



Safeguarding Policy

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Policy Owner:	Directors
Queries to be directed to:	Directors & Health & Safety Team
Signed:	
Dated:	20/01/2022

This policy will be reviewed on an annual basis. Sporting Chance Newport CIC reserves the right to amend this policy, following consultation, where appropriate.

Date created:	10/10/2020
Date of last review:	August 2024
Date of next review:	August 2025

Sporting Chance Newport CIC **Safeguarding Policy**

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Legislation and statutory guidance

Sporting Chance Newport CIC's approach to safeguarding is based on the statutory guidance

- **Keeping Learners Safe 283/2022**
- Safeguarding – Children in Education (The Role of Local Authorities and Governing Bodies 2002) <http://gov.wales/keeping-learners-safe>
- Welsh office Circular 52/95 'Protecting Children from Abuse: Role of the Education Service
- The All Wales Child Protection Procedures 2008
- Safeguarding Children: Working Together Under the Children Act 2004 Section 28
- Education Act 2002 Section 175 – Schools have a statutory duty to ensure arrangements are in place to safeguard and promote the welfare of children.
- Allegations of Professional Abuse Procedures (AWCPP Part IV)
- Safeguarding Children in Education: handling allegations of abuse against teachers and other staff 009/2014
- The Counterterrorism and Security Act 2015
- Social Services and Well-Being (Wales) Act 2014
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the '2018 Childcare Disqualification Regulations') and Childcare Act 2006, which set out who is disqualified from working with children This policy also complies with our admissions policy and our aims.
- Reducing Restrictive Practices framework (2022) Reducing restrictive practices framework www.gov.wales/sites/default/files/pdf-versions/2023/7/2/1689062429/reducing-restrictive-practices-framework.pdf

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

Children includes everyone under the age of 18.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practise and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (ALN) or disabilities (see section 11)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 13)

5. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and proprietors of the school and is consistent with the procedures of the local safeguarding board. Our policy and procedures also apply to extended school and off-site activities.

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5.1 All staff

All staff will be aware of:

Our systems which support safeguarding, including this child protection and safeguarding policy:

- The staff code of conduct
- The role and identity of the designated safeguarding lead (DSL)
- The behaviour policy
- The safeguarding response to children who go missing from education

The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.

The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

Appendix 3 of this policy outlines in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

Our DSL is Samantha Parry. The DSL takes lead responsibility for child protection and wider safeguarding.

cpofficer@sportingchance.org.uk

01633 453038

During term time, the DSL will be available during school hours for staff to discuss any safeguarding. When the DSL is absent, the person responsible to act as cover is Deon Smith.

d.smith@sportingchance.org.uk

01633 453038

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If the DSL or the person responsible to act as cover are not available, Paul Parry (Director) will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, funding, training, resources and support to:

Provide advice and support to other staff on child welfare and child protection matters

Take part in strategy discussions and inter-agency meetings and/or support other staff to do so

Contribute to the assessment of children

Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service and/or Police), and support staff who make such referrals directly

The DSL will also keep the Directors informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate

The full responsibilities of the DSL are set out in their job description.

5.3 The Directors

The Directors are responsible for the implementation of this policy, including:

Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction

Communicating this policy to parents when their child joins the school and via the school website

Ensuring the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent

Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly

Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

Ensuring the relevant staffing ratios are met where applicable

6. Confidentiality

The school will:

- Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the School Management Board or Social Care Worker as required.

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- The school follows the 'Information Sharing: Guidance for practitioners and managers'
https://assets.publishing.service.gov.uk/media/5a809051e5274a2e8ab50dc8/Archivedinformation_sharing_guidance_for_practitioners_and_managers.pdf
- Ensure that the Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Violence notifications.
- Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard young people
- Ensure staff are clear with pupils that they cannot promise to keep secrets.
- Timely information sharing is essential to effective safeguarding.
- Information must be shared on a 'need to know' basis, but you do not need consent to share information if a child is suffering, or at risk of serious harm.
- Confidentiality is also addressed in this policy with respect to record-keeping in section 20, and a separate allegation of abuse against staff policy.

Further information on data protection can be found in the Sporting Chance Newport CIC Data Protection policy.

7. Recognising abuse and taking action

Staff, volunteers and School Management Board must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean the 'DSL of persons responsible to act in the absence of the DSL'

7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

Referrals will be made in line with Gwent Safeguarding Board procedures. (See Appendix 4)

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should (NSPCC what to say to a child and how to respond):

- ▶ **Listen carefully to what they are saying.** Be patient and focus on what you are being told. Try not to express your own views and feelings. Allow them time to talk freely and do not ask leading questions.
- ▶ **Stay calm and do not show that you are shocked or upset.** If you appear shocked or as you do not believe them, it could make them stop talking and take back what they have said.

