



Branas School

Safeguarding & Child Protection Policy 2025 - 2026

Implemented	By Whom	Last Review	By Whom	Next Review
September 2024	T. Lewis	September 2025	G.Ashley	September 2026

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09/2024	1	G Ashley	Review and update
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Description and Ethos of Branas School

OUR CULTURE AND ETHOS

Branas school is an independent special school for boys aged 11 – 18 years who have a history of harmful behaviours. The school is registered for up to 25 young people and consists of KS3, KS4 and 5 classes. As a community we are able to support young people with early childhood trauma and additional learning needs. We offer a secondary education which includes English, Maths, Science, Humanities, Art, PE, Careers, Music, PSHE and Careers. Specialist teachers offer individualised sessions for young people who have gaps in their learning. We are a registered AALA centre which enables our young people to develop their self-esteem and confidence, learning skills outside of the traditional curriculum through climbing, hill walking and kayaking. All young people access a range of qualifications including GCSE's, Functional Skills and AQA Awards. Careers lessons prepare them for life beyond school and transition in to college.

Branas Isaf is an integrated model of care which incorporates Education, Therapy and Care as a support system for young people. Therapy includes the Good Lives Model (GLM) which is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency.

OUR SCHOOL

Branas School is committed to developing respectful and supportive relationships with all young people. We recognise that our young people 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 young people learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.



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"

OUR MISSION STATEMENT:

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



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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
Director of Service – Kate Jones - Responsible Individual	01490 413782 /07887 523499
Designated Safeguarding Person (DSP) – Gillian Ashley Head Teacher	01490 440545 / 07950 713861
Deputy DSP – Gill Evans/Deputy Headteacher Deputy DSP – Katrina Flanagan - Teacher	01490 440545
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

Keeping Learners Safe, Last Updated 2022 (Welsh Government)

All teaching staff at Branas school undertake Welsh Safeguarding training Level B. This gives them an understanding of the need to be alert to the signs of abuse and neglect and to follow the school's procedures to ensure that young people receive effective support, protection and justice. The school ensures that the staff have the necessary skills and understanding to keep children in care safe. All staff have information about the young people's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The Designated Safeguarding Person (DSP), teachers and Residential Support Workers (RSW's) have the contact details of the young person's social worker and the name and contact details of the local authority's Head of Virtual school for children in care.

The procedures contained in this policy apply to all staff, young people and wider care and therapy teams and are consistent with:

- Wales Safeguarding Procedures 2019
- Social Services and Wellbeing (Wales) 2014
- WG Guidance: Keeping Learners Safe 270/2021 <https://safeguarding.wales>
- The Equality Act 2010
- Wellbeing of Future Generations (Wales) Act 2015
- Our local Safeguarding board details are available on <http://cysur.wales/home/>

Section 175 of the Education Act 2002 requires Local authorities and governing bodies of maintained schools to have arrangements in place to safeguard and promote the welfare of young people. The proprietor, directors and all staff at Branas Isaf and parent company CareTech fully recognise the contribution it makes to safeguarding young people. We recognise that all staff, including volunteers and visitors, have a full and active part to play in protecting our learners from harm.

The school acknowledges that young people are amongst the most vulnerable in society. Therefore, adults in positions of trust have a duty to ensure that the rights of young people to protection from abuse are taken seriously. Effective action should be taken in response to any signs of abuse or neglect, to ensure that young people are safeguarded in the widest sense of health and wellbeing.

This policy is addressed to all members of staff at the school.

Adherence to this policy is mandatory for all staff (including supply staff, young people on placements and volunteers).



Policy principles

- The welfare of the child is paramount. All young people placed at Branas School will be protected from harm.
- All young people, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
- Branas School will work in partnership with all relevant agencies to ensure that young people are effectively protected from harm.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a young person is at risk of harm.
- Young people and staff involved in child protection issues will receive appropriate support.
- Positive reflective practice encourages sharing information under the ethos of promoting safeguarding.

