


"Community with learning, is a community with heart"
"Cymuned a'i chynefin, sy'n chymuned â chalon"



Branas School

Safeguarding & Child Protection Policy

Written: September 2022	Reviewed: September 2023
Reviewer: Tonia Lewis	
Role: Executive Headteacher	Next review: September 2024

CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

1. Description and Ethos of Branas School

OUR CULTURE AND ETHOS

We are committed to providing a nurturing, safe and vibrant learning environment that fosters a love of learning and enables every student to become the best they can be. Respectful and supportive relationships are at the heart of all that we do: we value every member of the school community equally. We recognise that our pupils bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our Learners learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

Branas Isaf operates an integrated model of care, education and therapy underpinned by the Good Lives Model. The school exists to improve the quality of life of our pupils both now and in their future. We specialise in supporting the Good Lives Model as a framework to offender rehabilitation, and as an underpinning therapeutic model across both care and education for the development of pupils.

The Good Lives Model (GLM) is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency. That is, the GLM is concerned with individuals' ability to formulate and select goals, construct plans, and to act freely in the implementation of these plans. A closely related assumption is the basic premise that offenders, like all humans, value certain states of mind, personal characteristics, and experiences, which are defined in the GLM as primary goods.

OUR SCHOOL

Branas School is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

The school provides specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked after Children.

OUR PUPILS

All young people in Branas School have a history of harmful behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment

difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan or a Statement of SEN.

THE VISION

BELIEVE, EMPOWER, ACHIEVE, ASPIRE

BELIEVE IN OUR TEAM AND IN OUR LEARNERS

EMPOWER OUR LEARNERS TO BELIEVE IN THEMSELVES AND THEIR PERSONAL JOURNEY

NURTURE OUR LEARNERS TO **ACHIEVE**

AND **ASPIRE TO BE THE BEST THEY CAN BE.**

The school moto is at the heart of everything we do at Branas School -

“Community with learning, is a community with heart”

“Cymuned a’i chynefin, sy’n chymuned â chalon”

This vision drives everything we do and will be achieved through:

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;
- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious; working quickly to turn around pupils’ attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;

2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND AIMS

Our values are:

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others



Our Aims:

- All pupils will undergo a 2 week induction period where we look to initial assess and diagnose learners within core subjects areas and look to support a transition timetable to reintegrate learners successfully back into education
- Within the first 6-weeks all pupils will undergo in depth assessments in order for us to fully understand them and their needs for effective learning;
- Everyone in Branas Isaf supports and challenges pupils to invest in education as a priority for a successful placement;
- All pupils are supported and challenged to achieve at least 95% attendance in school;
- All pupils are supported and challenged to engage in creative learning experiences appropriate to their needs, and supported by an accurate individual learning plan;
- All pupils are supported and challenged to achieve nationally recognised academic awards in core subjects;
- All pupils are supported and challenged to achieve accreditation in a wide range of subject areas ;
- All pupils are supported and challenged to become independent learners;
- All pupils learn how to keep themselves safe, and build positive relationships with those around them;
- All pupils are enabled to take part in decisions that shape their lives, the school and the community in which they live;
- All pupils are supported to demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- All pupils are enabled to attend and participate in regular therapy sessions;
- All pupils learn strategies to manage their feelings and know where to go for help when things are difficult;
- All pupils will have the opportunity to participate in work experience and work-related learning opportunities;
- All our pupils learn the skills to interpret data and apply mathematical concepts;
- All our pupils learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- All pupils are supported and challenged to lead healthy, active lifestyles and be prepared to make a positive contribution to society as adults.

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1. Key Contacts – Branas School

The following are very important telephone numbers that must be kept up to date at all times:

Important Information	Contact Details
Designated Safeguarding Person (DSP) – Tonia Lewis	01490 440545 / 07860188746
Deputy DSP – Stephen Myers-Whittaker	01490 440545 / 07772 474164
Regional Education Lead – CareTech – Declan Tuer	07827302334
Branas Isaf Designated Person – Kate Jones	01490 413782 / 07827 302334
CEOP	0870 000 3344
Education Services Safeguarding: Wayne Wheatley	01824 708169/07500 123965
Denbighshire Children & Families Gateway (CFG) Preferred contact method email To include PREVENT related issues	cfsgateway@denbighshire.gov.uk
Denbighshire Children & Families Gateway (CFG) Monday to Thursday 9am - 5pm and Friday 9am - 4.30pm	01824 712200
Denbighshire Children & Families Gateway (CFG) Evenings & Weekends	0345 053 3116
North Wales Police	101 / 999
Safeguarding and Reviewing Team:	01824 708391
Denbighshire SPOA (Single Point of Access)	0300 4565 1000
Amethyst Team (NW Sexual Assault Referral Centre)	0808 156 3658
Onyx Team (NW Child Sexual Exploitation)	101 / 999 OnyxTeam@nthwales.pnn.police.uk
CareTech “Tell Us” Whistleblowing	0800 999 8247
NSPCC Whistle-blowing Helpline	0800 028 0285
Childline	0800 1111

2. INTRODUCTION

This document seeks to make the professional responsibilities clear to all staff. At this school, we will follow the Wales Safeguarding Procedures 2019, (adopted by North Wales Safeguarding Children Board) which is an online document available at <https://safeguarding.wales/>. Further guidance is available from the North Wales Safeguarding Board at <https://www.northwalessafeguardingboard.wales/wp-content/uploads/2020/07/Keeping-children-young-people-safe-non-statutory-safeguarding-guide-for-practitioners-working-with-children.pdf>

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the Welsh Government documents 'Keep Learners Safe in Education' (last updated 2022)' as the safety and protection of children is of paramount importance to everyone in this school.

Safeguarding is protecting children from abuse, neglect or other kinds of harm, and educating those around them to recognise the signs and dangers.

Safeguarding and promoting the well-being of all children attending a school or college is defined for the purposes of this guidance as:

- ***protecting children from risk of abuse, neglect or other kinds of harm;***
- ***preventing impairment of children's health or development;***
- ***ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and***
- ***taking action to enable all children to achieve the best outcomes.***

***Keeping Learners Safe, Last Updated 2022
(Welsh Government)***

[The Social Services and Well-being \(Wales\) Act 2014](#) introduces a strengthened, robust and effective partnership approach to safeguarding. This defines a duty of care towards children and young people in statute, and underpins Wales' Safeguarding Procedures.