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- ▶ **Let them know they have done the right thing in telling you.** Reassurance can be a big impact. If they have kept the abuse a secret it can have a big impact knowing they have shared what has happened.
- ▶ **Tell them it is not their fault and they have done the right thing telling you.** Abuse is never a child's fault. It is important they hear and know this.
- ▶ **Explain what will happen next and that you will have to pass the information on.** Do not promise to keep it a secret.
- ▶ **If you consider the child to be at immediate risk of harm tell the DSL or person responsible in the absence of the DSL straight away.**
- ▶ **Write up your conversation as soon as possible on Safeguard My School in the child's own words.**
Stick to the facts, and do not put your own judgement on it.
Alert the DSL once entered on Safeguard My School.
- ▶ **Alternatively, if appropriate, make a referral to children's social care and/or police directly** (see 7.1), and tell the DSL as soon as possible that you have done so.

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

FGM comprises 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs'.

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures. .

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

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Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and report their concerns using Safeguard My School.

7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the School Management Board and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline 0808 800 5000. Share details of any actions you take with the DSL as soon as practicably possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Referral

If it is appropriate to refer the case to the local authority children's social care or the police, the DSL will make the referral or to support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Details on how to make a referral can be found here:

<https://www.gwentsafeguarding.org.uk/en/Children/Report/Report-a-child-at-risk.aspx>

Local Authority Designated Officer

Nicola Davies email - nic.davies@newport.gov.uk – 07817 106758

Safeguarding Hub – 0800 3284432

Send DTR to children.duty@newport.gov.uk

7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the School Management Board and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL as soon as practicably possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

There is a dedicated telephone helpline 020 7340 7264, which school staff can call to raise concerns about extremism with respect to a pupil. You can also email [**counter.extremism@education.gov.uk**](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related.

7.6 If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

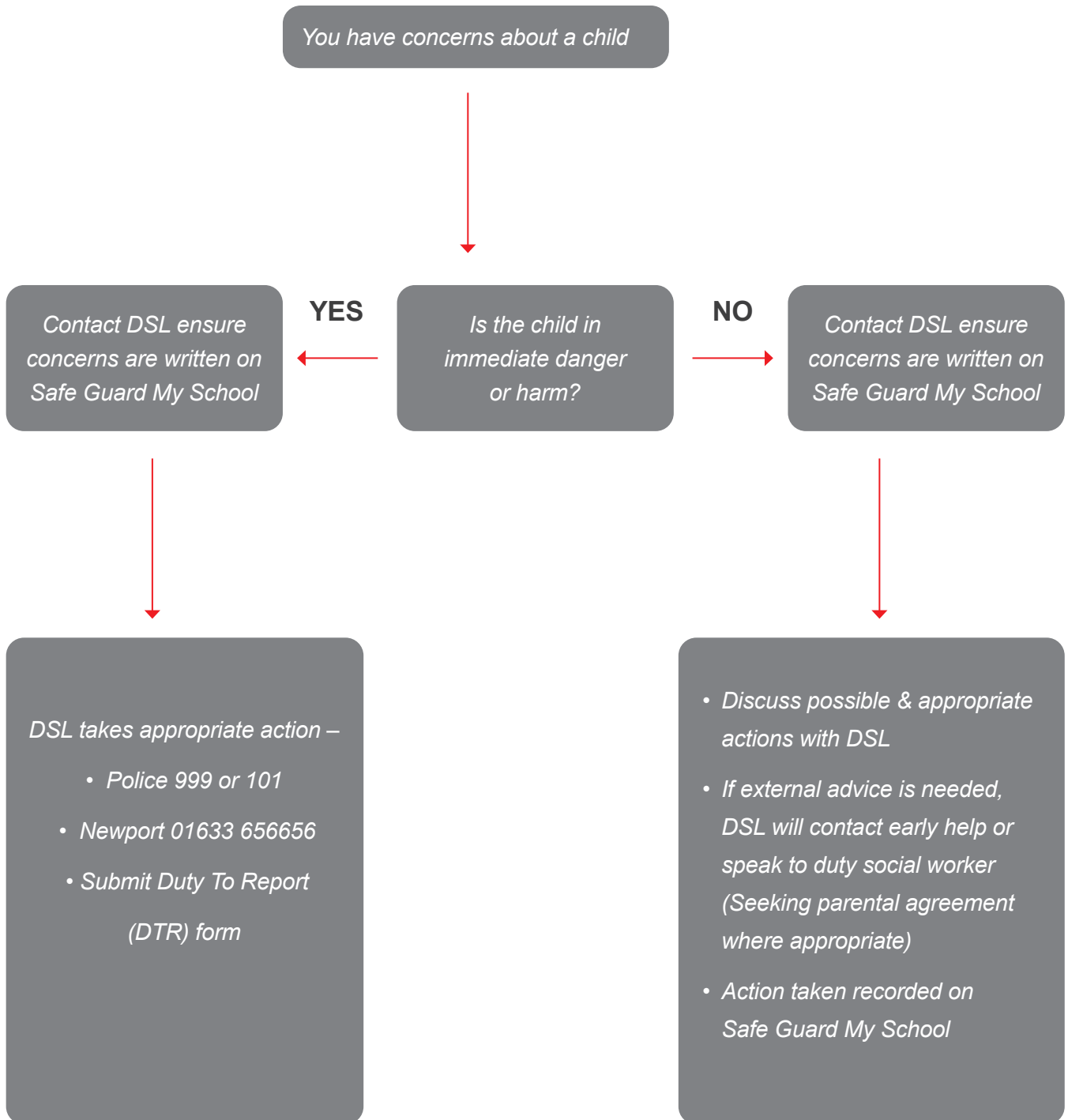
If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

The school will use Motional as assessment for early intervention to support pupils with their social, emotional needs. If it is felt the pupil needs more targeted intervention, an I Scan referral will be completed.