Aim

- To provide all staff with the necessary information to enable them to meet their child protection and safeguarding responsibilities.
- To ensure consistent good practices.
- Adhere to the rights of the United Nations Convention on the Rights of the Child (UNCRC) to ensure that young people are safe, heard and receive an education.
- Promote an understanding that a learner who is abused or who witnesses violence may be deeply affected and this may manifest itself in a number of ways.
- Recognise that school may provide the only stability in the lives of young people who have been abused, or who are at risk of harm.
- Establish and maintain an ethos where young people feel secure and are encouraged to talk and are listened to.
- Promote a child centred and outcome focused approach.
- Provide a nurturing environment where self-esteem and self assertiveness are promoted for all young people including those that are vulnerable.
- Ensure that young people know there are adults in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum, activities and opportunities for Personal Social Education (PSE/SRE) which equip young people with the skills they need to stay safe from abuse and to know to whom to turn for help.
- Support the young person’s development in ways that will foster security, confidence and independence.
- Support the young person’s development in ways that will foster security, confidence and independence.
- Raise the awareness of both teaching and non-teaching staff of the need to safeguard young people and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring young people known, or thought, to be a child at risk.
- Emphasise the need for good levels of communication between all members of staff.



- Develop a structured procedure within the educational setting, that will be followed by all members of the educational community in cases of suspected abuse
- Develop and promote effective working relationships with other agencies, especially the Police and Children’s Services.
- Ensure that all adults within the school, who have access to young people, have been checked as to their suitability in line with statutory guidance and safer recruitment guidelines.

3. RESPONSIBILITY FOR SAFEGUARDING

Safeguarding is the responsibility of all staff and there is a duty to report all safeguarding concerns to the local authority (Social services and wellbeing act (Wales) 2014). Branas School follows the Wales Safeguarding Procedures endorsed by Denbighshire’s Safeguarding Children’s Board. The school will ensure that a minimum of 1 senior member of staff will be appropriately trained and charged with the responsibility for coordinating child protection matters within the school and that all staff, both teaching and non-teaching are aware of who that person or people are. Welsh Government Guidance “Keeping Learners Safe” refers to this person as the Designated Senior Person and this is the term used throughout this policy.

The school will:

- Have a legal duty of care for the health, safety, security and wellbeing of their young people and staff at all times.
- Ensure that members of staff who are EWC registrants are aware of the Code of Professional Conduct and Practice for registrants with the Education Workforce Council and the expectation within the Code that the registrant has regard to the safety and well-being of young people in their care and related content.
- Provide training for all staff so that they:
 - Understand their personal responsibility
 - Know the agreed local procedures (North Wales Safeguarding Board and Denbighshire local procedures) and their duty to respond
 - Are aware of the need to be vigilant in identifying suspected cases of abuse and neglect: and
 - Understand the role online behaviours may have in each of the above.
- New staff will receive a briefing during their induction, which includes the school’s child protection and safeguarding policy and staff behaviour policy, reporting and recording arrangements, and details for the DSP. All staff, including the DSP and Headteacher will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meeting throughout the year.
- Ensure that parents/carers have a clear understanding of the responsibility placed on the school and its staff for safeguarding and child protection by setting out the obligations in the school prospectus and other forms of communication. In particular, there is a clear obligation that ‘the welfare of the young person is paramount’ and in some circumstances this may mean that the parents/carers are not initially informed of a referral made by the school. This circumstance is in line with Wales Safeguarding Procedures guidance.



- Adhere to the procedures set out in Welsh Government Guidance Circular 002/2020 ‘Disciplinary and Dismissal Procedures for School Staff: Revised guidance for governing bodies
- Ensure that all recruitment and selection procedures are made in accordance with Welsh Government guidance ‘Keeping Learners Safe’5 and local guidance. The school will seek advice and guidance from the HR Manager – Mel Edwards
- The proprietor will oversee the school’s safeguarding policy and practice. This Proprietor will feed back to the directors on safeguarding matters as and when required.