The School is not an investigation or intervention agency for child protection, but it has a duty of care for all its pupils, which includes protection from abuse, which is a fundamental right. The Wales Safeguarding Procedures 2019 replace the All-Wales Child Protection Procedures, and provide a framework, which reflects day-to-day operational arrangements underpinned by the legislative framework of the 2014 act.

Key changes to this policy have been identified by a task group of safeguarding practitioners. Within the new children's procedures, many of the changes are around the emphasis placed on aspects such as co- production, person centred, advocacy, use of reflective practice and practitioner judgement etc. rather than the process of safeguarding which remains largely unchanged. Several new terms have also been introduced ('Report', 'Report Maker', 'Lead Coordinator', 'Lead Practitioner' etc.). Further information on the changes are available from <https://www.northwalessafeguardingboard.wales/wp-content/uploads/2020/06/Whats-Changed-Children-Eng.pdf>

This policy is addressed to all members of staff at the School. Adherence to this policy is mandatory for **all** staff.

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

Branas School works within the wider Branas Isaf multi-disciplinary team, and safeguarding is at a holistic level, embedded into the culture and practice of the school in every area, including learning, activities, operations and wellbeing.

Aims

- Ensure that practitioners understand their role and responsibilities and know which organisation, team or practitioner has lead responsibility for safeguarding as well as the precise roles of everyone involved;
- Provide guidance to practitioners in contact with adults at risk of abuse and neglect enabling them to identify and address the adult's care, support and protection needs;
- Ensure practice is in accordance with the legislative requirements and expectations of the Social Services and Well-being (Wales) Act 2014 and the accompanying safeguarding guidance); (Section 7 Volumes 5 and 6 on handling individual cases);
- Recognise the importance of engaging with the adult at risk, their family and carers throughout the safeguarding process provided this does not place the adult at further risk of harm;
- Promote positive outcomes by improving the daily lived experience of the adult at risk of abuse or neglect;
- Secure effective partnership working to meet the care, support and protection needs of the adult at risk of abuse or neglect;
- Facilitate assessments, plans and interventions that are person-centred and completed within the timescales set out in regulations and guidance;
- Enable managers and supervisors to guide and support staff to ensure adults at risk are protected from abuse and neglect;
- Draw on research and best practice to inform decision-making;

- Offer a framework enabling Regional Safeguarding Boards and agency managers to ensure practice is in accordance with statutory roles and responsibilities and legislative requirements and expectations;
- Enable Regional Safeguarding Boards and agency managers to evaluate the quality of local safeguarding practice and provide a vehicle to facilitate local co-ordination and challenge.

3. RESPONSIBILITY FOR SAFEGUARDING

Safeguarding is everybody's responsibility. Staff in School are in a position to identify concerns early, which can prevent them from escalating. All staff must provide a safe environment for children and should be prepared to identify children who need early help (providing support as soon as a concern emerges).

It is vital that any staff member who has a concern should follow the Report processes and support social workers and other agencies following a Report. To help with this, all schools should have a designated safeguarding person (DSP) to provide support to staff and liaise with other services regarding the child. A DSP also has a more complete picture and can therefore respond more appropriately to safeguarding concerns.

According to the Teachers' Standards, teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

3a Role of the Designated Safeguarding Person

Branas School Designated Safeguarding Person is **Tonia Lewis (Executive Headteacher)** and the Deputy Safeguarding Person is **Stephen Myers-Whittaker (Assistant Headteacher)**

The Designated Safeguarding Person will:

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone connected with the school is aware of this policy;
- nominate a deputy Designated Safeguarding Person: Stephen Myers-Whittaker;
- be trained in child protection policy procedures;
- renew Level 3 training every two years in order to;
 - understand the assessment process
 - understand the procedures of a child protection case conference and child protection review conference
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- ensure that all new staff undertake training in child protection procedures;
- provide support to school personnel when dealing with a traumatic child protection situation;
- not promise confidentiality to any child but always act in the interests of a child;
- establish an environment where children feel safe to talk and a culture where school personnel listen to children;

- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- ensure that all school personnel are able to highlight improvements to the safeguarding policies and procedures;
- have in place a secure and accurate record system of all concerns and Reports
- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- keep a confidential Child Protection Register of all those Learners known to be at risk and only if it is confirmed by social services that the child is at risk;
- ensure all confidential child protection information is stored securely in central place according to GDPR 2018;
- ensure that no information will be disclosed to a parent if this would put a child at risk of significant harm;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- ensure parents are aware that Reports about suspected abuse or neglect may be made;
- make child protection Reports;
- co-ordinate action within the school;
- liaise and seek advice from LADO when the need arises;
- record the transfer of all child protection files of any student leaving to join another school by keeping the following record:

Date of Transfer	Child's Name	D.O.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

- provide support for any child at risk;
- act as a source of advice within the school;
- keep up to date with all new guidance on safeguarding children;
- ensure all incidents are recorded, reported and kept confidential;
- Annually review the policy.

3b. Role of School Personnel

The practitioner who reports to social services concerns about possible abuse, neglect of an adult at risk or harm, abuse or neglect to a child is referred to as a "Report Maker".

All school personnel must:

- recognise that child protection is their main responsibility;
- treat children's welfare with utmost importance;
- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- receive Level 1 Safeguarding training at least annually

- receive Level 2 Safeguarding training at least bi-annually;
- be aware of the name of the Designated Safeguarding Person;
- be trained in identifying signs of harm and abuse;
- be aware of the effects of abuse and neglect on children;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage Learners to assess risks to themselves;
- report any concerns to the Designated Safeguarding Person or the deputy Designated Safeguarding Person;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- be aware of the Safer Recruitment processes and checks;
- report any concerns they have on any aspect of the school community.