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Figure 1: procedure if you have concerns about a child's welfare
(as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



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7.7 Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff or volunteer, speak to the Directors.

If you have concerns about the Directors, speak to the Head Teacher.

The Directors/proprietor will then follow the procedures set out in the Managing Allegations Against Staff policy, if appropriate.

Any concern regarding a member of staff will be escalated to the Sporting Chance Newport CIC Head of Safeguarding.

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

We also recognise the gender nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our schools Relationship Policy, but this Child Protection and Safeguarding Policy will apply to allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offense
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

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- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by promoting to pupils who the DSL is
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and this would fall under the scope of this policy

8. How pupils are taught about safeguarding

Pupils are taught about safeguarding through the following:

- Personal, social and health education (PSHE) curriculum
- Relationship sex education (RSE) curriculum

All pupils receive an induction and as part of the induction the DSL will be identified to them.

Pupils are taught how to keep themselves safe online and this is outlined in the Sporting Chance Newport CIC Digital Learning Policy.

9. The Child's Wishes

Where there is a safeguarding concern the DSL will ensure the child's wishes and feelings are taken into account when determining what action and services to provide. Following a disclosure, the DSL will discuss with the child and give them an opportunity to express their views.

The child will always be told of next steps following any disclosure.

The DSL will always operate with the best interest of the child at their heart.

10. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents/guardians. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents/guardians would increase the risk to child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents/guardians of all children involved following Local Authority Designated Officer (LADO) Guidance.

11. Pupils with additional learning needs and disabilities

We recognise that pupils with additional learning needs (ALN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

Pupils being more prone to peer group isolation than other pupils

The potential for pupils with (ALN) and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

Communication barriers and difficulties in overcoming these barriers.

12. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

13. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

The DSL has details of children's social workers.

14. Mobile phones and cameras

Staff are allowed to bring their personal mobile phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their own personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in school.

15. Missing pupils / pupils absconding

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will follow the Sporting Chance Newport CIC Absconding Policy.

16. Online learning

If online learning has to continue or be reinstated at any point, communication will only be through;

- School email
- Google classroom
- Learning resources available online, included pre-recorded sessions

The following will be adhered to;

- No personal contact information will be shared with parents and carers or students.
- Google Meets (using Powerpoint presentations which can be shared through screen share, not just with the teacher's face) will be the only platform used for live taught learning sessions.
- A timetable will be published of when lessons will be taught.
- At the start of every live lesson students will be informed that the lesson is being recorded and their consent gained to continue participation in this lesson.
- Students will be reminded that they should also be in an appropriate place to take part in the lesson, not in their bedrooms and their clothing should be appropriate.
- Live lessons will be in groups only, there will be no 1:1 lessons.
- The background will need to be lured and staff should be in professional dress.
- Lessons will be delivered on school site and supported by another staff member.

17. Non-collection of children

If a child is not collected at the end of the session/day, we will:

Taxi – Phone company who are contracted to collect the student. If no answer, phone parent to collect. If parent is unable to collect, two members of staff (with business insurance) take the student home.

Parent – Phone call to parent, if no answer two members of staff take the student home – if no parent at home, return student to the school and call social worker if the student has one if not call police.

Non collection can be very traumatic for a student, due to this it is important that the student is made to feel safe and as comfortable as possible while still at school.

18. Emergency contacts

We ensure we have a minimum of 2 emergency contact numbers for each pupil. These emergency contacts are checked to ensure they are up to date every term. If a member of staff becomes aware an emergency contact number is no longer valid, they inform the school admin team.

19. Complaints and concerns about school safeguarding policies

19.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with managing allegations against staff within the policy.

19.2 Other complaints

For further information please read the Sporting Chance Newport CIC Complaints Policy.

19.3 Whistle Blowing

A separate Sporting Chance Newport CIC Whistle Blowing Policy outlines the procedures for reporting a concern, how the school will respond and the protection available for staff who report another member of staff.

For further information read the Sporting Chance Newport CIC Whistle Blowing Policy.

20. Record keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing using Safeguard My School. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have the right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

21. Training

21.1. All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the safeguarding board. Every September safeguarding training will be delivered to staff.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates and training from NSPCC (for example, through emails, and staff meetings) as required, but at least annually.

Staff will have access to further specific safeguarding training assigned by the D.S.L.

Volunteers will receive appropriate training.