Good practice guidelines and staff code of conduct

Good practice includes:

- treating all young people with respect
- setting a good example by conducting ourselves appropriately
- involving young people in decisions that affect them
- encouraging positive, respectful and safe behaviour among young people
- being a good listener
- being alert to changes in young peoples’ behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school’s child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some young people lead to an increased risk of abuse
- referring all concerns about a young person’s safety and welfare to the DSP, or, if necessary directly to police or children’s social care.
- All staff are required to ensure they are registered with the EWC annually.
- All staff registered with the EWC are required to inform the DSP of any changes to their personal or professional situation which may be in breach of the EWC code of conduct and would require notifying the EWC.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards young people is unacceptable and that their conduct towards young people must be beyond reproach.

3a Role of the Designated Senior Person

Branas School Designated Senior Person is **Gillian Ashley Headteacher**

The Designated Senior Person will:

- Establish an environment where young people feel safe to talk and a culture where school personnel listen to children;
- Ensure the child protection policies are known, understood and used appropriately by staff, reviewed annually and publicly available
- Comply with the Social Services and Wellbeing Act (Wales) 2014 and report safeguarding concerns to the local authority.



- Liaise and work with all other support services and agencies involved in the safeguarding of young people
- Receive concerns and disclosures made to staff.
- Act as a source of advice and support within the school and provide the point of contact for staff who have concerns or information that a young person may be suffering from abuse.
- Understand their individual responsibility to make any necessary reports to Children’s Services within proper channels and timescales. Ensure the school contributes fully to child protection and children looked after processes e.g. by the provision of reports and attendance at conferences, core groups or meetings and CLA reviews when needed.
- Ensure that all staff, both teaching and non-teaching, are aware of their personal responsibility/duty to report concerns and of the need to be vigilant in identifying potential abuse and neglect.
- Ensure that all staff, including supply, volunteers and those newly appointed, are aware of their child protection responsibilities, act in compliance with, and have access to the school Child Safeguarding Policy and the Wales Safeguarding Procedures.
- Ensure that all staff have signed to say that they have received, read and understood the Child Safeguarding Policy and maintain a record of this.
- Ensure that all staff are trained and aware of the indicators of abuse and how to respond and support a learner who discloses it. Refresher updates of safeguarding should be provided annually by the DSP at the start of the academic year.
- Disseminate child protection information gained from training and other sources to all staff in the school.
- Ensure an understanding that it is not the role of school staff to investigate reported abuse.
- Feedback appropriate information to staff on a ‘need to know’ basis.
- Ensure that the identity of the DSP’s and Proprietor responsible for Child Protection is known across the school community.
- Ensure parents are given access to the Child Safeguarding Policy as part of their child’s induction into the school and that learners are made aware of the existence of this policy e.g. inclusion on the school website
- Ensure a clear record of concerns about a young person is maintained even if there is no need to make an immediate report.
- Keep all records including copies of child protection referrals; ensure that child protection conference minutes, and records are kept confidentially, securely and are separate from learner records.
- Ensure that when a young person whose name appears on the Child Protection Register transfers to another school, the young persons records, including information about registration is transferred without delay. Records should be sent electronically to coincide with the day the learner commences on roll at the new educational setting; and Children’s Services should be informed.
- Provide continuous support to a young person who leaves the school and about whom there have been concerns by ensuring that appropriate information is confidentially forwarded to the new educational setting, including further education provisions.
- Annually review the policy.

In the absence of the DSP, the deputy DSP carries out those functions necessary to ensure the ongoing safety and protection of young people. In the event of the long-term absence of the DSP, the deputy will assume all of the functions above.



Deputy Senior Person – Gill Evans/Deputy Headteacher & Katrina Flanagan - Teacher

3b. Role of School Personnel

Safeguarding is the responsibility of all staff. At Branas School there is an expectation that all staff are vigilant and professional at all times.