3c. Role of Learners

Learners must be made aware of:

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

3d ROLE OF NORTH WALES SAFEGUARDING BOARD

- North Wales Safeguarding Board (NWSB) will:
- ensure safeguarding procedures are correctly applied and implemented throughout the Local Authority;

- provide advice, information and guidance to personnel in the Local Authority;
- provide advice, information and guidance to families in the Local Authority;
- be responsible for updating the Local Authority policy for safeguarding and child protection;
- provide training and meet the training needs of schools and other organisations;
- work closely with Social Services, the Police, Health professional and all other agencies;
- be the key link to Social Services or the Police during and following formal investigations;
- monitor the progress of cases to ensure that they following the appropriate procedures;
- keep up to date with all changes in legislation;

3e. ROLE OF AND PARTNERSHIPS WITH PARENTS / CARERS / CORPORATE PARENTS

Parents/Carers are:

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

Annually we will ask parents/carers if:

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

3f. ROLE OF PROPRIETORS AND NOMINATED PERSON

The Proprietor/Nominated person:

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

- has responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Has nominated a link person to visit the school annually and report on the quality of safeguarding practice and procedures in the school, to liaise with the Headteacher and the Designated Safeguarding Person and to report back to Proprietor and responsible individual for the school. ;

3g. ROLE AND PARTNERSHIP WITH AGENCIES

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school. Part 7 of the Social Services and Well-being (Wales) Act 2014 includes provisions aimed to help promote more effective leadership and inter-agency collaboration and ensure all agencies give sufficient priority to safeguarding. The All Wales Child Protection Procedures also emphasise that safeguarding is everyone's responsibility, and that the effective protection of children cannot be achieved by a single agency acting in isolation. The procedures clarify how individuals and agencies should communicate and work together in partnership to identify and keep children safe.

4. REPORTING CONCERNS

All teaching staff are encouraged to share observations, which may be pertinent to safeguarding in the daily staff briefing. Minor concerns are logged which may not necessarily result in further action. This allows us to have an awareness of early signs and interventions, supporting a holistic approach to safeguarding and demonstrating the wide commitment to keeping our learners safe.

If a student makes a disclosure, then the member of the school personnel must:

- listen to the student;
- remain calm;
- offer reassurance;
- not ask the student to remove or adjust clothing if bruises are observed;
- not ask leading questions;
- let the student speak freely;
- accept what has been told them without challenge;
- not offer opinion or criticize or lay blame;
- reassure the student at the end of the disclosure telling them that they have done the right thing;
- not promise confidentiality but inform them that other people need to be told;
- record accurately and factually what the child has said in note form;
- record observed injuries or bruises on a map of the body;
- submit a report to the designated person who will seek advice from the North Wales Safeguarding Board (NWSB)

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

- record accurately and factually what they have seen in note form;

- submit a completed report to the designated person, fulfilling their duties as Report Maker in line with the Wales Safeguarding Procedures 2019;

The Designated Safeguarding Person will then:

- further discuss the matter with those involved and keep records of this process;
- ensure the reporting person fulfils their duty to complete and submit accurate reporting as required.
- decide whether to take this Report further to North Wales Safeguarding Board (NWSB) or to monitor the situation (Low level concerns can be recorded and stored in the child’s file and logged in the safeguarding concerns log, but should be monitored regularly by the designated person to ensure that an accumulation of such concerns is not becoming a child protection issue);
- inform the person making the initial Report of his/her decision;
- prepare in readiness for a case conference/core group meeting the following information on the child:
 - attendance and punctuality data
 - academic achievement
 - child’s behaviour and attitude
 - relationships and social skills
 - appearance and presentation
 - any known incidents in or outside school
 - school contact with parents/carers

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

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

Recording Information

School personnel and volunteer helpers are asked to record any concern or incident in the following way:

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

Procedure to deal with allegations at Branas School

All allegations are to be reported immediately.

Step 1

Designated Safeguarding Person informed & allegations reported.



Step 2

Designated Safeguarding Person (or nominated child protection officer): Tonia Lewis, Executive Head Teacher (01490) 440545 Tonia.Lewis@cambiangroup.com; or **Deputy Designated Safeguarding Person:** Stephen Myers-Whittaker, Assistant Head Teacher (01490 440545) stephen.myers-whittaker@caretech-uk.com;

or in their absence Branas Isaf Designated Safeguarding Person:
Regional Education Lead – CareTech – Declan Tuer 07860 188746 or Kate Jones, Branas Isaf Head of Service (01490) 413782 kate.jones@branas.co.uk (07887) 523499



Step 3

All Reports are to be sent to: cfsgateway@denbighshire.gov.uk
Children and Family Services CFS (Children's Gateway) 01824 712200



Step 4

This initial conversation will establish the validity of any allegation and if Report is needed to Children Social Care. If this is the case a strategy meeting will be called that the **DSP** should attend.

The decision of the strategy meeting could be:

- *An investigation by children's social care*
- *A police investigation if there is a criminal element to the allegation*
- *A single agency investigation completed by the school with the **DSP** or their qualified nominee.*

It is important to note that any staff member can also report concerns directly to:

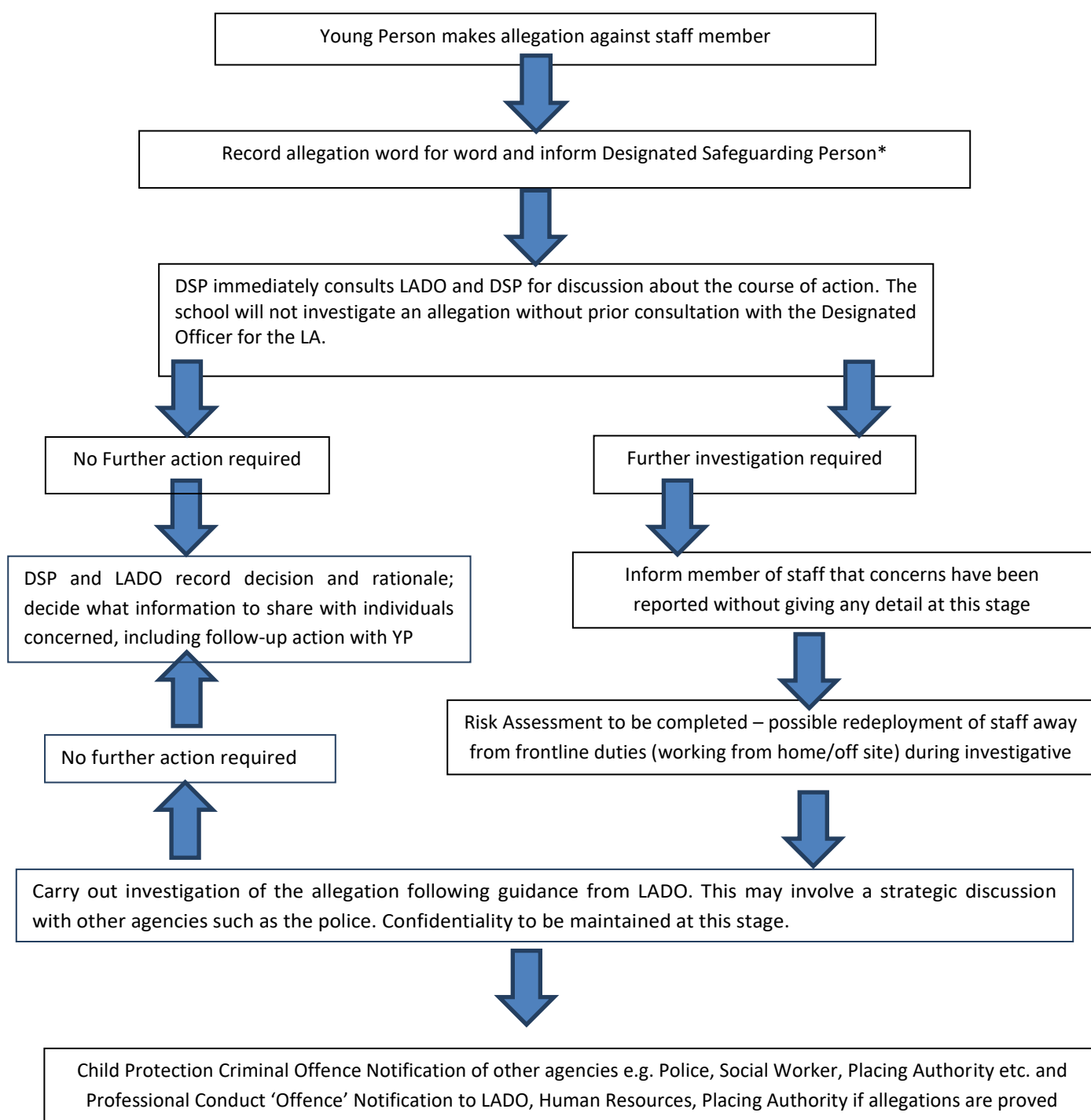
local authority social services

the police directly

the Denbighshire Local Safeguarding Board

however, liaison with the DSP is advisable in all cases where possible.

Procedure in response to an allegation against a member of staff



*Allegations against the Executive Headteacher / DSP.

Same Procedure as above except they are reported directly to the **Regional Education Lead – CareTech** – Declan Tuer and the process is then led by senior management.

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

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

It is important to note that any staff member can also report concerns to local authority social services or to the police directly; however, liaison with the DSP is advisable in all cases where possible.

6. SAFER RECRUITMENT

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Recruitment of staff will take place using the steps outlined in Keeping Learners Safe.

Branas School recognises the value of, and seeks to achieve a diverse workforce, which includes people from different backgrounds with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, and effective, promotes equality and opportunity and ensures pupils are kept safe from harm. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

This provides a good practice framework to comply with the principles set down in the school’s Equality Policy.

All posts within school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure.

The school is committed to ensuring people who have been convicted are treated fairly and given every opportunity to establish their suitability for position. We are committed in establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and the establishment of sound working relationships with parents/carers and support agencies.

Branas School will:

1. ensure that appropriate staff who undertake recruitment have received accredited safer recruitment training
2. ensure that every appointment panel includes one member who has received accredited safer recruitment training.

3. implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.
4. keep and maintain a single central record of recruitment and vetting checks in line with Independent School Standards 2003
5. ensure all teaching staff from September 2020 are registered with the Education Workforce Council (EWC) and ensure all new teachers are checked against the EWC Register.
6. ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures.
7. require staff who are convicted or cautioned for any offence during their employment with the school to notify the school, in writing of the offence and the penalty.

Further details are available in the **Safer Recruitment Policy**.

7. SUPPORTING THE AT RISK

We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

Branas 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.

The school will endeavour to support the learner 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 learners a sense of being valued
- the school's behaviour policy, which is 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 individual's sense of self-worth. The school will endeavour to ensure that the learner knows that some behaviour is unacceptable but he is valued and not to be blamed for any abuse which has occurred;
- liaison with other agencies who support the learner such as members of the care and therapy team, local authority officers – such as the social workers, Educational Psychology Service, Behaviour Support Services or the Education Welfare Service – Child and Adolescent Mental Health Services and advocacy services;
- keeping records and notifying the local authority as soon as there is a recurrence of a concern.
- When a learner on the child protection register leaves, we will transfer information to the new provider immediately and inform Social Services.

8. CONFIDENTIALITY AND SECURITY OF INFORMATION

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

School personnel have a professional responsibility to share information with other professionals who are investigating a case. A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret. The child must be reassured that the information will only be shared with the designated teacher who will decide what will happen next.

Information sharing is central to good safeguarding practice. Information must be shared in accordance with the Data Protection Act 2018, which brings the General Data Protection Regulations into law.

All child protection records are regarded as confidential and will be kept in a secure place, treated as Special Category Data. Special category data is personal data that needs more protection because it is sensitive.

The data protection legislation allows for the sharing of information and should not be automatically used as a reason for not doing so. In order to lawfully process special category data, you must identify both a lawful basis under Article 6 of the GDPR and a separate condition for processing under Article 9. These do not have to be linked. One of the exceptional circumstances, which provides for information sharing is in order to prevent abuse, neglect or harm.

9. TRAINING

Training is organised on induction to the school, during induction and throughout the academic year. Induction training for all staff includes Level 2 Safeguarding training, Prevent, Channel and CSE awareness. The DSP and Deputy DSP will complete Level 3 Safeguarding training at least biannually. All training is recorded in the staff training file.