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21.2 The DSL and persons responsible in their absence

The DSL and the persons responsible in the absence of the DSL will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through emails, meeting other DSL's, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

21.3 Proprietors

All proprietors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the proprietor may be required to act as the 'case manager' in the event is made against one of the Directors, they receive training managing allegations for this purpose.

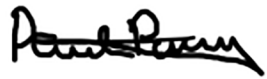
21.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. After a job offer has been accepted and before any adult works with any of our learners, Sporting Chance Newport CIC adheres to the Safer Recruitment processes indicated in Appendix 2.

22. Monitoring arrangements

This policy will be reviewed annually by Sporting Chance Newport CIC Head of Safeguarding. At every review, it will be approved by the Proprietor.

1. Summary

This EIA is for:	Safeguarding Policy
This EIA is for:	Head of Safeguarding
Date of assessment:	10/10/2020
Assessment approved by:	

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Sporting Chance Newport CIC Anti-bullying Policy for all staff have been fully considered and addressed, whether or not staff members share a protected characteristic.

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2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
Age		X		The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.
Disability		X		The policy applies equally to all members of staff regardless of health/disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
Pregnancy & Maternity/Paternity		X		It is not considered that the policy positively or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race (incl. origin, colour and nationality)		X		The policy applies to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Gender and Gender Re-assignment		X		This policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
Sexual Orientation		X		This policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their sexual orientation.

3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner
None		

Appendices

Appendix 1: Types of Abuse/Definition of Neglect

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues overlap.

Physical abuse 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 guardian fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

Conveying to a child that they are useless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate

Age of developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction

Seeing or hearing the ill-treatment of another

Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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 (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing

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, or 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.

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

Once a child is born, neglect may involve a parent or guardian 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 caregivers)

Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individual's personal files. We follow requirements and best practise in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

Verify their identity

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below).

We will not keep a copy of this for longer than 6 months

Ensure they are registered on the DBS update service

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available.

Verify their mental and physical fitness to carry out their work responsibilities

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards.

Verify their professional qualifications, as appropriate

Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

Teaching staff, proprietors, support staff and LSA's will be registered with Education Workforce Council upon appointment

Check the candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual fall outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file.

This will include our evaluation of any risks and control measures put in place, and any sought.

We will ask for the written information about previous employment history and check that information is not contradictory or incomplete.

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We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

The individual has received a caution or conviction for a relevant offense, or there is reason to believe the individual has committed a listed relevant offense, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or

The 'Harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they have not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform, if these checks have not been completed, we will not allow that individual to work in our school. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification regulations and Childcare Act 2006.

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Volunteers

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

Obtain references for the volunteer

Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity.

We will retain a record of this risk assessment

Ensure appropriate checks are carried out to ensure individuals are not disqualified under the 2018 Childcare Disqualification regulations and Childcare Act 2006. Where we decide that an individual falls outside the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Proprietors

All schools include:

Proprietors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All proprietors will also have the following checks:

A section 128 (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008).

Identity

Right to work in the UK

Other checks deemed necessary if they have lived or worked outside the UK

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform. We will also complete our own quality assurance checks during the school year of their safeguarding practises.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Appendix 3: How are staff supported with Specific safeguarding issues

The school works in partnership with external agencies when it recognises a pupil is at risk and requires additional support to prevent any harm occurring.

Further information can be found on Gwent Safeguarding board;

<https://www.gwentsafeguarding.org.uk/en/Children/Professionals/Professionals.aspx>

Contextual safeguarding

Contextual safeguarding is an approach to practice and system design.

It seeks to create a response to extra familial forms of abuse that can:

- Target the contexts in which that abuse occurs, from assessment through intervention
- Framework to address extra-familial risk through the lens of child welfare, as opposed to crime reduction or community safety
- Utilise partnerships between children's services and agencies who have a reach into extra-familial contexts (such as transport providers, retailers, youth workers, residents' associations, parks and recreation services, schools and so on), and,
- Measure success with reference to the nature of the context in which harm has been occurring, rather than solely focussing on any behaviour changes displayed by young people who were at risk in those contexts.

Work to develop contextual safeguarding happens in two tiers. The first tier involves acknowledging context more explicitly in all work with children and families. This could include talking with parents about context in which they are trying to parent their child and engaging young people in activities where they can explore their feelings of safety in public, as well as private spaces.

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At the second tier, work is undertaken to create resources and approaches for assessing and intervening with peer groups, schools and public spaces identified as ones in which young people have experienced abuse. This ranges from thinking about how to conduct observations in neighbourhoods, as one might already do of a home during a visit, through to creating processes to refer to contexts into safeguarding hubs, as one might do already for families, and holding context conferences, in place of child protection conferences, to build plans for contexts that have been addressed.

At tier 2, therefore, we not only recognise the contexts in which young people might experience harm but work actively to address them.

Further information can be found here <https://contextualsafeguarding.org.uk>

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent risks of going missing in future.