All school personnel must:

- recognise that child protection is their main responsibility;
- treat young people's welfare with utmost importance;
- be aware of the background of the young people in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction
- complete Level B Wales safeguarding training at least bi-annually;
- be aware of the name of the Designated Senior Person;
- be trained in identifying signs of harm and abuse;
- be aware of the effects of abuse and neglect on young people;
- 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 young people feel safe to talk and where school personnel listen to them;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage young people to assess risks to themselves;
- report any concerns to the Designated Senior Person or the Deputy Designated Senior Person;
- know what to do if a young person makes a disclosure;
- not promise confidentiality to any young person 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;
- proactively keep 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 Young People

Young people 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 young person 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 young people by completing termly Mind of My Own which covers the following topics:
 - Do they feel safe in school?
 - Are they aware of basic safeguarding procedures in school?
 - Are young people 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? (covered in therapy – online safety module)
 - Do they know how to keep themselves safe outside school?
 - Do they know how to keep themselves safe when using the internet? (can only access the internet with supervision or after completing an online safety module in therapy)

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

Corporate 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 young people;
- aware that we have a duty to involve Social Services or any other agency if we have any concerns about a young person;
- aware that under certain circumstances we will involve an agency without informing them if we think that by doing so we will place the young person at even greater risk;
- aware that they will be kept up to date with all our actions.

Annually we will ask corporate parents/carers if:

- they have any concerns about the safety of their young person when in school;
- they feel enough time is given for young people 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 Senior Person;
- 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 safer 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 young people which will be updated every three years;
- will ensure that the Designated Senior 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 Senior 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 young people 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 the importance of safeguarding being the responsibility of all staff, and that the effective protection of young people 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 young people 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 young people safe.

If a member of the school staff suspects that a young person 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.

Record Keeping

The Wales Safeguarding Procedures are only available electronically by visiting [Safeguarding Wales](#) or through an online application available from App Stores. All staff need to be aware of this and have this version of the procedures available to them.

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.

- All records pertaining to child protection must be securely kept in a locked cupboard preferably located in the Head teachers' office.
- Concerns will be shared with relevant professionals involved with the young person, but records will not be available without the authority of the DSP.
- All documents in relation to Child Protection will be retained for 35 years and those for Children in Need of Care and Support for 10 years.
- To enable a smooth transition between schools all Child Protection documents need to travel with the child. This will ensure that the receiving school is better informed of all the child’s needs.
- Record the transfer of all child protection

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



6. SAFER RECRUITMENT

Our school complies with the requirements of Keeping Learners Safe (Wales) carrying out the required checks and verifying the applicant’s identity, qualifications and work history. The school’s Safer Recruitment policy and is available upon request.

At least one member of each recruitment panel will have attended safer recruitment training.

All relevant staff are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

The school does not employ training teachers.

7. SUPPORTING THE AT RISK

We recognise that young people 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 young people at risk. Nevertheless, when at school, their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support young people 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 young people in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the young person but does not damage the individual’s sense of self-worth. The school will endeavour to ensure that the young person 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 young person 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

Confidentiality

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

- Staff must not keep a disclosure of abuse confidential and must refer the matter on to the DSP.
- Educational staff have a legal responsibility to share relevant information about the protection of children with the designated statutory agencies; Social Care and Well Being Act 2014.
- All referrals should be made with the knowledge that during any subsequent investigation, the source (i.e. the school) will be made known to the family; staff cannot remain anonymous.
- Any disclosure should be dealt with sensitively and the young person must be helped to understand that there is a need to inform the appropriate people who can help. Staff should be aware that any disclosure may have taken significant courage to voice and that there may be a variety of accompanying emotion such as guilt, embarrassment, disloyalty and hurt.
- Other staff may need to be alerted to concerns about a child or young person, possibly in order to monitor the concern or to gather further evidence prior to a referral being made, or to assist in providing appropriate support to a child or young person once a referral has been made. Information should only be shared on a strict need to know basis.
- Ensure that only those with a professional involvement e.g. the DSP have access to the child protection records. At all other times they should be kept securely locked and separate from the learner’s main file.

9. TRAINING

Training is organised on induction to the school, during induction and throughout the academic year. Induction training for all staff includes Level B Wales Safeguarding training, Prevent, Channel and CSE awareness. The DSP and Deputy DSP will complete Level C 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.

Radicalisation

All schools must have a prevent policy in place. All schools must ensure that staff have attended appropriate Prevent training. Schools must fulfil Prevent duty as detailed in the school’s Prevent policy and have regard for the need to safeguard young people from being drawn into terrorism and extremism. Branass school works closely with the community Police Office who delivers an annual workshop for the young people. All staff have access to Prevent e learning which they complete annually.

