Your school based child protection & safeguarding policies

YOUR LOCAL AUTHORITY CONTACTS ARE:

Child and Vulnerable Adults Safeguarding Officer (C&VASO)
Education, Leisure and Lifelong Learning
2nd Floor
Civic Centre
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Karen Holt
Team Leader
Human Resources for SSD & Education
The Quays
Port Talbot
01639 763406 email: k.holt@npt.gov.uk

Single Point of Contact (SPOC) (for all new referrals)
Children & Young Peoples Services
2nd Floor
Neath Civic Centre
Neath
01639 686803 email dutyintake@npt.gov.uk

Alison Davies
PO Safeguarding, Quality Assurance & Independent Review Service
2nd Floor
Neath Civic Centre
01639 683322 email: a.davies17@npt.gov.uk

Emergency Duty Team (For out of Hours concerns in relation to children)
01639 895455 email: edt@npt.gov.uk