This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concern which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if a child is suffering or likely to suffer from harm, or in immediate danger.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

<https://www.gov.uk/government/publications/serious-violence-strategy>

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

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The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

Appearing with unexplained gifts or new possessions

Associating with other young people involved in exploitation

Suffering from changes in emotional wellbeing

Misusing drugs and alcohol

Going missing for periods of time or regularly coming home late

Regularly missing school or education

Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused.

They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

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In addition to the CSE indicators above, indicators of CSE can include a child:

Having an older boyfriend or girlfriend

Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate

County Lines

The UK government defines county lines as: county lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and the money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child criminal exploitation (CCE) is increasingly used to describe this type of exploitation where children are involved, and is defined as: child criminal exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact, it can also occur through the use of technology

Indicators of involvement in county lines may include:

- Persistently going missing from school or home and/or being found out of area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts/phone calls and/or having multiple handsets
- Relationships with controlling/older individuals or groups
- Leaving home/care without explanation
- Suspicion of physical assault/unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results/performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour based' abuse (including FGM and forced marriage)

So-called 'honour based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practises such as breast ironing.

Abuse committed in this context often involves wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled as escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

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Indicators that FGM has already occurred include:

- ▶ A pupil confiding in a professional that FGM has taken place
- ▶ A mother/father member disclosing that FGM has been carried out
- ▶ A family/pupil already being known to social services in relation to other safeguarding issues
- ▶ A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- ▶ The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- ▶ FGM being known to be practised in the girl's community or country of origin
- ▶ A parent or family member expressing concern that FGM may be carried out
- ▶ A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- ▶ A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

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- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sanctions missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- ▶ Speak to the pupil about the concerns in a secure and private place
- ▶ Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- ▶ Seek advice from the Forced Marriage unit on 020 7008 0151 or fm@fco.gov.uk
- ▶ Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terror groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

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The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure staff have access to appropriate training with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- ▶ Refusal to engage with, or becoming abusive to, peers who are different from themselves
- ▶ Becoming susceptible to conspiracy theories and feelings of persecution
- ▶ Changes in friendship groups and appearance
- ▶ Rejecting activities, they used to enjoy
- ▶ Converting to a new religion
- ▶ Isolating themselves from family and friends
- ▶ Talking as if from a scripted speech
- ▶ An unwillingness or inability to discuss their views
- ▶ A sudden disrespectful attitude towards others
- ▶ Increased levels of anger
- ▶ Increase secretiveness, especially around internet use
- ▶ Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- ▶ Accessing extremist material online, including on Facebook or Twitter
- ▶ Possessing extremist literature
- ▶ Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may now have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

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If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should always take action if they are worried.

At Sporting Chance Newport CIC we aim to educate students on prevention of exploitation through the curriculum particularly through PSHE lessons.

Sexting

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

View, download or share the imagery yourself, or ask a pupil to share or download it.

If you have already viewed the imagery by accident, you must report this to the DSL

Delete the imagery or ask the pupil to delete it

Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support from the DSL.

Following a report, the DSL will then consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- The DSL should still not see the imagery
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which should influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Contact the parents or carers of the pupils involved

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The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to additional learning needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Directors and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

The record keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

6. Equality Impact Assessment

Sporting Chance Newport CIC is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Sporting Chance Newport CIC has adopted the process in line with its commitment to continually improve equality performance.

It is also inappropriate since the 'professional' relationship of trust would be altered.

The Sexual Offences (Amendment) Act 2000, set out a series of occupations to which the Abuse of Position of Trust Laws apply.

This includes anyone working in an educational institution.

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The primary purpose of the Abuse of Trust provisions is to provide protection for young people aged 16 and 17, who are considered particularly vulnerable to exploitation by those who hold a position of trust or authority in their lives. Subject to a number of limited definitions, it is a criminal offense for a person, in a position of trust, to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent even if the basis of their relationship is consensual.

A relationship exists where a member of staff or volunteer is in a position of power or influence over young people aged 16 or 17 by virtue of the work or nature of the activity being undertaken.

The principals apply irrespective of sexual orientation: neither homosexual or heterosexual relationships are acceptable within a position of trust. They apply equally to all, without regard to gender, race, religion, sexual orientation or disability. This is an area where it is very important to avoid any sexual or other stereotyping. In addition, it is important to recognise that women as well as men may abuse a position of trust.

All staff should ensure that their relationships with young people are appropriate to their age and gender and take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys and girls.