Any concerns of this nature must be referred to Counter Terrorism using the online referral form for PREVENT at <https://digitalservices.northwales.police.uk/en/all-wales-prevent-partners-referral-form/>

If there are immediate concerns around an individual, then the Police will need to be contacted via 999.

Site Security

All visitors to Branass School, including contractors, are asked to sign in at the reception. They will be issued with a badge which confirms they have permission to be on site. All visitors are expected to observe the school’s safeguarding and health and safety regulations. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. It is our general policy that all visitors are never unsupervised whilst in the school building.

Staff/YP online relationships

Young people at Branass School have very limited access to the internet. The school advises all staff to have no online activity with the YPs. If they are communicated by YPs this should be reported to the Headteacher. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Staff should not have current YPs as ‘friends’ or contacts on any social media platform. It is advised that any request from a young person past or present should be openly discussed with the Headteacher. Any advice given will be recorded.



Whistleblowing

Branas School endeavours to ensure a culture where reporting concerns is supported and taken seriously. This is to ensure the safety of all staff and young people.

- There is a recognition that young people cannot be expected to raise concerns in an environment where staff fail to do so.
- If concerns exist in relation to attitude or actions of colleagues, staff should be aware of their duty to raise these issues.

Duty to Refer

It is the duty of all staff to immediately refer any child protection concerns about a child to Gillian Ashley, Headteacher (Designated Senior Person) or Gill Evans, Deputy Headteacher (Deputy Senior Person), Katrina Flanagan, Teacher (Deputy Senior Person).

In the absence of the Designated Senior Person and to avoid any unnecessary delays in responding to a young person's needs all concerns should be reported to Kate Jones, Responsible Individual.

Gillian Ashley, Headteacher
Gillian.ashley@branas.co.uk



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

DEALING WITH ALLEGATIONS

Procedure to deal with allegations at Branas School

All allegations are to be reported immediately.

Step 1

Designated Senior Person informed & allegations reported.



Step 2

Designated Senior Person (or nominated child protection officer) or Deputy Designated Senior Person;

or in their absence Branas Isaf Designated Senior Person:

Regional Education Lead – CareTech – 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