All school personnel must undertake appropriate training every year in:

- child protection issues
- restraint training
- recognising signs of abuse
- handling disclosures

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Keeping Learners Safe
 - Working Together to Safeguard Children
 - Female Genital Mutilation
 - Safeguarding Learners who are vulnerable to extremism (PREVENT / CHANNEL)
 - Child Sexual Exploitation
 - Listening to Learners
 - The Safe Use of the Internet and Social Media – CEOPS Think U Know

- Equal opportunities
- Inclusion
- have access to safeguarding bulletins and updates
- receive periodic training so that they are kept up to date with new information
- have the opportunity to discuss safeguarding in regular supervision meetings.
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

10. RAISING AWARENESS OF THIS SAFEGUARDING AND THE SAFEGUARDING POLICY AND PROCEDURES

In addition to the training taking place for all adults working in the school, we will raise awareness of safeguarding for staff, pupils and stakeholders via the following methods:

For teaching staff:

- the School Handbook/Prospectus
- including safeguarding as an agenda item in all staff briefings
- the school website
- school events
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Proprietor
- Information displays for pupils in the main school entrance and staffroom.
- Regular update bulletins

For support staff:

- the School Handbook/Prospectus
- Stakeholder information sharing and surveys
- the school website
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- Regular update bulletins

For Stakeholders:

- the School Handbook/Prospectus
- Stakeholder information sharing and surveys
- the school website
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such as annual report to parents

For pupils:

- the School Handbook/Prospectus

- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Proprietor
- information displays for pupils in the main school entrance and staffroom.
- School council meetings
- Assemblies
- PSE Curriculum
- Online safety training
- Pupil questionnaires and surveys by school and the school council

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

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

We will also work closely with North Wales Police and use the 'Schoolbeat' programme within school to further increase awareness in the children. The School Community Police Officers (SCPOs) delivering the All Wales School Liaison Core Programme have a very special role in the school. The SCPO visit the school on a monthly basis throughout the year, building positive relationships with the learners in the school. They work in partnership with schools, and local agencies to effectively prevent crime. They work towards a long-term solution to crime, the fear of crime and quality of life issues. Their work is proactive as it aims to prevent and thus to spare both the potential victim and potential offender.

11. MONITORING THE EFFECTIVENESS OF THE POLICY

The practical application of this policy will be reviewed at least annually as part of the School Safeguarding Audit or when the need arises by the Headteacher, Head of Education or the Proprietor.

Appendix A

This policy relates to the following legislation:

Children Act 1989
Education Act 2002
Social Services and Well-being (Wales) Act 2014
Sexual Offences Act 2003
Children Act 2004
Safeguarding Vulnerable Groups Act 2006
Education and Inspections Act 2006
Children and Young Persons Act 2008
Childcare (Disqualification) Regulations 2009
Police Act 1997 (Criminal Records) (No. 2) Regulations 20
Equality Act 2010
Education Act 2011
Protection of Freedoms Act 2012
Counter Terrorism and Security Act 2015

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools
- Keeping Learners Safe in Education: Statutory Guidance for Schools and Colleges (WG 158/2022)
- Mental Health and Behaviour in Schools
- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2014 (HM Government)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Working Together to Safeguarding People issued under the 2014 Act
- Wales Safeguarding Procedures
- Wellbeing of Future Generations (Wales) Act 2015
- The Children's Rights Framework and the Rights of Children and Young Persons (Wales) Measure 2011
- The United Nations Convention on the rights of the Child (UNCRC)
- The Gender-Based Violence, Domestic Abuse and Sexual Violence (Wales) Bill

Appendix B

Guidance on Safeguarding Concerns

If staff have a significant concern about any child, they should make them known to the schools Designated or Deputy Designated Child Protection Persons. These concerns may include (alphabetised):

Child on Child Abuse

Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and such abuse must be taken as seriously as abuse perpetrated by an adult. Abusive/inappropriate behaviour is often characterised by a lack of true consent, the presence of a power imbalance and exploitation the same signs and symptoms that pertain to the abuse of children by adults are applicable to the abuse of children by other children.

The effect on the victim of intimidation and peer pressure by their abuser may make disclosure difficult for the victim.

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The ability of professionals to determine whether a child's sexual behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children who exhibit a range of sexually harmful behaviours such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults or children and accessing/downloading sexually abusive child images from the Internet.

Refer also to the Branas School Anti Bullying Policy.

Bullying / Cyber-Bullying

Bullying is a widespread aggressive human behaviour and can be influenced by fear of others who are different, anger, prejudice or revenge. In some cases, bullying is a learned self-preservation behaviour. Factors and attitudes in the news and media, the community, within families and in each one of us can trigger the urge to bully others.

In the face of rising digital threats and broader prejudices expressed online and offline, a focus on challenging bullying is perhaps more vital than ever before. In Wales and England, there is an increase in reported hate crime⁴ revealing the need to challenge discrimination. Thousands of children and young people in Wales have said bullying remains their top priority⁵. One of the reasons it regularly tops surveys as a primary concern, is that it affects so many. Children and young people's calls for action to be taken by adults is supported by an array of research that shows the devastating and long-lasting impact bullying can have, not only to targets but to perpetrators of bullying and bystanders too. Severe impacts can be long-term, including poor mental health and reduced well-being.

Bullying can also lead to children and young people becoming lonely and socially isolated. The growing evidence on adverse childhood experiences (ACEs) demonstrates the ways in which childhood experiences can have significant impacts on a person's ability to form and maintain relationships in childhood or adolescence and with long-lasting impacts into adulthood. This is why it is so important to ensure children and young people have positive relationship experiences.

Bullying behaviour:

- is harmful for all the individuals involved
- becomes the focus of a learner's experience of daily life
- undermines safety, well-being and attainment
- damages school ethos
- is detrimental to the school and the wider community
- affects bystanders and those who know it is prevalent in their school.

For more information, see the **Branas Anti-Bullying Policy** and [Rights, respect, equality: statutory guidance for governing bodies of maintained schools. \(2019\)](#)

Counter Terrorism and Radicalisation Prevention

A number of organisations are working together to prevent the radicalisation of young people.

The Home Office have produced training courses called PREVENT and CHANNEL which are part of the mandatory training for all Branas Staff, whether teachers or care staff / administrators. Any concerns relating to the above can be addressed through this policy.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalize vulnerable children and to involve them in terrorism or in activity in support of terrorism.

Prevent is the Government's strategy to stop people becoming involved in violent extremism or supporting terrorism, in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours.

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

For more information see: **Counter-Terrorism and Security Act 2015 (section 29)**

Child Criminal Exploitation (CCE)

Child Criminal Exploitation (CCE) is a form of child abuse, which involves criminal exploitation and requires a safeguarding response.

Children are involved in criminal activities including the movement of drugs or money, which results in personal gain for an individual, group or organised criminal gang

CCE occurs to those up to the age of 18 years old, involves enticement and/or force and involves an element of exchange and can still be exploitation even if the activity appears consensual.

CCE can involve force and/or enticement-based methods of compliance, is often accompanied by violence or threats of violence, and is typified by some form of power imbalance in favour of those perpetrating the exploitation.