Appendix 4: Gwent Safeguarding Board Procedures



**Diogelu Gwent
Gwent Safeguarding**

Duty to Report Child Safeguarding (Multi Agency Referral Form)

Date of report:	
Is the Parent/ Carer aware of the report:	YES <input type="checkbox"/> NO <input type="checkbox"/>
Has consent been obtained to make this report:	YES <input type="checkbox"/> <i>Verbal or Written Consent</i> NO <input type="checkbox"/>
If No, give reason:	

CHILD/ YOUNG PERSON'S DETAILS					
Surname:		Forename:		Gender:	
D.O.B: or E.D.D.		Age:		Social Services Number (if known):	
Address:		Postcode:		Telephone Number:	
Current address if different from above:		Child's first language or preferred means of communication:		Is an interpreter/signer required:	
Child's Religion:		Child's Ethnicity:		Child's Nationality (if not British):	
Is the child an asylum seeker:		Child's immigration status (if known):		Home office registration number (if known):	
Is the child "looked after":		Is the child named on the child protection register:		Does the child have a disability?	
Is the child a young carer:		Any other information about the child's identity:			

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BIRTH PARENT DETAILS							
Mother's Name:		Mother's address if different from child:		Is an interpreter required:		Mother's First Language:	
Mother's DOB:		Mother's Ethnicity:		Parental needs (learning difficulties, physical disabilities)		Telephone Number:	
Father's Name:		Father's address if different from child:		Is an interpreter required::		Father's First Language:	
Father's DOB:		Father's Ethnicity:		Parental needs (learning difficulties, physical disabilities):		Telephone Number:	
						Does Father have PR?	

MAIN CARERS/ PERSONS WITH PARENTAL RESPONSIBILITY (PR) (e.g., special guardians or carers with child arrangement order and associated PR or residents order)							
Name:		address if different from child:		Is an interpreter required:		First Language:	
DOB:		Ethnicity:		Parental needs (learning difficulties, physical disabilities)		Telephone Number:	
Relationship to child::		Does this person have PR::		How was PR obtained?:			
Name:		address if different from child::		Is an interpreter required		First Language:	
DOB:		Ethnicity		Parental needs (learning difficulties, physical disabilities)		Telephone Number:	
Relationship to child:		Does this person have PR:		How was PR obtained?			

OTHER HOUSEHOLD MEMBERS (including NON-Family members)					
Surname:		D.O.B::		Relationship to Child::	
Surname:		D.O.B::		Relationship to Child:	
Surname:		D.O.B::		Relationship to Child:	
Surname:		D.O.B::		Relationship to Child:	
Surname:		D.O.B::		Relationship to Child:	
Are all children in this household subject to this report:		YES <input type="checkbox"/> NO <input type="checkbox"/>			

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SIGNIFICANT OTHERS WHO ARE NOT MEMBERS OF THE CHILD'S HOUSEHOLD (i.e. alleged offender; other family members you consider relevant to this report; fathers of half/ step siblings; partners of parent-							
Name:		D.O.B:		Address:		Relationship to child::	
Name::		D.O.B		Address:		Relationship to child::	
Name::		D.O.B:		Address::		Relationship to child::	

REPORT INFORMATION (Guidance notes have been produced to assist the person submitting this report)				
Referred by (name):		Agency/ relationship to child:		Does the reporter wish to remain anonymous: (please note a practitioner cannot refer anonymously)
Address:		Telephone Number:		Email:
Reason for report/ Request for Services::	Physical Abuse <input type="checkbox"/> Sexual Abuse <input type="checkbox"/> Emotional Abuse <input type="checkbox"/> Financial Abuse <input type="checkbox"/> Neglect <input type="checkbox"/> Safeguarding concerns <input type="checkbox"/> Request for service <input type="checkbox"/>			
Outline the circumstances:	<i>Detail the reasons why you are contacting including any details of the date, time and place where the abuse is alleged to have occurred</i>			
What are the strengths:	<i>Positive/ protective relationships; family are keen to engage; good family network</i>			
What are the barriers:	<i>Reluctance to engage with support; financial difficulties; child care issues; communication issues (language/ hearing/ visual impairment)</i>			
What are the risks:	<i>Young person not understanding the risk; escalation of risk if not supported; short term and long term risks to overall wellbeing PLEASE ALSO DETAIL ANY RISK WHICH MAY AFFECT THE SAFETY OF STAFF</i>			
What other assessments have been undertaken by other agencies (if known):	<i>e.g. DASH; MIRAF; Routine enquiry and CSERQ4, Recent medical examinations (including child protection medicals); any health assessments</i>			
What are the expected outcomes of this report:	<i>Safeguarding assessment undertaken to assess potential risk; services are put in place to support the child/ family; information is recorded for the child</i>			
What action/ support has already been undertaken in your	<i>Include information where reports have been made to other agencies, i.e. Preventions</i>			

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agency to address these concerns:	
Any other relevant information:	<i>Are you aware of the child previously being named on the child protection register or being "looked after" previously; aware of previous convictions/ safeguarding concerns in relation to the alleged abuser</i>

KEY AGENCIES			
Agency:	Name:	Address:	Telephone Number:
GP			
Health Visitor/Midwife			
Other Agency (please specify)			

SUBMISSION OF THE REPORT	
Blaenau Gwent	Duty.Team@blaenau-gwent.gov.uk
Caerphilly	Contactandreferral@caerphilly.gov.uk
Monmouthshire	childduty@monmouthshire.gov.uk
Newport	children.duty@newport.gov.uk
Torfaen	socialcarecalltorfaen@torfaen.gov.uk