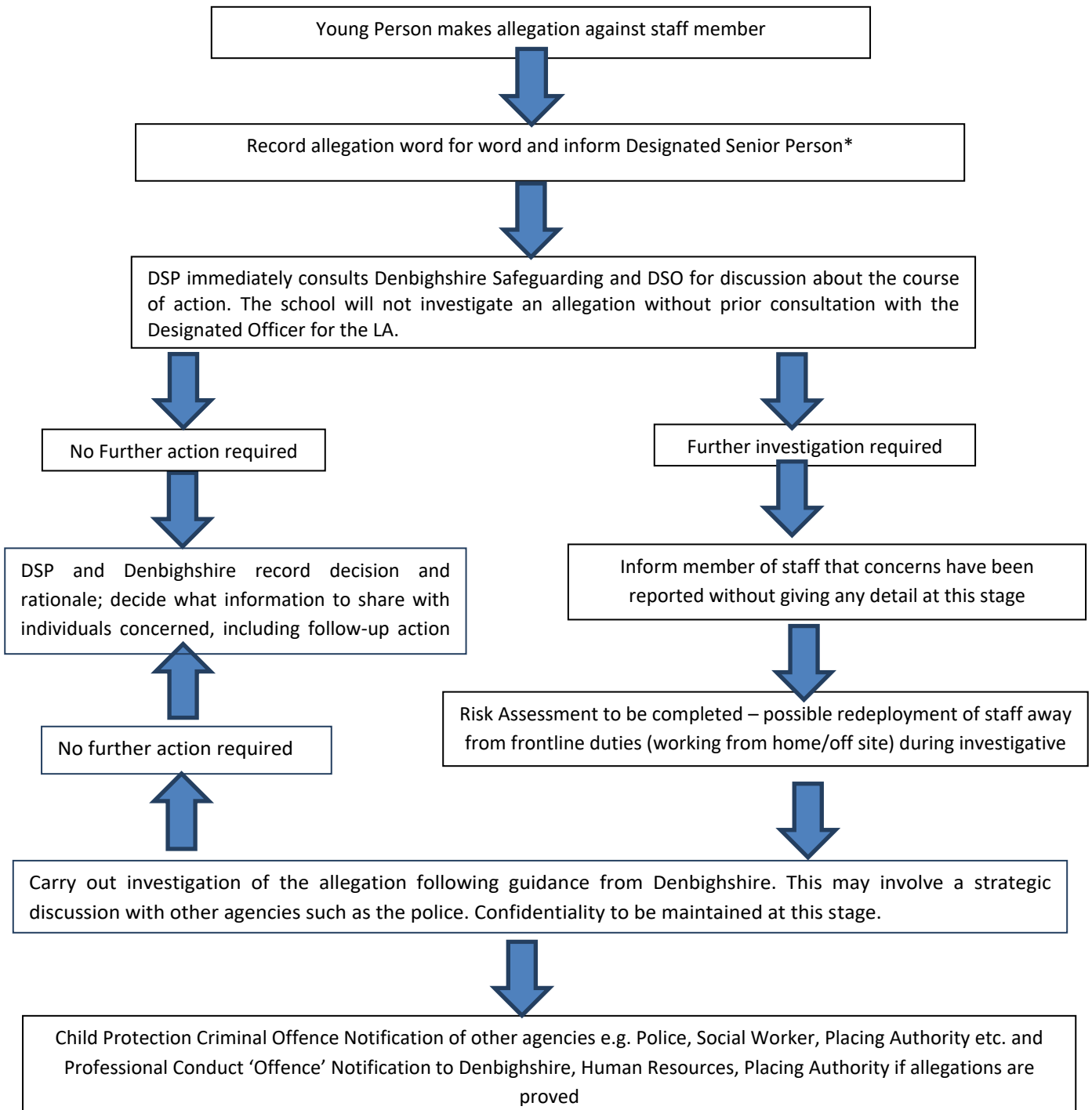
the police directly

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 Headteacher / DSP or the RI.

Same Procedure as above except they are reported directly to the **Responsible Individual** – **CareTech** – Kate Jones who will lead the process or appoint someone senior to lead. Where the allegation is about the RI, a nominated person will lead.



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 RI – Kate Jones is advisable in all cases where possible.



Appendix C

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 young people, 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 young people 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 young person's sexual behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include young people who exhibit a range of sexually harmful behaviours such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults or young people 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 crime revealing the need to challenge discrimination. Thousands of children and young people in Wales have said bullying remains their top priority. 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.

Young people 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 young people. CSE involves a young person 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 young person who is exploited.

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

Everyone who works with young people should be alert to the signs that they are being sexually exploited and understand their duty to report a young person 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 young person 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 young people 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 corporate parents or RSW's 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 young people.

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.

Young people 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 young person such as to cause severe and persistent adverse effects on the young person'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 young people 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 young person 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 young people. 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 young person 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 young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a young person, 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 young people 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 young people 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 Branass School is for boys, the school still believes that it is important to promote the rights of females. We believe the welfare of the young people is paramount and will act to safeguard and promote their 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 Branass 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 young person 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 young people 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. Young people 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 young people 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 young people 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 young person 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 young people 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 young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a young person.

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 young person should be reported immediately as should any concerns staff may have about any young person. 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 young person 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 young people in looking at, or in the production of sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, grooming a young person 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 young people.

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 young person, which includes an element of movement from one place to another. The young person 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 D - 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_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](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](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 E - 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 F

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 style="text-align: center;"></p> <p>Children and Families Support Gateway Tel: 01824 712200 Fax: 01824 712233 Email: cfsgateway@denbighshire.gov.uk</p>	<p style="text-align: center;"></p> <p>Single Point of Access for Adults (SPoA) Tel: 0300 4561000 Fax: 01824 712888 Email: spoa@denbighshire.gov.uk</p>
<p style="text-align: center;">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>	



“Community with learning, is a community with heart”
“Cymuned a’i chynefin, sy’n chymuned â chalon”