For more information see: “Safeguarding children from Child Criminal Exploitation”
<https://www.safeguarding.wales/chi/c6/c6.p1.html>

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of sexual abuse that can include sex or any form of sexual activity with a child; the production of indecent images and/or any other indecent material involving children. CSE involves a child It occurs to those up to the age of 18 years old. CSE also involves some form of exchange. The exchange can include the giving or withdrawal of something; such as the withdrawal of violence or threats to abuse another person. There may be a facilitator who receives something in addition to or instead of the child who is exploited.

Children may not recognise the exploitative nature of the relationship or exchange. Children may feel that they have given consent.

Everyone who works with children should be alert to the signs that a child is being sexually exploited and understand their duty to report a child at risk. Speak to your safeguarding lead about any concerns you have and make a child protection referral to your local authority Social Services. If you suspect a child is at immediate risk of harm you should phone the Police on 999.

Physical signs: bruising, unexplained injuries, sexually transmitted diseases.

Emotional signs: withdrawn, extreme mood changes, angry, self-harm, suicidal, disengaged.

Material signs: mobile phone/technological equipment, clothing/footwear, regularly under the influence of alcohol or drugs, in possession of money, when there is no reasonable explanation for how they have attained or paid for these things.

Behavioural signs: secretive, periods of going missing, getting in or out of cars driven by unknown adults, described as out of control or as having risky behaviour by their family, carers or by practitioners, concerns about the way in which the child uses their mobile phone or the internet.

There is a statutory Duty to Report Children at Risk on relevant partners under Section 130 of the Social Services and Well-being (Wales) Act 2014. Social Services and Well-being (Wales) Act 2014 Safeguarding Summary This means making a referral to Social Services where you have any concerns that a child is at risk.

For more information see: “Safeguarding children from Child Sexual Exploitation”
<https://www.safeguarding.wales/chi/c6/c6.p10.html>

Children missing from Education, Home or Care

The reasons why children go missing are varied, complex and unique to individual children: They may be reacting to an event or change in their lives such as a change in family circumstances or a bereavement. We know that children who go missing from home or care often report problems at home or at the home where they have been placed because they are looked after. They may be unhappy about decisions being made about them by their parents or carers and they may not feel listened to. They may go missing to areas where they have family or connections. They may be experiencing neglect or abuse at home. They may also be encouraged or coerced to go missing by dangerous adults or by other children.

For more information, see “Safeguarding children who go missing from home or care”

<https://www.safeguarding.wales/chi/c6/c6.p9.html>

Domestic Abuse and Violence

Domestic violence or abuse is abusive behaviour taking place in a relationship as a way for one person in that relationship to gain or maintain control over another. It includes physical sexual emotional psychological and financial abuse.

Children in families where there is domestic abuse are at risk of being harmed.

Gender based violence – is violence or threats of violence that comes from beliefs of customs relating to gender.

Sexual violence – includes exploitation, harassment or threats of a sexual nature.

There are links between domestic abuse and child abuse. It is important that schools raise awareness and tackle the issue of domestic abuse.

For more information see Domestic Abuse (Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 and “Safeguarding children against Domestic Abuse”

<https://www.safeguarding.wales/chi/c6/c6.p4.html>

Emotional / Psychological Abuse

This is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development including threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others.

It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child

participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Changes in behaviour which can indicate emotional abuse include:

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

Faith Abuse

When thinking about safeguarding children from abuse related to tradition, culture, religion or superstition, it is important to have some understanding of how culture and tradition influence specific behaviours and practices. Whether people live in established communities or are newly arrived in Wales, maintaining their home traditions, culture and religion is rightly important and families will often wish to pass these values onto their children. Within this context it should be remembered that child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances.

The concept of 'honour' is a deeply held belief within many families and communities and those who are perceived to dishonour their family or community by their behaviour can be subject to abuse, emotional abuse and death.

These 'honour' codes are evident across countries, cultures and religions. The term 'honour based abuse' is contentious – there is no honour in the commission of murder, rape, kidnap and other violent acts, behaviour and conduct that make up 'abuse in the name of honour'. However, it has been recognised that the term is understood and used globally, including in conventions such as the United Nations Convention the Rights of the Child.

The International NCO Council on Violence against Children has published a report on Violating Children's Rights: Harmful practices based on tradition, culture, religion or superstition which provides more information.

What is 'Honour' Based Abuse?

'Honour' crime involves abuse and/or violence, including murder, committed by people who want to defend the reputation of their family or community. It can also take the forms of intimidation, coercive control or blackmail. Honour killing is the murder of a person accused of "bringing shame" upon their family. Actions taken by family which may be believed by them to restore honour can include:

- Abduction or kidnapping
- Imprisonment or isolation
- Acid attacks
- Beatings and domestic servitude
- Forced marriage

- Female genital mutilation
- Mutilation/disfigurement
- Murder
- Controlling or coercive behaviour

Where the person who is subject to or at risk of 'Honour' Based Abuse is a child (under 18 years of age) they must be considered as a Child at Risk under the Social Service and Well-being (Wales) Act 2014.

For more information, see "Safeguarding children from abuse related to cultural and religious beliefs" <https://www.safeguarding.wales/chi/c6/c6.p2.html>

Female Genital Mutilation (FGM)

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

We also recognise the practice of FGM in the UK is a criminal offence.

Female Genital Mutilation is a form of child abuse and as such is dealt with under the schools Child Protection/Safeguarding Policy. Although Branas School is for boys, the school still believes that it is important to promote the rights of females. We believe the welfare of the child is paramount and will act to safeguard and promote our student's welfare, acting in the interest of the rights of the girl / young woman, as stated in the UN Convention on The Rights of the Child (1989). We are aware that female genital mutilation (FGM) affects girls particularly from North African countries and it is illegal to allow girls to undergo this practice either in this country or abroad. Therefore, **it is our duty to report any concerns that we have about girls at risk of FGM to the police and social services in accordance with section 5B of the Genital Mutilation Act 2003** (in addition to safeguarding procedures, which will also be followed).

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

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

Financial Abuse

Financial abuse includes theft, fraud, pressure about money, misuse of money. This category will be less prevalent for a child but indicators could be:

- not meeting their needs for care and support which are provided through direct payments; or
- Complaints that personal property is missing.

Gangs & Youth Violence / County Lines

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

The word 'gang' means different things in different contexts:

Peer group - A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.

Street gang -Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.

Organised criminal gangs - A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.'"