OUT OF HOURS/ EMERGENCY DUTY
<p>Between the hours of 17:00pm - 08.30am Monday to Thursday, Weekends and Bank Holidays. Friday 16:30pm – 08:30am</p> <p>YOU MUST PHONE your concerns through to the Emergency Duty Team 0800 328 4432</p> <p>then complete the Duty to Report Form Child Safeguarding and send to the appropriate Local Authority</p>

Guidance notes on the completion of the Duty to Report (DTR) Form Child Safeguarding

This Duty to Report Form (DTR) has been reviewed in order for the content to align and be compliant with the Social Services and Well-being (Wales) Act 2014, (SSWB 2014). The new legislation has brought about changes to culture and practice in how we work with people in achieving “what matters to them” and that assessments and the care and support they need as a person are founded on a strengths based approach resulting in clear, outcome-orientated personal goals/ outcomes. By “report makers” (Wales Safeguarding Procedures 2019) also using this approach in their information sharing it allows for a better understanding of the child within their own context and assists in the decision making in how best to safeguard and promote their well-being. The key differences in this document are based within the “Report Information” section where the report maker presents the information based on the five elements of assessment as defined in the SSWB 2014, these are based on a person’s circumstances; strengths; barriers; risks and personal outcomes. The report maker is also asked to describe what interventions their own agency may have undertaken and to share their knowledge in respect of any other assessments they may be aware of which have been undertaken previously or currently. There is also a specific section for any other relevant information which the report maker feels is pertinent for Children’s Services to be aware of when considering the report information holistically.

It is hoped that this revised report will result in stronger multi agency collaboration and an improved information sharing process between the report maker and Children’s Services to effectively safeguard and support children and their families within this region.

For the purpose of this document a child is a person under the age of 18 years.

1. Report date and consent

The date of the report must be recorded by the report maker.

It is always important to work with children/ young people and their families with their informed consent and knowledge wherever possible. The report maker should work from the principle that consent from the parent/ carer to submit a report should always be sought UNLESS there are child safeguarding concerns that may place the child at risk of harm if the parent/ carer were to be approached about the report content. Examples where a report is submitted without parental/ carer consent may be due to an allegation/ disclosure of abuse by the child about their parent/ carer; agency witnesses inappropriate behaviour by the parent/ carer towards the child. If in doubt whether consent to make the report should be sought the report maker should seek advice and guidance from their designated safeguarding lead for their organisation or contact the local authority’s children’s services duty team for advice. PLEASE NOTE- a referring agency should NEVER delay in contacting the Police and Children’s Services if they have immediate concerns for a child’s safety or well-being.

2. Child/ Young Person's Details

This section should be completed within its entirety wherever possible. In the section "Any other information about the child's identity" the report maker should consider and provide any additional relevant information about the child's identity, this may include a brief physical description of the child to assist the person making an initial visit being assured they have seen the correct child (Wales Safeguarding Procedures 2019).

3. Other household members including non-family members

This section should clearly detail ALL people, both Adults and Children, residing in the home. The report maker should provide as much detail as possible about all other household members including names, ages and their relationship to the child so that as clear a picture as possible of who is residing in the household with the child (subject) can be gathered.

If the report raises concern for the well-being of ALL children residing in the SAME household this should be clearly indicated by selecting YES, however, where there are other children/ young people who DO NOT reside in the same household there is a requirement for a report to be made for each child. An example of this may be where the report maker is notifying about an alleged child on child assault, although the report content about the incident may be recorded verbatim for both children a separate report form requires to be completed for EACH child as they are not residing in the same household.

4. Main Carers/ Persons with Parental Responsibility (PR)/ Birth Parents

It is essential to provide as much information within this section as possible. Remember that the child may not necessarily be residing with their birth parents and therefore for decision making purposes it is vital for agency decision makers to have as much information about the child and their care givers as possible within the report. The "Relationship to child" and "Does this person have PR" questions should always be completed by the report maker where the information is known, for example, if you are aware that the child is residing with maternal aunt who has a Special Guardianship Order or you are aware that the child is "looked after" and resides with Foster Carers this should be detailed within this section.

5. Significant others who are NOT members of the household

This section should be used to provide information about the child's network beyond the immediate household where relevant to the report. Examples may include the alleged offender; other family members you consider relevant to this report (i.e. maternal grandmother who provides a lot of support to the family/ collects the children from school regularly); fathers of half/ step siblings; partners of parent/ carer.

6. Report Information

The report must provide all of their contact details and define their role/ relationship in respect of the child. A practitioner CANNOT refer anonymously. Sometimes a practitioner is told information by a person/ member of the public who does not wish to be identified regarding the information they have shared, therefore, the practitioner should protect the anonymity of the person (i.e. do not disclose in the report their name/ relationship to child) when submitting the report but the practitioner cannot refer anonymously and must complete their details as they have received the information and therefore have a duty to report. In such circumstances the practitioner should report that the information has been shared with them directly by a person who wishes to remain anonymous/ cannot be identified and detail the account as reported to them.