It's not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs. This can include:

- Airbnb and short term private rental properties
- budget hotels
- The home of a drug user, or other vulnerable person, that is taken over by a criminal gang- this may be referred to as cuckooing.

For more information see [Preventing Youth Violence and Gang Involvement in Schools](https://www.fearless.org/en/professionals/resources/wales) and <https://www.fearless.org/en/professionals/resources/wales>

Internet & eSafety

Online abuse is any type of abuse that is facilitated through technology like computers, tablets, mobile phones, consoles and other electronic devices.

The nature of technology and the quick changing nature of online platforms and perpetrator behaviour can mean that information about online abuse becomes quickly dated. It is important that practitioners know where to go for up to date information and advice.

<https://www.thinkuknow.co.uk/> has up to date information for practitioners.

We don't know how many children and young people are affected by online abuse. Children often don't tell anyone because they feel ashamed or guilty; may not know who to tell or may not realise they are being abused.

It is also important to be aware that online contact related to abusive behaviours can cause considerable trauma to children even where the contact/content might be considered as lower level in terms of harm.

Online abuse takes a number of forms:

- Cyberbullying – estimates of the number of children affected by cyberbullying vary between 6-25%+, depending on measures, and the reasons for victimisation are diverse.

- Sexting and sexual harassment –such forms of online sexual abuse are often associated with developing intimate relationships as teenagers. The wider context matters - the prevalence of gender inequalities, sexual stereotypes and coercion, and a lack of understanding of consent all serve to blur the boundaries between sexting and sexual harassment. Girls are more at risk, although there are also grounds for concern about boys, who can also be sexually harassed and are abused online.
- Online pornography – estimated prevalence varies, again by age and gender, but some estimates suggest the vast majority of teenagers have viewed pornography online; there is qualified evidence of adverse effects, including that children may be learning about sex from pornography, hence the importance of relationship and sexuality education.
- Sexual abuse online – research suggests this may affect up to one in ten children. This involves online grooming to facilitate online sexual abuse including securing images or video content and/or offline sexual abuse. This can include encouraging or asking a child to take and share explicit images of themselves; encouraging or asking a child to film themselves or to participate in live streaming of themselves performing a sexual activity.
- Online Radicalisation – The internet and social media are also used by extremists and terrorists to promote their ideology and recruit or radicalise people, including young people.

For more information, see “Safeguarding children from Online Abuse”

<https://www.safeguarding.wales/chi/c6/c6.p6.html>

Neglect

Is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of child’s health or development? Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child’s basic emotional need.

Changes in behaviour which can also indicate neglect may include:

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

For more information see: “Safeguarding children from Child Neglect”

<https://www.safeguarding.wales/chi/c6/c6.p5.html>

Peer on Peer Abuse

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing
- physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of Branas School, but emotional bullying can sometimes be more damaging than physical. School staff, alongside the Designated Safeguarding Person and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help, alongside **the Branas Anti-Bullying policy**.

Physical Abuse (including fabricated or induced illness)

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Changes in behaviour that can also indicate physical abuse:

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

Self-Harm

Any disclosure of self-harm by a student about themselves or another student should be reported immediately as should any concerns staff may have about any student. The same rules of confidentiality apply as for any other type of disclosure and the Designated Person will follow the relevant safeguarding procedures or make a Report as deemed necessary.

For more information see **“Responding to issues of self-harm and thoughts of suicide in young people”** <https://gov.wales/sites/default/files/publications/2019-08/responding-to-issues-of-self-harm-and-thoughts-of-suicide-in-young-people-guidance.pdf>

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside the clothing. They may include non-contact activities such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Changes in behaviour which can also indicate sexual abuse include:

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

For more information see: **“National Action Plan – Preventing and Responding to Child Sexual Abuse”** and **“Safeguarding children where there are concerns about Harmful Sexual Behaviour”** <https://www.safeguarding.wales/chi/c6/c6.p7.html>

Substance Misuse

The UK has a higher prevalence of drug misuse than any other country in Europe. This is important because the problem use of illicit or prescription-drugs carries many serious health risks, often because they are not controlled or supervised by medical professionals. Street drugs are often mixed with many other substances, which can be more harmful than the drugs themselves.

As well as having immediate health risks, some drugs can cause physical or psychological dependency, with the result that larger amounts are needed to get the same effect often leading to long-term damage to the body. Heavy or long-term use of some illegal drugs may cause the user to overdose, which may cause permanent damage to the body and can be fatal. (Source: Public Health Wales - Health Needs Assessment 2006: Substance Misuse)

There are many signs that someone may have difficulties with addiction. Possible signs include:

- Sudden changes in behaviour or mood
- Becoming withdrawn from friends or family
- Deteriorating health
- A tendency to make excuses and serious life consequences (e.g. poor attendance, grades, job performance)
- Financial problems
- Damaged relationships

Individualised and planned programmes of assessment, intervention and care for certain identified children or young people who are misusing substances need to be available from specialist agencies. These programmes should include a wide range of interventions or 'treatments' for younger people (and for their families) including psychological therapies, pharmacological treatments and needle exchange.

Based on the risks and associations presented it is probable that children and young people are more at risk of using and missing substances if they have/are:

- learning problems;
- learning disabilities;
- persistent truants and young people who are excluded from school;
- younger people who are not in education, employment or training;
- younger people who live in deprived and the less affluent areas;
- mental health problems or mental disorders;
- physical ill health;
- teenage parents;
- children of parents who misuse substances;
- children and young people who are carers;
- children of parents with a mental disorder;
- involved with crime and younger people in contact with the criminal justice services;
- children looked after by local authorities;
- homeless younger people;
- subject to prostitution or sexual exploitation; and/or
- exposed to sexual abuse.
-

Providing the range of education, prevention and treatment services for children and young people who misuse substances is a key component of safeguarding and promoting the welfare of children.

Trafficking

Child trafficking describes the recruitment, transportation, transfer, harbouring or receipt, of a child, which includes an element of movement from one place to another. The child may be suffering abuse through sexual exploitation, criminal exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption or removal of organs. It occurs to those up to the age of 18 years old. Adult trafficking describes the recruitment, transportation, transfer, harbouring or receipt, of an adult at risk, which includes an element of movement from one place to another. The

adult at risk may be suffering abuse through sexual exploitation, criminal exploitation, forced labour or domestic servitude, slavery, financial exploitation, or removal of organs.