Reason for Report/ Request for Services

This is a tick box section. The categories of abuse have been listed in addition to “safeguarding concerns” and “request for service” options. The report maker should consider the reasons why they are making the report and select an appropriate field, it is acknowledged that alleged/ suspected abuse may often be linked to multiple categories and it is also acknowledged that the report maker may feel dubious about defining a particular category however the report maker should indicate the reason for the report in this section by highlighting the predominant category they feel is the issue.

Outline the Circumstances

Detail the reasons why you are contacting Children’s Services. This section should include any details of the date, time and place where abuse is alleged to have occurred. In the case of a disclosure, the report maker should always try to record verbatim what the child/ young person has said using their exact words.

Details and examples within this section are vital. Wherever possible the report maker should try to illustrate what their concerns are beyond using stock statements/ phrases. For example, saying that “the child presents as unkempt”, what does “unkempt” mean or look like? By reporting the exact details of your concerns, i.e. the child’s hair is matted; the school uniform is visibly dirty and appears to have been worn on a number of occasions without being washed; hygiene is an issue and there is a distinctive body odour smell on the child and their clothing, etc., this descriptive information provides a more detailed account to inform the decision making rather than a reliance on stock phrases with the assumption that all practitioners will have the same context/ understanding.

Describing the family’s circumstances and context is also important in this section, for example, have the family recently moved into the area; have they been known to social services previously.

What are the Strengths?

Sometimes the focus on sharing information is based solely on the difficulties or problems the child or family is facing and the “What’s working well” or “What’s acting as a positive factor” to keep a child safe can be overlooked. By considering what strengths there are within a family or available to the child can aid decision making in being able to identify realistic and viable options to support and safeguard in the immediate context but also in the longer term support for the child. The report maker should attempt to identify strengths and positive factors in respect of the information they are sharing, for example, if the family are keen to engage with support services; or the child has a positive relationship with a specific person in the school who they may be confident to talk openly with. Other things to consider may be, what would/ does the child say are the best things about their life/ family; what do they do well or what is good enough; etc.

What are the Barriers?

The report maker is asked to consider if there are any barriers which are impacting on the child and their family. Remember that barriers may be time limited or situation specific, for example, the parent may be recovering from an illness/ operation and their ability to meet the needs of the child for a certain period may be a barrier currently but this may not be the case in the long term.

The report maker should consider if there are any complicating factors which are making the situation more difficult for the child/ their family at this time, i.e. are there financial difficulties; child care arrangements/ issues.

Other barriers may be in relation to communication or how the child/ family has engaged with services/ interventions previously.

What are the Risks?

The report maker should attempt to identify what they feel are the risks both “to” and “from” the child/ family. For example risks “to” the child/ family may be in relation to them experiencing abuse or being placed at risk of harm; the child doesn’t identify their behaviour/ situation as worrying or concerning; if the situation with the parent is not addressed at this specific time the risk could escalate further.

Examples of risk “from” the child/ family may include physical or verbal aggression; non-compliance or lack of co-operation (known history or pattern of refusing to engage). The report maker should also identify any risks for Children’s Services to be aware of in respect of visiting/ working with the child or family, for example if the agency has a 2:1 or no lone working practice model in place then this should be clearly detailed. Also please highlight other risks which may be present including environmental factors, e.g. dogs at the property; known offender attending the property.

What are the expected outcomes of this Report?

The report maker is asked to consider what they expect to be achieved as a result of the report, for example, if the report maker has the expected outcome that an assessment is completed rather than diverting/ signposting to an alternate agency they should stipulate this.

What action/ support has already been undertaken in your agency to address these concerns?

If the report maker/ agency has already undertaken specific actions or work with the child/ family this should be clearly recorded, for example, if reports have previously been submitted to preventative services and the family have not engaged then this should be clearly noted.

What other assessments have been undertaken by other agencies (if known)?

If the report maker is aware that an assessment has been undertaken by their own or other agency in respect of the child/ family this information should be noted. If the child has had any recent medical examinations (including child protection medicals) and the report maker is aware they should share this information (Wales Safeguarding Procedures 2019). Examples of assessments may include; Missing Individual Risk Assessment Framework MIRAF, family has been discussed at Multi Agency Risk Assessment Conference (MARAC); child has been assessed and is considered to be at risk of exploitation; the alleged perpetrator is known to be supported/ on an order with Probation Services.

Any other relevant information

The report maker should provide any other known and relevant information. For example, are you aware of the child previously being named on the child protection register or being “looked after” previously? If the report maker is aware of previous convictions/ safeguarding concerns in relation to the alleged abuser this information should also be recorded in this section in addition to the “outline the circumstances” or “what are the risks” sections.

7. Key Agencies

The report maker should complete this section where the information is known.

8. Submission of the report

The Duty to Report (DTR) should be submitted to the appropriate Children’s Services local authority. The report maker **MUST** be notified that their report has been received and must be notified of the outcome to the report within a maximum of 10 working days, this process of notification and outcome response is managed via varying methods by the different local authorities, it is recommended that you establish with the Children’s Services team for the area in which you are submitting the report how this process will be managed or confirm with your designated safeguarding lead for your agency.



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