For more information, see “Safeguarding children who may be trafficked”

<https://www.safeguarding.wales/chi/c6/c6.p3.html>

APPENDIX C - Additional Guidance

<http://www.nspcc.org.uk/>

[http://www2.nphs.wales.nhs.uk:8080/PRIDDocs.nsf/7c21215d6d0c613e80256f490030c05a/d488a3852491bc1d80257f370038919e/\\$FILE/ACE%20Report%20FINAL%20\(E\).pdf](http://www2.nphs.wales.nhs.uk:8080/PRIDDocs.nsf/7c21215d6d0c613e80256f490030c05a/d488a3852491bc1d80257f370038919e/$FILE/ACE%20Report%20FINAL%20(E).pdf) (Welsh Adverse

Childhood Experiences (ACE) Study

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf (Sexual Exploitation)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf (Preventing and Tackling Bullying)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292505/supporting_g_bullied_children_advice.pdf (Supporting Children and Young People who are bullied)

<https://www.gov.uk/domestic-violence-and-abuse> (Domestic Abuse)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf (Drugs)

<https://www.peterborough.gov.uk/healthcare/professionals-area/early-help/> (Early Help)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf (Fabricated Illness)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200099/DFE-00095-2012_Action_Plan_-_Abuse_linked_to_Faith_or_Belief_-_Summary.pdf (Faith/Belief)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf (Female Genital Mutilation)

<https://www.gov.uk/forced-marriage> (Forced Marriage)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf (Gangs)

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk> (Violence against women/girls)

<https://gov.wales/sites/default/files/publications/2019-02/good-practice-framework-for-violence-against-women-domestic-abuse-sexual-violence-and-substance-misuse.pdf> (Good Practice Framework for Violence against Women, Domestic Abuse, Sexual Violence and Substance Misuse)

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england> (Mental Health)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf (Private Fostering)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf (Radicalisation)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_K_G_NCA_Sexting_in_Schools_WEB_1_.PDF (Sexting in Schools and Colleges)

<https://www.gov.uk/government/collections/this-is-abuse-campaign> (Teenage relationship abuse)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf (Trafficking)

Appendix D - Organisations that help and support children and young people

ChildLine

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

0800 11 11

www.childline.org.uk

NSPCC

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

0808 800 5000

www.nspcc.org.uk

Funky Dragon

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

www.funkydragon.org.uk

Children's Commissioner for Wales

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

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

www.childcom.org.uk

Clic

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

www.cliconline.co.uk

Samaritans

Free and confidential advice and support.

08457 90 90 90

www.samaritans.org.uk

Barnardo's

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

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

www.barnardos.org.uk

BBC One Life

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

www.bbc.co.uk/surgery

Kidscape

Kidscape works with children and young people under the age of 16, their parents/carers and those who work with them to prevent bullying and child sexual abuse.
08451 202 204
www.kidscape.org.uk



APPENDIX E

Children's and Family Support Gateway Contacts



This team will be responsible for responding to all contacts for information and advice as well as managing incoming Reports which relate to children, young people and their families. Any enquiries which relate only to adults will need to be directed to the new Single Point of Access (SPoA).

The contact details for the teams can be found below.

Enquiries or Reports relating to <u>Children</u>	Enquiries or Reports relating to <u>Adults</u>
<p data-bbox="427 1238 555 1305"></p> <p data-bbox="153 1272 691 1368">Children and Families Support Gateway</p> <p data-bbox="153 1375 440 1411">Tel: 01824 712200</p> <p data-bbox="153 1420 445 1456">Fax: 01824 712233</p> <p data-bbox="153 1464 786 1503">Email: cfsgateway@denbighshire.gov.uk</p>	<p data-bbox="1161 1238 1289 1305"></p> <p data-bbox="890 1272 1465 1368">Single Point of Access for Adults (SPoA)</p> <p data-bbox="890 1375 1177 1411">Tel: 0300 4561000</p> <p data-bbox="890 1420 1182 1456">Fax: 01824 712888</p> <p data-bbox="890 1464 1425 1503">Email: spoa@denbighshire.gov.uk</p>
<p data-bbox="183 1574 1536 1720">There will be regular flow of information between the two teams regarding vulnerable families. However, if an enquiry or Report relates to both children and adults then it would be helpful to copy any emails to both addresses.</p>	

Appendix F – SCHOOL POSTERS

Appendix G – COVID-19 / CORONAVIRUS ADDENDUM

During the coronavirus (Covid-19) pandemic, the keeping learners safe guidance continue to apply to all school or college settings. All staff have been reminded of their safeguarding duties. Designated safeguarding leads (DSL) have considered the current challenges in a safeguarding context and will review this policy as circumstances evolve

In the event of school closure, each Registered Children’s home have been given information to share with the learners on how they can talk privately with the DSL or a trusted adult whilst following social distancing measures (Welsh Government, 2020e).

Branas School will continue to work closely together to ensure that every child and family has the support they need (Welsh Government, 2020d).

If it is not possible for the DSL or Deputy DSL to be on site due to Covid-19, safeguarding responsibilities will be passed to another senior leader. Wherever possible, a trained DSL from the school will be available to contact by phone or video.

If pupils are not able to attend school, school will continue to engage with them remotely daily where possible and at least twice per week.

Branas School will continue to focus on the wellbeing of pupils as a foundation of learning and all learners will have access to a range of tools and support for their emotional and mental wellbeing at school. Pupils will be encouraged to discuss their concerns with staff.

In Wales, every school needs to plan for the possibility of a local lockdown and how they will ensure continuity of education if there are local restrictions. All plans for continuing education are detailed in the Branas School Coronavirus Contingency Plans.

All visitors to all schools will be expected to comply with the school’s arrangements for managing and minimising risk in line with the school coronavirus risk assessment. (Welsh Government, 2020e)

For more information see:

Welsh Government (2020a) Education safeguarding guidance: coronavirus. [Accessed 27/04/2020].

<<https://gov.wales/education-safeguarding-guidance-coronavirus>>

Welsh Government (2020b) Guidance on learning in schools and settings from the autumn term. [Accessed 27/08/2020].

<<https://gov.wales/guidance-learning-schools-and-settings-autumn-term-covid-19>>

Welsh Government (2020c) Keep education safe: guidance for independent boarding and residential special schools in Wales (COVID-19).

<<https://gov.wales/keep-education-safe-guidance-independent-boarding-and-residential-special-schools-wales-covid-19>